

2014香港資優教育雙年會議

Hong Kong Biennial Gifted Education Conference

全體會議

Plenary Session

學校經驗分享暨論壇 - 聖公會白約翰會督中學
School Experience Sharing Cum Forum -
SKH Bishop Baker Secondary School



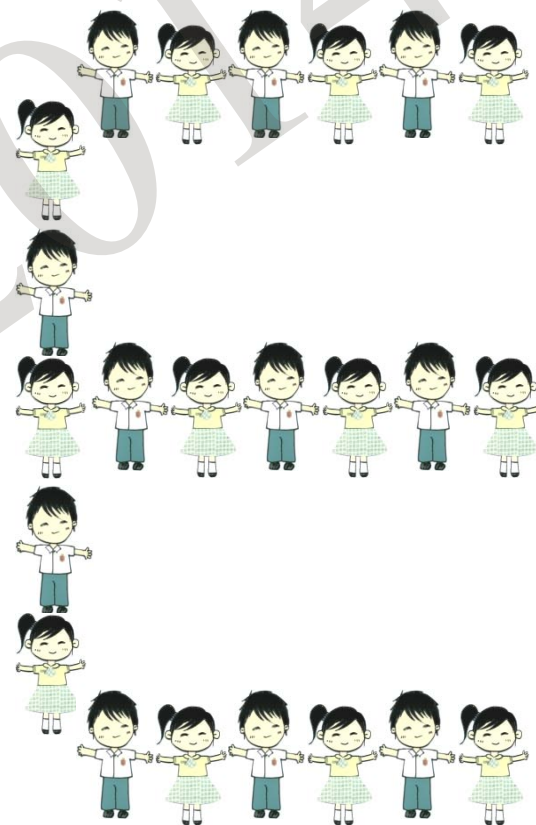
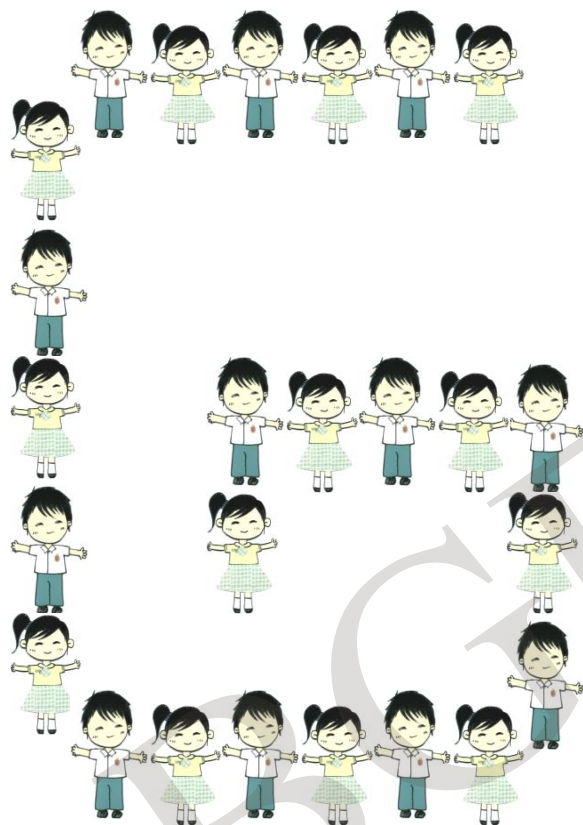
此筆記版權屬本節講者所有。

