



專題演講 三

以「專業學習社群」推動評鑑後之  
教師專業發展－  
「專業學習社群」之特色、功能與運作

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# Professional Learning Communities

## 專業學習社群

Best Practices for Enhancing  
Student Achievement

提高學生成績的  
最佳教學實踐



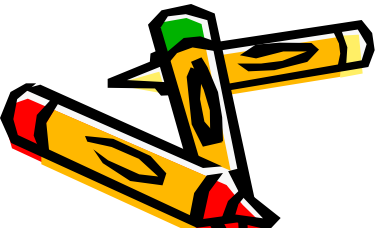
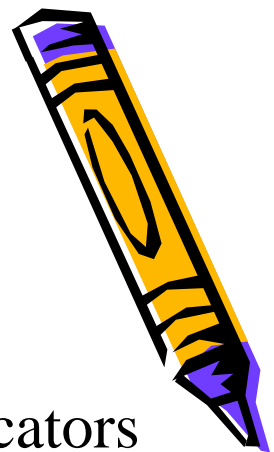
# A. Professional Learning Community (PLCs)

## Defined

### 「專業學習社群」(PLCs) 釋義

A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.

- 「專業學習社群」是指由一群教育工作者組成
- 這群教育工作者致力於促進學生獲得更佳成績
- 為此，他們努力不懈地以合作方式進行共同的探索和行動研究



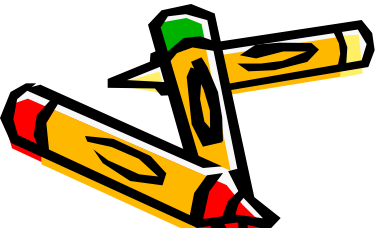
## A. Professional Learning Community (PLCs) Defined

### 「專業學習社群」(PLCs) 釋義

PLCs operate under the assumption that the key to improved learning for students is continuous, **job-embedded learning** for educators.

**「專業學習社群」(PLCs)運作的前提——  
改善學生學習成效的關鍵，在於教育工  
作者需持續不斷地專業成長與學習**

-DuFour, DuFour, Eaker, Many, 2006



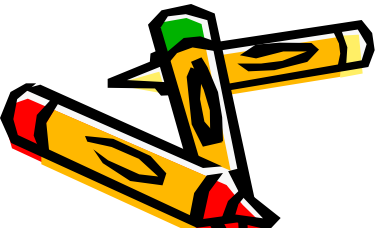
## A. Two Underlying Assumptions in a PLCs 「專業學習社群」的兩個基本假設



- All children can learn  
每一個孩子都能學習
- All children will learn because of what we do

每一個孩子都會因我們教育工作者的所作所為而學習

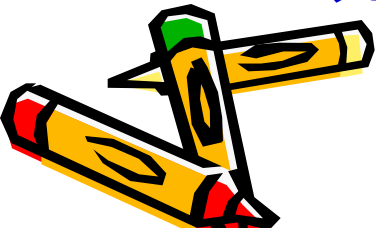
-Dr. Anthony Muhammad



## B. Characteristics of a Professional Learning Community

### 「專業學習社群」的特徵

- Shared mission, vision, values, goals  
**有共同的使命、願景、價值觀及目標**
- Shared beliefs & attitudes (Dukewits Gowin, 1996 )  
**有共同的信念和態度**
- Collaborative teams FOCUSED ON LEARNING  
**採合作小組，聚焦在學習**
- Collective inquiry into “best practice” and “current reality”  
**共同探索教學的「最佳實踐」與「實際現況」**



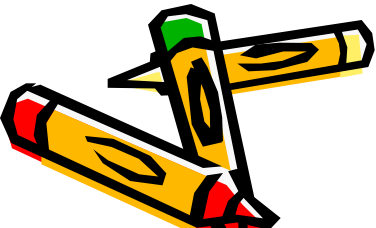
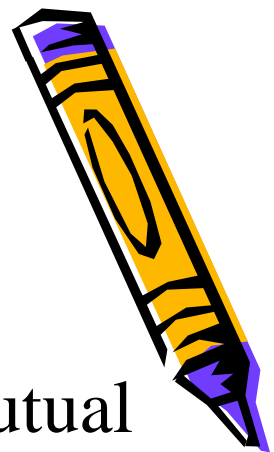
## B. Characteristics of a Professional Learning Community

