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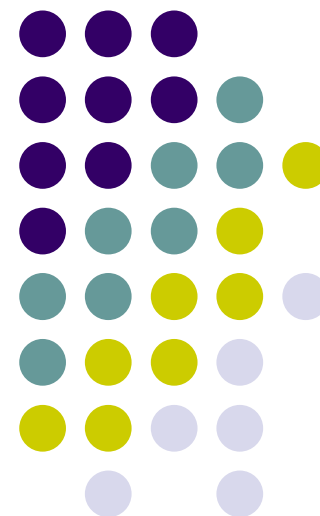
地點：香港教育學院大埔校園

An application of “Differentiation Strategies” for catering for learner diversity in PE - An Experience from the Salvation Army Tin Ka Ping School

救世軍田家炳學校經驗分享-如何於體育課中利用「區分策略」以照顧學生之學習差異

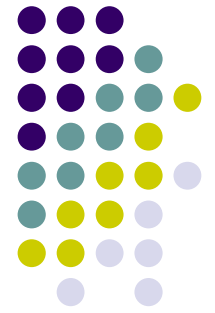
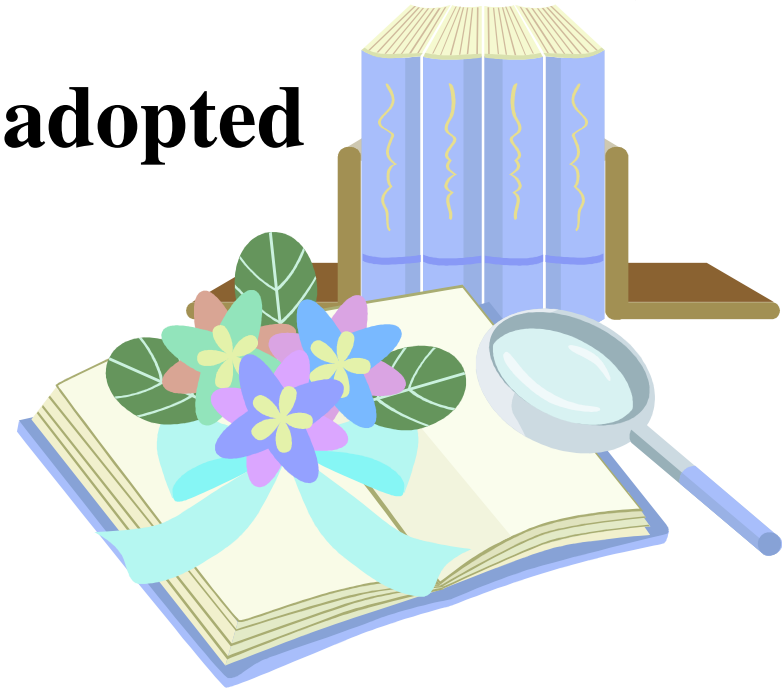
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Content

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Introduction



- Catering for Learner Diversity-Advocated By HK SAR Government

- 照顧學習差異

to enable all students to learn and perform to the best of their abilities, needs and interest

使學生能以他們的最佳能力,需要及興趣學習及表現

- “The ultimate goal is to stretch the potential of all students whether they are gifted or among the low achievers” (CDC, p. 7).

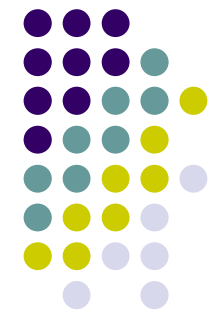
最終目標能使資優或學業成績稍遜的學生習能盡顯所長



- In 1997 - adopting subject-setting method to cope with “individual differences” was highlighted in the Report on Review of 9-year Compulsory Education compiled by the Sub-Committee on Review of School Education (1997).

個別差異概念





- The concept of catering learner diversity

照顧學習差異的概念

-received relatively **little** attention in the PE field

於體育較少被關注

-key messages in the current curriculum reform

課程主要關注項目

(Curriculum Development Council, 2002b)

-“learner-focused curriculum” 學生為本and

-“modify the learning and teaching of PE to cater for student diversity”

改進體育學習及教學以切合學生的不同學習差異

(CDC,2002, p.iv)



Academic achievement and learner diversity.