若要下載此節的筆記，請登入以下的網站

<http://geconference.hk/2014/en/resource.php>

SKH BISHOP BAKER SECONDARY SCHOOL

聖公會白約翰會督中學



Experience Sharing
Biennial Gifted Education Conference 2014
4.12.2014



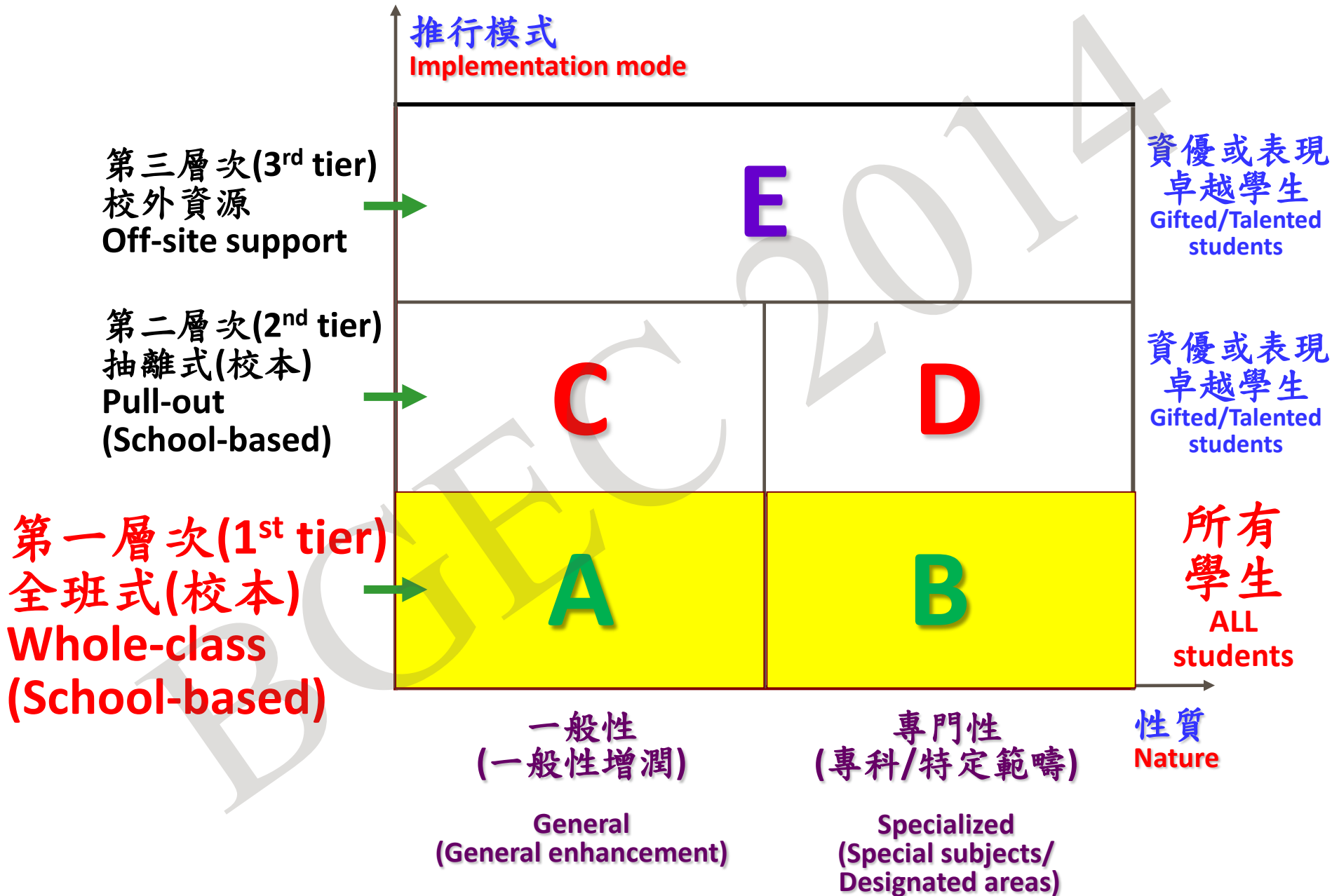
How can GE-related teacher professional development (TPD)

equip and **empower** teachers
to cater for the **needs**
of the **gifted learners**?