### 「專業學習社群」的特徵（續）

- High levels of trust, open communication, mutual respect and a willingness to participate.  
(Dukewits Gowin, 1996)

高度的信任、願意坦誠溝通，尊重彼此意見，並願意參與

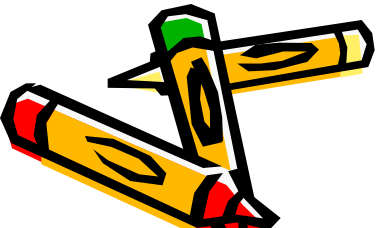
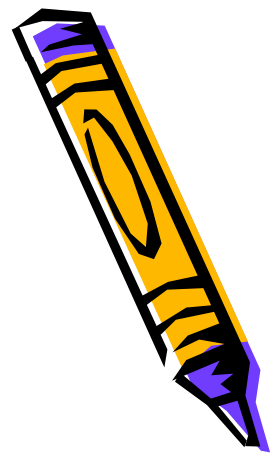
- Action orientation/experimentation  
以行動/實驗為基礎



## B. Characteristics of a Professional Learning Community

### 「專業學習社群」的特徵（續）

- Authority to make important decisions, assume responsibility for the decisions. (Dukewits Gowin, 1996 )  
**有權作出重要的決定，並承擔決定的責任**
- Commitment to continuous improvement  
**致力於持續不斷地改進**
- Results orientation  
**結果取向**





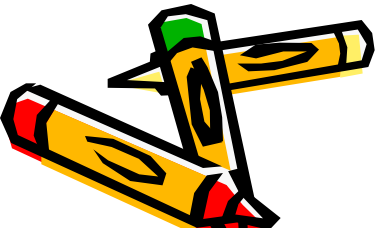
## B. First BIG IDEA of PLCs – FOUCS ON LEARNING

### PLCs 第一個重要理念——專注於學習

We accept high levels of learning for all students as the fundamental purpose of our school, and therefore are willing to examine all practices in light of their impact on learning.

我們認為學校的根本目的，是為所有的學生提供高水平的學習。因此，我們願意檢視教師教學實踐對學生學習成效的影響

-DuFour, DuFour, Eaker



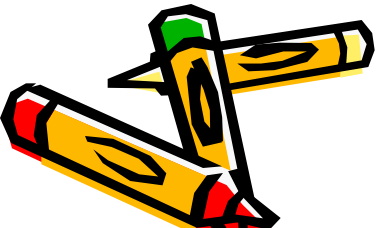


## B. Second BIG IDEA of PLCs – A COLLABORATIVE CULTURE

### PLCs 第二個重要理念——合作的文化

We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate a collaborative culture through the development of high performing teams.

- 只有透過共同努力，我們才能夠實現為所有學生提供高水平學習的根本宗旨
- 我們藉著發展高效能的教育專業團隊，而培養出教師合作的文化



-DuFour, DuFour, Eaker

## B. Third BIG IDEA of PLCs — FOCUS ON RESULTS

### PLCs 第三個重要理念——聚焦於成果

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

- 我們是以學生的學習成果，而非教學的意圖，來評估教師的教學成效
- 個別教師、專業學習社群和學校，應蒐集和分析相關的數據和資料，用以促進持續的改進



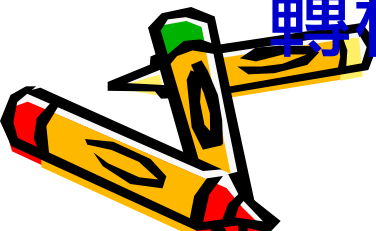
## B. FOCUS ON RESULTS

### 聚焦於成果

Today's school leaders shift both their own focus and that of the school community from inputs to outcomes and from intentions to results.