Generally High 高



Generally low 低

Academic Achievement 學業成績 (CDC, 2002, p. 8)

Gifted children in ordinary schools 一般學校資優學生	Students whose learning ability is suited to ordinary classroom provision 學習能力適合一般學校的學生	Students who can learn effectively if provided with ordinary remedial teaching 需要一般學校教學支援的學生	Low achievers including those with special educational needs (SEN) placed in ordinary schools with additional support 學業成績稍遜具特殊教育需要一般學校之額外支援	Low achievers with SEN in special schools 於特殊學校具特殊教育需要
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- “the learning capabilities of students are placed alone a continuum with roughly 2-4% of the students population belong to the gifted in the general sense while 20% of the students population are low achievers or have special learning difficulties” (CDC, 2002, p. 7-8).
- 學習能力差異 2-4%資優
- 20%學業稍遜或有特別學習困難

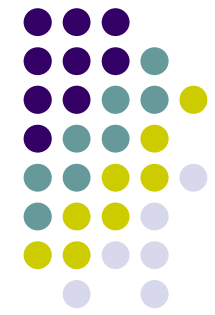
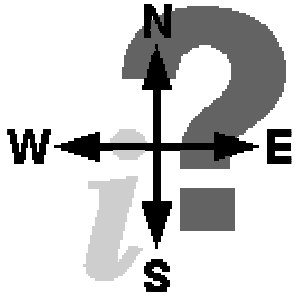
Analysis of teaching method in P.E.

現行體育教學的分析



- 教師主導 / 教授主導 / 教學步驟主導
Teacher-dominated/instruction directed/ teaching procedure led
- 多採用直接教學法, 著重教授效率
Adopting Direct Teaching Approach-Focusing on teaching effectiveness
- 教學以統一教授活動及管理為主, 以利組織教學及管理, 學生的個別學習差異未被關注
Arranging unified activity for all aiming at class management, facilitating instruction and management, neglecting learner diversity
- 示範、講解、練習-以模仿性學習為主, 師生之間的教與學關係是複製及被複製, 學生主動、獨立及創新性精神可能被忽視
Emphasizing demonstration, instruction and practices-learning by imitation and copying, students' active & independent learning and creativity -neglected
- 較少採用其他教學策略以促進學生技能以外的發展
Adopting relatively little teaching strategies for promoting learning apart from skills





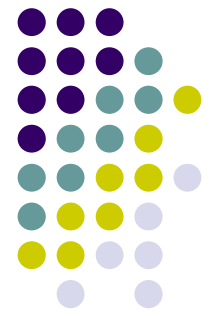
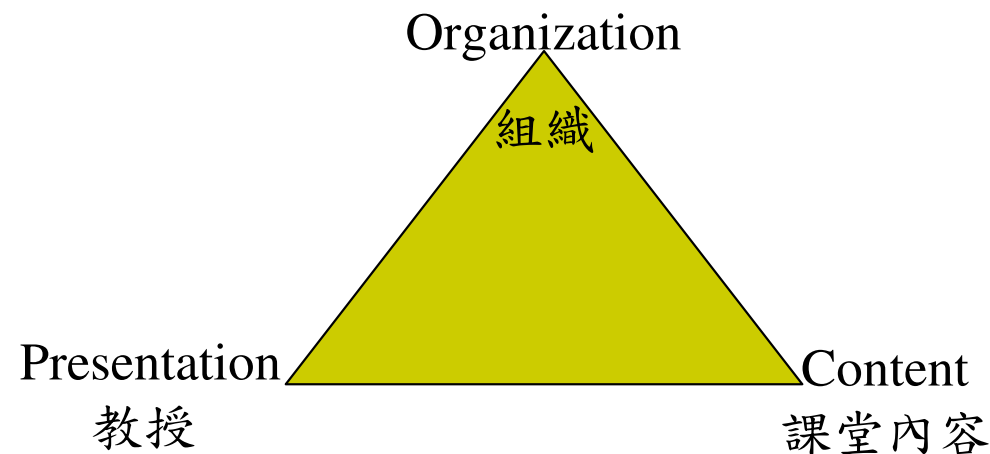
- How can we find out students with learning difficulties in PE? Based on what kind of requirement?
- Is there any teaching methods to help those student with learning difficulties in P.E.?
- How can we maximize learning within a PE lesson with limited time?

Theoretical Frameworks adopted

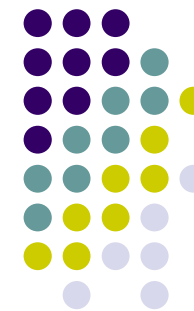
(I) Bailey's method

with the experience of the UK, **Bailey (2001)** suggests a range of teaching strategies, tasks and forms of organization to meet the different needs of the pupils in a class – a model of “differentiation”-a framework for making decision about differentiation in planning and implementing the PE curriculum:

Bailey 之區分理念



Differentiation strategies are listed as follows (Bailey, 2001, p. 127):



Organization 課堂組織	Presentation 教授	Content 內容
<ul style="list-style-type: none">● Grouping 分組● Space 空間利用● Roles 角式● Interaction 互動情況	<ul style="list-style-type: none">● Teaching styles 教學風格● Response 回答● Resources 資源● support 支援	<ul style="list-style-type: none">● Task 任務● Pace 進度● Level 水平● Practice style 練習風格