資優教育的教師專業發展活動
如何**裝備**及**賦權**教師，
從而滿足**資優學生**的需要？



三層架構模式 [Three-tier mode]



天賦 NATURAL ABILITIES

範疇 DOMAINS

心智 MENTAL

智能 INTELLECTUAL (GI)
General intelligence ('g' factor)
Fluid, crystallized reasoning
Verbal, numerical, spatial (RADEX)
Memory: procedural, declarative

創意 CREATIVE (GC)
Inventiveness (problem-solving)
Imagination, originality (arts)
Carroll's 'retrieval fluency'

社交 SOCIAL (GS)
Perceptiveness (manipulation)
Interacting: social ease, tact
Influence: persuasion, eloquence
Leadership, courting, parenting

感知 PERCEPTUAL (GP)
Vision, hearing, smell, taste,
touch, proprioception

體能 PHYSICAL

肌肉 MUSCULAR (GM)
Power, speed, strength, endurance

操控 MOTOR CONTROL (GR)
Speed (reflexes), agility,
coordination, balance

GIFTS

催化劑 CATALYSTS

環境 ENVIRONMENTAL (E)

社會環境 MILIEU (EM)
Physical, cultural, social, familial
人際環境 INDIVIDUALS (EI)
Parents, family, peers, teachers, mentors
培訓環境 PROVISIONS (EP)
Enrichment: curriculum, pedagogy (pacing)
Administrative: grouping, acceleration

內省 INTRAPERSONAL (I)

體能 PHYSICAL (IF)
Appearance, handicaps, health
心智 MENTAL (IP)
Temperament, personality, resilience

意識 AWARENESS (IW)
Self & others: strengths & weaknesses
動機 MOTIVATION (IM)
Values, needs, interests, passions
意志 VOLITION (IV)
Autonomy, effort, perseverance

目標管理 GOAL-MANAGEMENT

發展過程 DEVELOPMENTAL PROCESS (D)

活動 ACTIVITIES (DA)

Access
Content
Format

進展 PROGRESS (DP)

Stages
Pace
Turning points

投資 INVESTMENT (DI)

Time Money Energy

Differentiated Model of Giftedness and Talent

能力表現 COMPETENCIES

領域 FIELDS

學術 ACADEMIC (TC)
Language(s), mathematics, sciences,
humanities, vocational

實務 TECHNICAL (TT)
Transport, construction, crafts,
manufacturing, agriculture

科技 SCIENCE & TECHNOLOGY (TI)
Engineering, medical, social

藝術 ARTS (TA)
Creative, performing,
Applied: visual, written, spoken

社會服務 SOCIAL SERVICE (TP)
Healthcare, education, community

管理 ADMINISTRATION/SALES (TM)
Management, marketing,
Conventional, inspection

行政 BUSINESS OPERATIONS (TB)
Records, financial, distribution

遊戲 GAMES (TG)
Video & card, chess, puzzles

運動 SPORTS & ATHLETICS (TS)

TALENTS

EMPOWERMENT

有能感

I CAN
我能

嘗試 try

歸屬感

I AM
我是

SENSE OF BELONGING

I WILL
我要

使命感

MISSION

I DO
我會

成功感

ACHIEVEMENT

服務 SERVE
學習 LEARN
玩樂 PLAY

edify 培養

learn 學習

GE-related TPD

資優教育的教師專業發展活動

CURRICULUM

Attitudes
Skills
Knowledge

SCHOOL
HKAGE
EDB
VALUES

TEACHERS 教師

VALUES

Needs of the
GIFTED LEARNERS
資優學生的需要

CHRISTIAN EDUCATION 基督教教育

We teach who we are.

有諸於內，教諸於外。

We alone can teach,

but we do not teach alone.

尊重教學自主，推崇協同效應。

We teach students to teach others.

教導學生，同儕互導。

Synergy
協同效應

SEN
學習需要

GE-related TPD

資優教育的教師專業發展活動

CURRICULUM

SCHOOL

HKAGE

EDB

VALUES

Attitudes

Skills

Knowledge

WHOLE SCHOOL APPROACH 全校參與

TEACHERS 教師

“If you want to go fast,

walk alone;

if you want to go far,

walk together.”