今天學校校長與整個學校已將焦點從  
“教了哪些？” 轉移至 “教會哪  
些？”

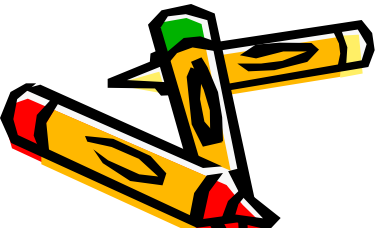
也就是說，將注意力從 “教學的意圖”  
轉移到 “教學的成果”



## B. Questions for Collaboration If We Believe All Kids Can Learn

有關合作的問題—如果我們相信所有的孩子都能學習

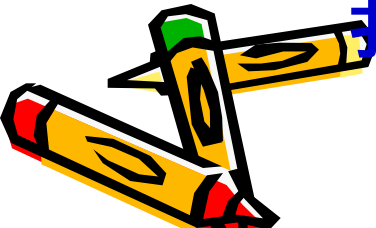
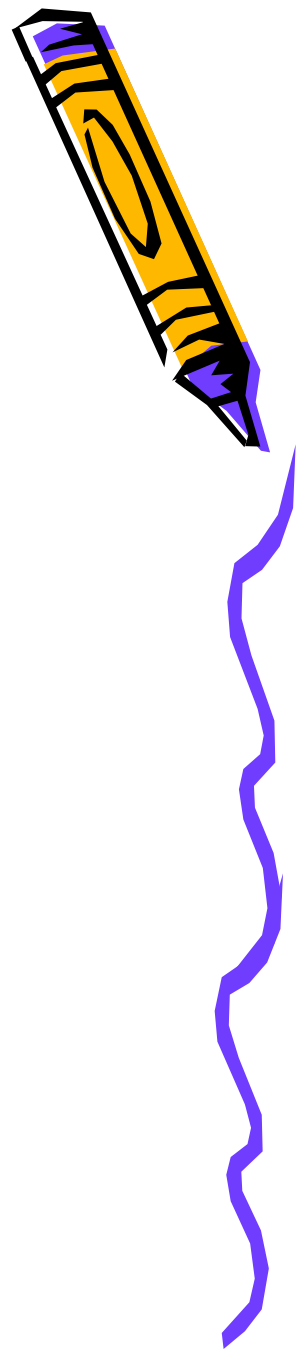
- What is it we expect them to learn?  
我們期望他們學會甚麼？
- How will we know when they have learned it?  
我們如何知道他們已經學會了？
- How will we respond when they don't learn?  
若他們還沒有學會，我們將如何處理呢？
- How will we respond when they already know it?  
若他們早已學會了，我們將如何處理呢？



## B. Questions for a Professional Learning Community

### 「專業學習社群」應探討的問題

1. What do we plan for?  
我們計劃做些甚麼?
2. What do we monitor?  
我們要監督甚麼?
3. What questions do we ask?  
我們要探討甚麼問題?
4. What do we model?  
我們要示範甚麼?



## B. Questions for a Professional Learning Community

### 「專業學習社群」應探討的問題

5. How do we allocate our time and resources?

我們如何分配時間及各種資源?

6. What do we celebrate?

我們以什麼為值得慶祝的成果?

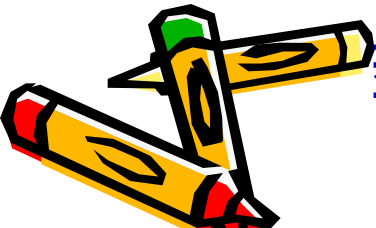
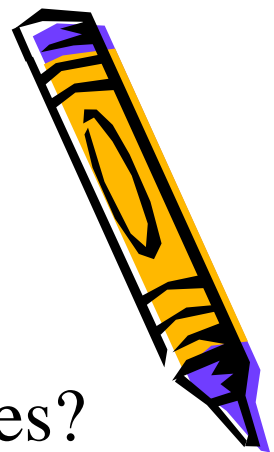
什麼是有價值的?

7. What are we willing to confront?

我們要勇於面對什麼挑戰?

8. Keep it simple

盡量簡單化

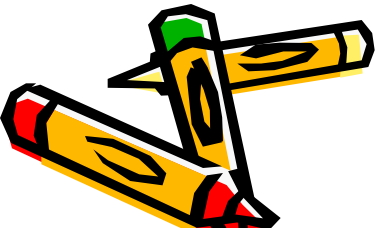
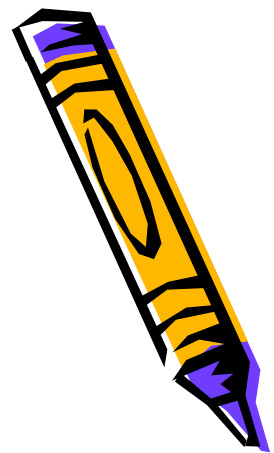