(II) Curriculum Evaluation suggested by Lieberman & Houston



- **Rational:** Everyone is unique. He/ She has his/her learning style and learning happened when there was a learning activities suited for him/her.
- **Lesson plan:** Based on assessment
 - a. Assessments need to accurately reflect what students can and cannot do in relation to curriculum content.
(Lieberman & Houston, 2002, p.14).
 - b. The function of curriculum evaluation can be grouped into four broad headings: **formative assessment; summative assessment; psychological or socio-political assessment and administrative assessment.** (Wright & Sugden, 1999,p.47).
- **Design :** preliminary assessment → adjust work of scheme → modify games and activities → summative assessment → adjust content of lesson/ teaching method/ activities.....



Sharing



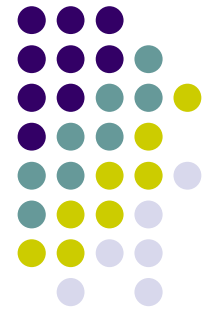
Examined class

- Topic: basketball
- Class: P5
- Planned lesson: 5 lessons
- Show original work of scheme (games and activities are fixed in one standard) and adjusted work of scheme with Bailey's method.





Sharing



- **Video 1: preliminary assessment**
Student cannot follow teaching steps and nothing learnt in the lesson.
- Reason: Free grouping, standard activities, out of attention.....

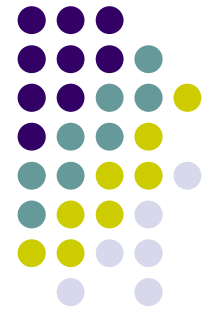
Sharing



- **Video 2: Lesson 2**
- Grouping was based on the performance of students.
- Student are instructed to follow teaching activities, however, discrimination were found in some groups. Some students were ignored.
- Reason: No clear explanation on grouping and matching was given to students.



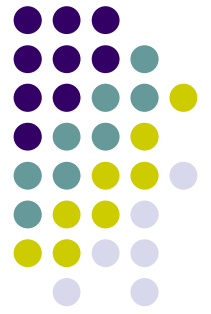
Sharing



- Video 3: Lesson 3-Catering for learner diversity with Bailey's (2001) framework
- Skill and character of students are improved
- Reason: Explanation of grouping, mutual assessment/learning, group leader, grouping were functioning.
- Improvement: Content and activities should be adjusted for some special students.



Sharing



- Video 4: Lesson 4
- A significant improvement on students with learning-difficulties.
- Normal students didn't edge out students with learning-difficulties.
- A co-operative culture was established.
- In general, the result of study and achievement was improved.

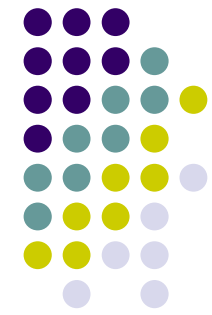
Sharing



- Comments given by headmistress Ms Au Yeung Tai Yeun.
 1. Grouping is effective for learning/ administration.
 2. Students with difficulties are expected to have low performance in lessons.
 3. Students with higher ability were willing to help others.
 4. The content of a lesson should be improved by providing some simple activities for other students.
- Interview: Students' feeling on lessons



Benefit of student



- Improve skill.
- Narrowing the gap of learning.
- Increase students' interest in basketball
- Learn to appreciate, help, take care of each other.....
- Motivate to learn
- Promote future learning



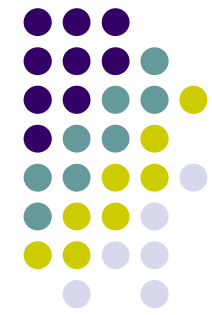
Benefit of teacher



- Develop own profession in P.E.
- Easy to plan in next time
- Build up a good learning and teaching environment
- Motivate to teach
- Increase confidence
- Decrease classroom disorder



Difficulties



- Need to spend more time on pre-test and analysis at the initial stage
- Adjust class arrangement or activity may not be effective to solve the problems
- Students with higher learning ability were unwilling to practise with lower ability student initially.
- This test focuse on improving the ability of students with lower learning ability, the development of other skills on basketball was neglected.