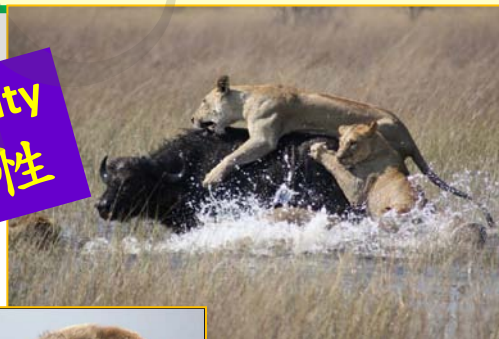
(Ethiopian Proverb)

獨自走，走得快；

一起走，走得遠。

(埃塞俄比亞諺語)

Sustainability
可持續性



VALUES

Needs of the
GIFTED LEARNERS
資優學生的需要

GE-related TPD

資優教育的教師專業發展活動

CURRICULUM



Attitudes
Skills
Knowledge

TEACHERS 教師

專題課程(Thematic Course)

1. 認知及學習需要
 2. 行為、情緒及社群發展需要
 3. 感知、溝通及肢體需要)
- 每校最少3至8位教師修畢
盡可能有至少1位教師完成每個類別

高級課程(Advanced Course): 核心和選修單元、配屬計劃及校本專題研集
每校最少3至6位教師修畢

基礎課程(Basic Course)
每校最少10%至15%教師修畢

06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21 →

SEN

中文
中文
英文
科學
科技
藝術
體育

英文
數學
人文
科技
中文
英文

英文
中文
輔導

輔導

英文
中文
人文
輔導

中文
人文
人文
數學
人文
中文

人文
數學
數學
輔導

Basic (18)

Advanced (5)

Thematic (8)

基礎
課程

高級
課程

專題
課程

Special Educational Need (SEN) Training 特殊學習需要培訓



資優教育基礎課程(網上學習)：校長與全體老師

資優教育進階課程(領導與管理)：校長與5老師

CURRICULUM

Attitudes

Skills

Knowledge

HKAGE

VALUES

TEACHERS 教師

結構性的專業發展途徑：

- 資優教育行政主管 (校長、副校長或其他委派主任)
- 資優教育統籌主任 (課程發展主任、科主任或其他委派成員)
- 教師 (小學 / 中學)

主辦機構：

- 香港資優教育學苑
- 教育局

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1. 資優的概念 (Conceptions of Giftedness)
2. 資優的特質 (Characteristics of Gifted Students)
3. 識別資優 (Identification)
4. 資優培育安排及課程 (GE Provisions and Curriculum)

1. 資優教育：計劃及評鑑 (Educational Planning & Evaluation for Gifted Learners)
2. 適異教學：設計與實踐 (Differentiation in Practice: Planning & Implementation)
3. 領導改變 (Leadership for Change)

Lesson Observation by Principal/Vice-Principal 交流觀課



Teacher Appraisal by P/VP/Panel Head 考績觀課



Peer Lesson Observation: Teacher 交流觀課



Peer Lesson Observation: Assessor 交流觀課



Collaborative Lesson Planning 共同備課



GE-related TPD

資優教育的教師專業發展活動

CURRICULUM

Attitudes

Skills

Knowledge

VALUES

TEACHERS 教師

School-based

校本培訓

SCHOOL

School-based

06-07 07-08 08-09 09-10 10-11 11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20 20-21

Tiered Assignments 分層課業

Cooperative Learning 合作學習

Parallel Curriculum Model 平行課程模式

Lesson Studies 課堂研究

20

20

20

0

20

20

120



有效教學方法

周末資優教育之旅工作坊

學習風格學習策略
良師啟導計劃

學習與評估
平行課程簡介

學生備課持續評估
合作學習(二)
合作學習(一)