## C. Functions of a Professional Learning Community

### 「專業學習社群」的功能

- Professional Learning Community enables teachers to test their ideas about teaching and expand their expertise by allowing them to hear the ideas of others. (Wildman & Niles, 1987)

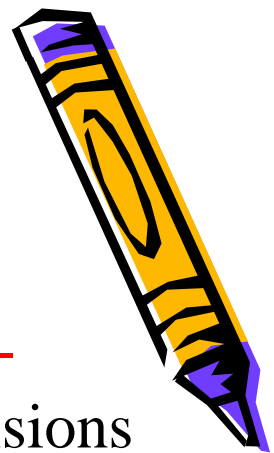
透過聽取別人的教學理念，驗證自己教學的理念，並擴展專業知識





## C. Functions of a Professional Learning Community (Cont.)

### 「專業學習社群」的功能（續）

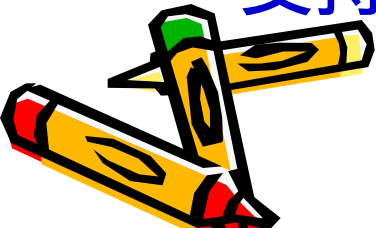


- Professional Learning Community fosters better decisions and increase the likelihood of ownership in the decisions.  
(Dillon-Peterson, 1986)

「專業學習社群」可以促成更好的決策，並擁有決策權

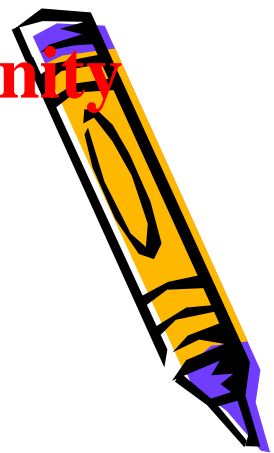
- Professional Learning Community will helps to reduce the fear of risk-taking by providing encouragement and moral support.  
(Fielding & Schalock, 1985)

「專業學習社群」可以透過彼此提供鼓勵和精神支持，使教師不畏於嘗試與創新。同路協行。



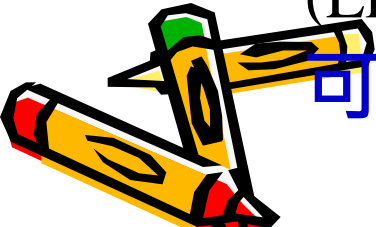
## C. Functions of a Professional Learning Community

### 「專業學習社群」的功能（續）



- Can be: 可以：
  - linked to gains in achievement  
**可提升學生的學業成績**
  - higher quality solutions to problems  
**可更高效地解決問題**
  - increased confidence among all members of the school community  
**可增加學校成員間的信任**
  - more systematic assistance to beginning teachers  
**可更有系統地幫助新教師**
  - an increased pool of ideas, materials, and methods  
(Little, 1990)

**可增加更多理念、研發教材與教法**

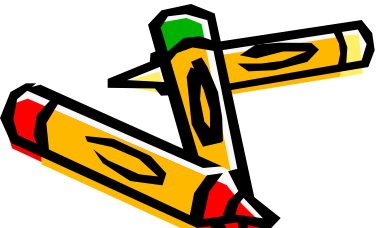
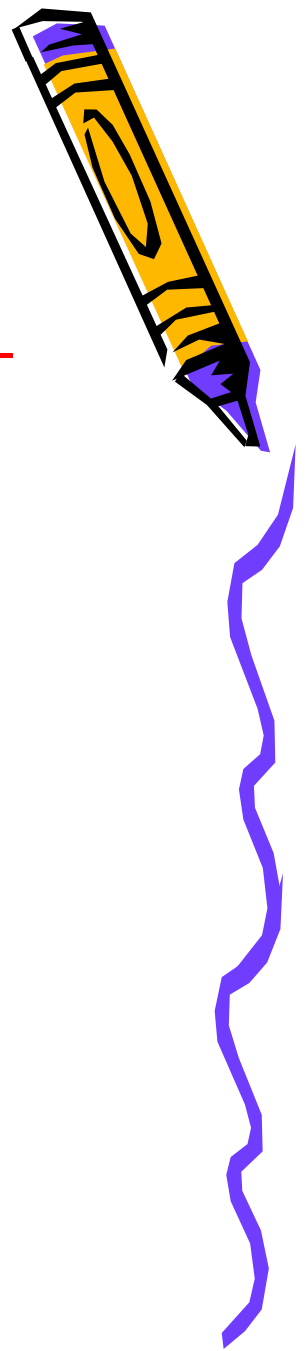


