

專題演講 四

以「專業學習社群」推動  
評鑑後之教師專業發展——

學校行政如何提供協助與支持

美國麻州波士頓昆士中學校長

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# Investment in Professional Development

## 投資專業發展

- The Principal/Headmaster takes charge of his/her own learning and helps teachers take charge of their own learning to improve instruction and raise student achievement.

校長要不斷自我成長，並同時協助教師自我成長以改善教學，並提昇學生的學習成績

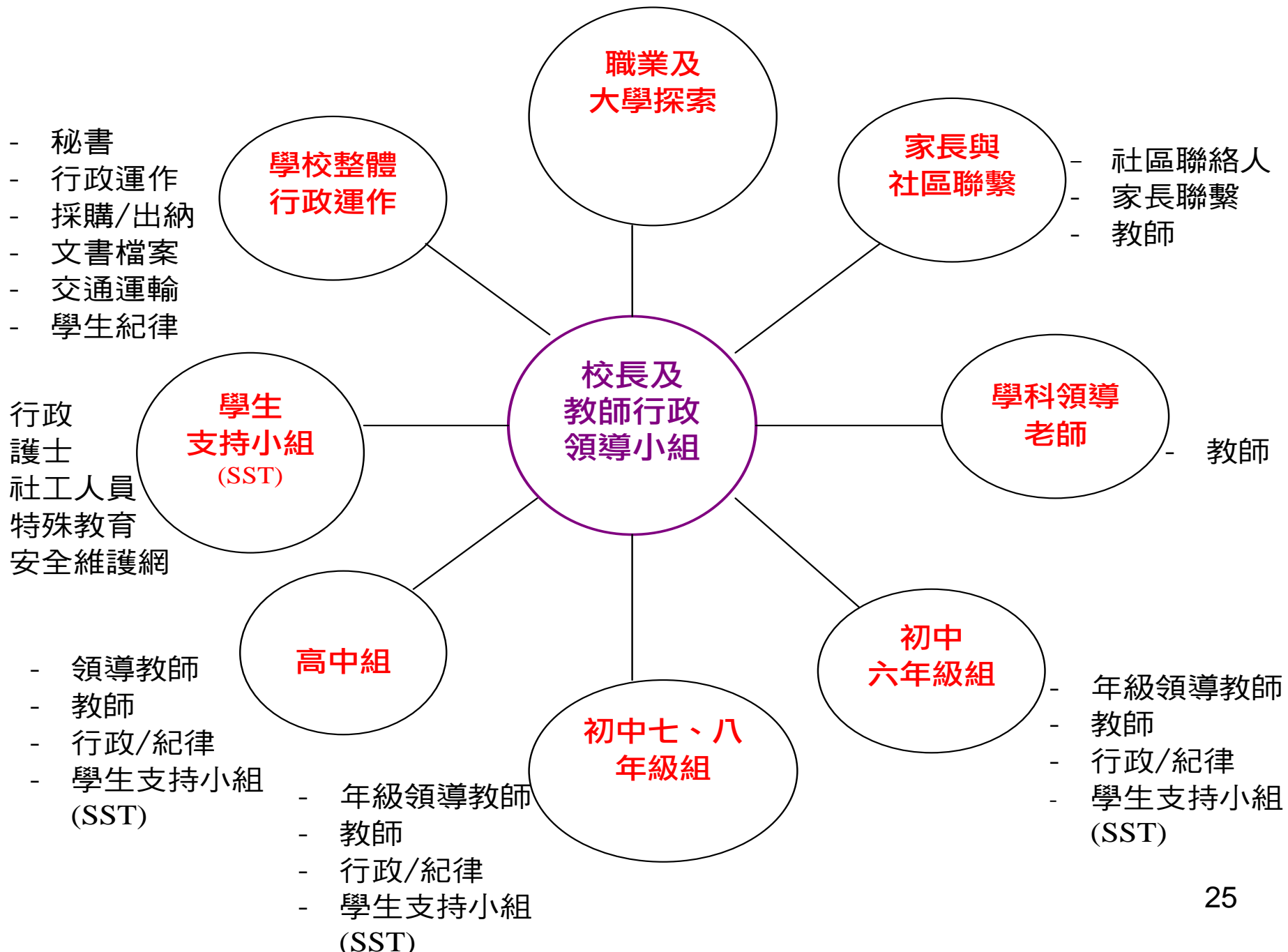
# Shared Leadership

## 分享領導權

- The Principal/Headmaster nurtures leadership and collaboration within the school community.