資優生適異課程實踐
平行課程

資優教育新高中教學
資優教育

優質課堂預備

Differentiated Model of Giftedness and Talent (DMGT 2.0) by François Gagné

1. 建立共通語言

Build common language for GE implementation

2. 理論實踐並重

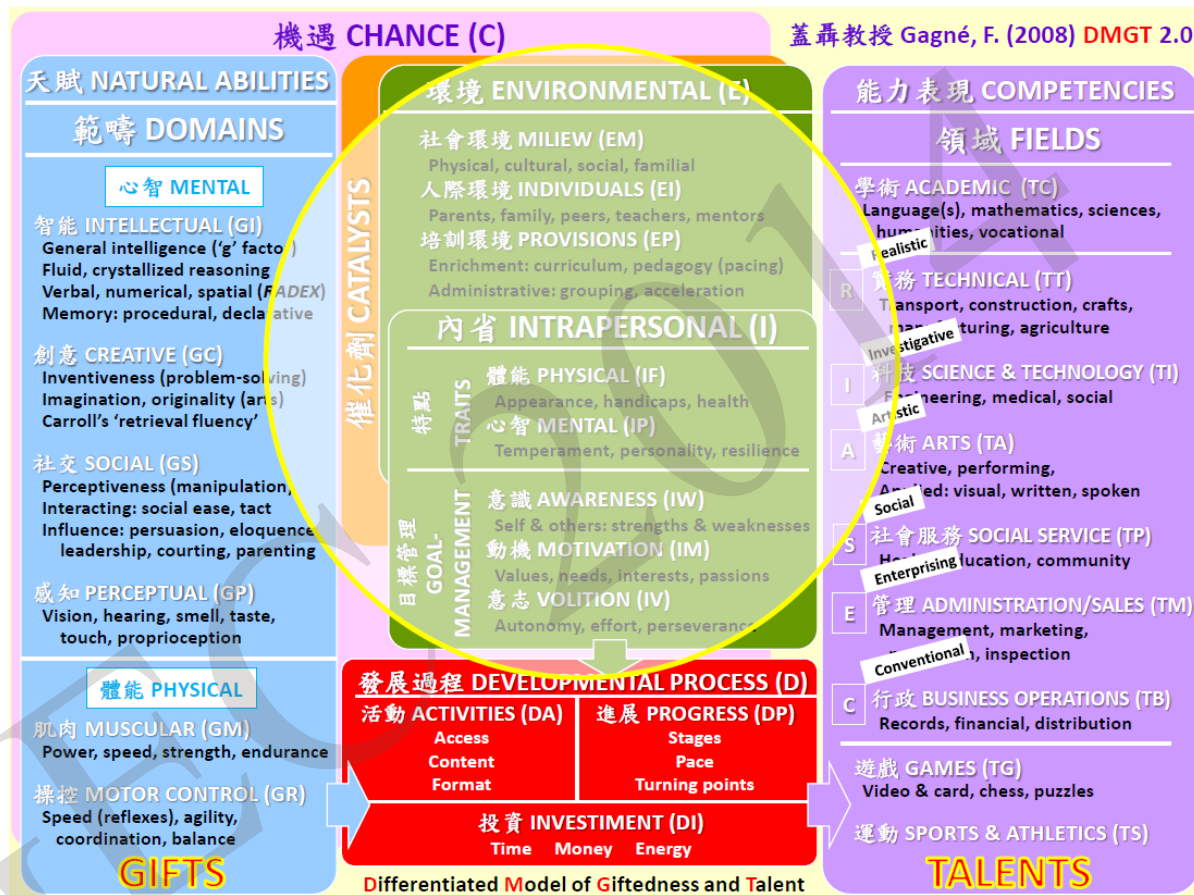
Balance the need for both theory & practice

3. 規劃跨科願景

Formulate inter-disciplinary missions

4. 分享教學資源

Share learning & teaching resources



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Parallel Curriculum Model 平行課程模式

Lesson Studies 課堂研究

機遇 CHANCE (C)

蓋聶教授 Gagné, F. (2008) DMGT 2.0

GE-related TPD

GE-related TPD

GE-related TPD

環境 ENVIRONMENTAL (E)

社會環境 MILIEU (EM)

Physical, cultural, social, familial

全校參與
創造機遇
師生互動
追求卓越

催化劑 CATALYSTS

目標管理 GOAL MANAG

Values, needs, interests, passions
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Investigative

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運動 SPORTS & ATHLETICS (TS)

TALENTS



THANK YOU!

謝謝！