Government Guide and Support



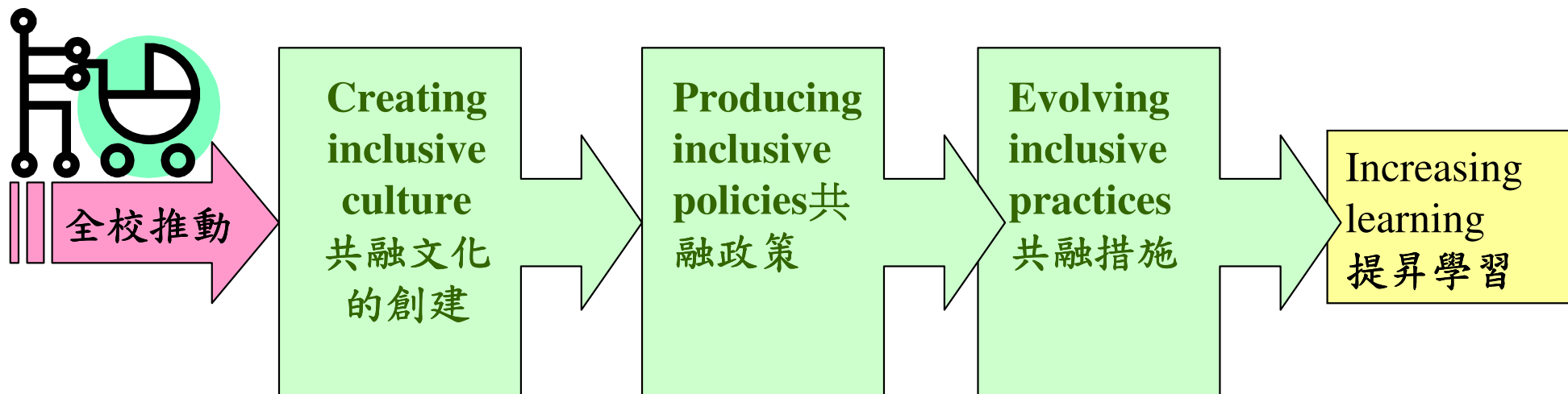
- **Government approach**

- Concept of inclusion. 共融理念

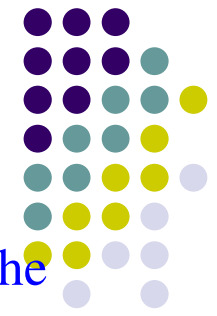
- EMB- the whole school approach to support inclusive education. 全校推動模式

- improving education attainments and developing a supportive school ethos 學校支援文化的建立 for staff and students through examining all possibilities for increasing learning and participation of all aspects of the school for all students 學校所有人的參與

- Indicators- three interconnected (EMB, 2004, p. 4):



Government Guide and Support



- the “Basic Education Curriculum Guide-Building on Strengths” published by the Curriculum Development Council (2002), catering for student diversity

-identified as a key consideration for effective learning and teaching. 有效教與學的考慮

-Multi-dimensional approach and strategies 多層次取向及策略

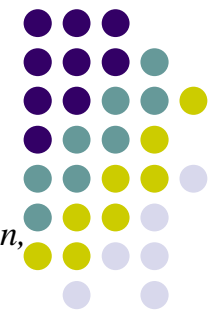
1. Changing one’s conceptions of teaching and learning such as allowing students to learn by trial and error and adapting the central curriculum.
教與學概念的改變-容許嘗試及失敗的學習
2. Adapting the curriculum content such as adapting instructional material.
調適中央課程如教學內容.
3. Adapting instruction through enhancing students’ intrinsic motivation.
調適教學以促進學生內在學習動機.
4. Giving recognition to students’ performance other than academic achievement.
認同學業以外的表現
5. Providing encouragement whenever appropriate. 適當鼓勵
6. Modifying the styles of instruction. 調適教學
7. Varying instructional grouping. 改變分組
8. Creating a pleasurable learning environment. 創建歡娛學習環境
9. Adjusting assessment practices by adopting different modes of assessment for students with different abilities. 調適評估模式以切合不同能力的學生

Government Guide and Support

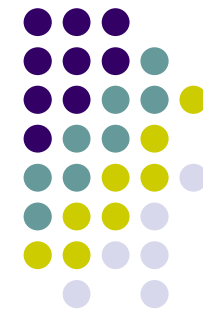


- PE Curriculum Guide (CDC,2002) 體育課程指引2002
 - “every student is different in ability, motive, need, interest and potential in PE.”(p.63)
個別學生於體育的能力,取向,需要,興趣,及潛能有所不同
 - provide a diversity of physical activities to encourage students to develop their different potentials
提供多樣化的體育活動
 - select and adjust content to suit the abilities and meet special needs of students
選取及調適內容
 - pay attention to students’ with health problems, special needs or high potentials, group students to enhance their motivation
關注學生的健康狀況,特別需要或不同潛能及不同的分組
 - organise different co-curricular activities to excel students’ sporting potential, training, affective and recreation needs, and
組織不同的聯課活動以發展學生的運動潛能,訓練,情意及文娛需要
 - adjust the assessment for providing students with encouragement and motivation effect on learning. 調適評估以鼓勵及激勵學生學習

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The End

Thank you!

Q & A