## C. Functions of a Professional Learning Community

### 「專業學習社群」的功能（續）

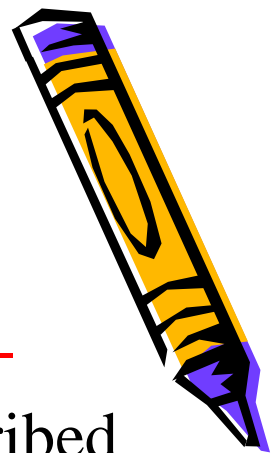
- Reinforces changes in school culture and commitment to improvement initiatives. (Kleing et al., 1996)

強化學校文化的改變，以及致力於  
創新與改進



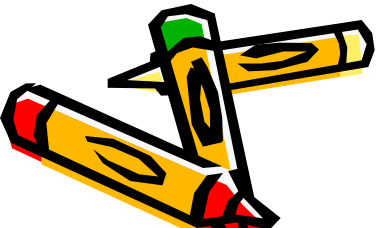
## C. Functions of a Professional Learning Community

### 「專業學習社群」的功能（續）



- Creates a collaborative environment has been described as “the single most important factor” for successful school improvement initiatives and “the first order of business” for those seeking to enhance the effectiveness of their school (Eastwood & Louis, 1992)

創建一個合作的環境，已被認為是  
改進學校的「唯一且最重要的因素」，  
也是提高學校效能的「首要工作」

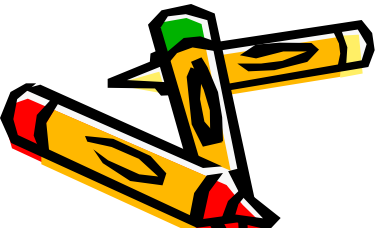
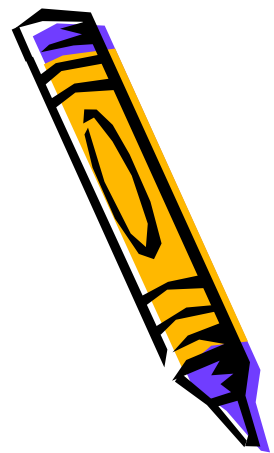


## D. The Implementation of a Professional Learning Community

### 「專業學習社群」的運作

- To build professional learning communities, meaningful collaboration must be systematically embedded into the daily life of the school

要建立「專業學習社群」，必須有系統地把有意義的合作融入到學校日常生活中



## D. Four prerequisites of Effective Professional Learning Community:

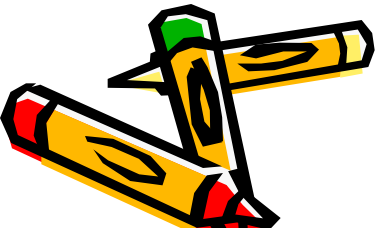
### 高效能「專業學習社群」四個先決條件：

1. Time for collaboration must be built into the school day and year.

安排能共同合作的時間，納入學校每年每天的運作中

2. The purpose of collaboration must be made explicit.

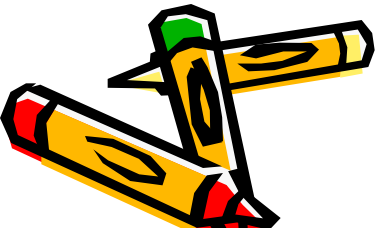
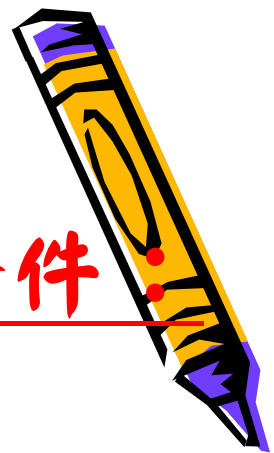
合作的目的，應該清晰明確



## D. Four prerequisites of Effective Professional Learning Community:

### 高效能「專業學習社群」四個先決條件：

3. School personnel need training and supports  
學校教職員需要接受培訓，並獲得行政支持
4. Educators must accept their responsibility to work together as true professional colleagues  
教育工作者必須視“同儕間的專業合作”為責任



## D. The Implementation of a Professional Learning Community

### 「專業學習社群」的運作

- Ways of team concept can be implemented in schools to promote Professional Learning Community:

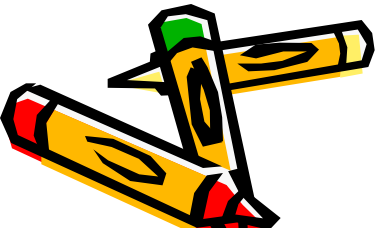
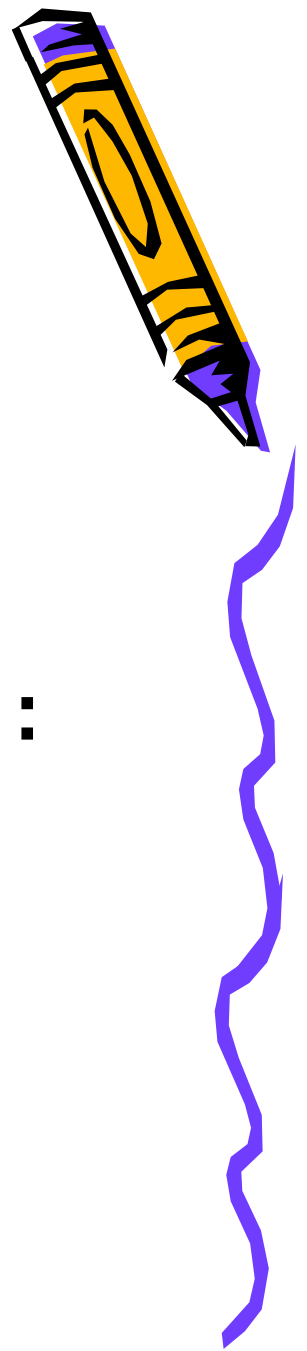
**可採多樣化方式推動「專業學習社群」：**

1. Implement teams by grade levels.

**以年級別方式組成**

2. Implement teams by subjects.

**以學科方式組成**

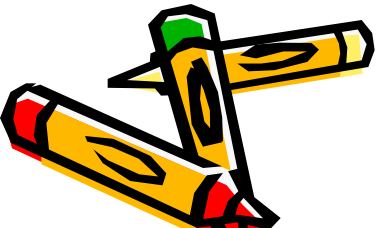






## 共同備課 會議

Common Planning  
Time  
每週兩小時



## 學科會議

Subject Meeting  
每月一次

## 教學領導教 師會議

Instructional  
leader Team Meeting  
每週一次

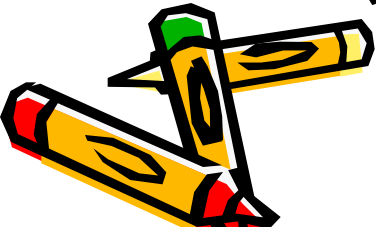
## D. The Implementation of a Professional Learning Community

### 「專業學習社群」的運作

3. Implement teams by school wide task forces, for example:

**以學校任務方式組成，例如：**

- Future school plan  
未來學校計劃
- Whole school implementation plan  
整體學校發展計劃
- Parent support and learning  
家長成長與支持



## D. The Implementation of a Professional Learning Community

### 「專業學習社群」的運作

4. Implement teams by area of professional development.  
For example:

**以共同的專業發展主題組成，例如：**

– Teachers portfolio & Blog

製作教學檔案網頁或部落格

– Classroom Management

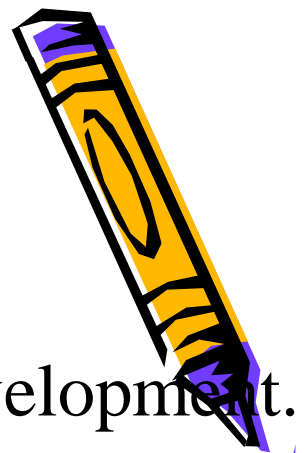
班級經營

– Teaching Reading

閱讀教學

– Inclusion Instruction

融合教育



謝謝聆聽！

敬請發問與討論！