校長培養及促進教師的領導能力，發揮合作精神。

## B. 在昆士中學的教師領導



# Collaborating Embedded into School Operation

## 同儕專業合作融入學校運作

- To support Professional Learning Communities, meaningful collaborating must be systematically embedded into the daily operations of the school

要支持專業學習社群，必須有系統地把有意義的合作融入學校的行政運作中

# Peer Observation is a necessary part of a Professional Learning Community

以專業學習社群推動「同儕教學觀察與回饋」

- Two years ago, The Josiah Quincy Upper School decided that Peer Observation is a necessary part of a Professional Learning Community.

兩年前，昆士中學認為：

「同儕教學觀察與回饋」是教師專業學習社群的重要一環，要求每位教師參加

# Criteria of Peer Observation:

## 「同儕教學觀察與回饋」的標準:

2. Peer Observation should support the Common Instructional Routines. The Common instructional Routines were developed by the ILT in order to ensure that students experienced a consistent education.

- 「同儕教學觀察與回饋」是根據「教學領導小組」研擬的「共同教學規準」，以確保學生接受到質量一致的教育

3. The focus of a Peer Observation should be **decided by the teacher**, not the observer.

- 「同儕教學觀察與回饋」的觀察重點，應由被觀察教師選定，而不是由觀察者決定



# Process 過程

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- 1. Observers will be required to list three classrooms they wish to observe.  
觀察者要列出他／她們想要觀察的三堂課，以便對方能事先準備
- 2. A group of team leaders will organize who observes who.  
教學領導小組將安排由哪個教師觀察哪個老師





# Protocol 教學觀察程序：

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- Pre observation meeting  
教學觀察前會談
- Observation  
進行教學觀察
- Post Observation meeting  
教學觀察後會談



# Observation 進行教學觀察

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- According to the following Instructional Routines to observe and fill out the Response Form:

根據下列的各項教學規準進行觀察及填寫回應表：

## 教學觀察 (由觀察教師填寫)

教學規準	觀察結果	觀察教師的評語	授課老師的評語
明確的目標/ 明確的待答問題			
靈活運用直接教學、個別化教學或小組活動，並適時作結語。所有活動均與當天教學目標有直接緊密的關連			
提供以經驗為基礎的學習			
課堂上能根據學生的特殊需求作調整			
學生深入了解文字內容			
學生使用有意義的對話			
學生間經常有機會交流			
教師經常評量學生的學習情形			
家庭作業宜與課堂學習活動有關連，並讓學生有機會發問疑問之處			
課堂上某一部分的師生互動			



# Observation 進行教學觀察 (續)

- ❖ Clear Objectives / Clear Key Questions

明確的目標/ 明確的待答問題

- ❖ Use of Direct Instruction, Individual or Group Work and Closure

靈活運用直接教學、個別化教學或小組活動，  
並適時作結語

所有活動均與當天的教學目標有直接關係

- ❖ Learning is Experience Based

提供以經驗為基礎的學習

- ❖ Use of Clear Accommodations

課堂上能根據學生的特殊需求作調整



# Observation 進行教學觀察 (續)

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- ❖ Students Interact with a Text  
學生深入了解文字內容
- ❖ Students use Purposeful Talk  
學生使用有意義的對話
- ❖ Students have regular and varied opportunities to communicate  
學生間經常有機會交流



# Observation 進行教學觀察 (續)

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- ❖ Students are regularly Assessed  
教師經常評量學生的學習情形
- ❖ Homework is connected to activities  
and have a chance to ask questions  
家庭作業宜與課堂學習活動有關連，  
並讓學生有機會發問疑問之處
- ❖ An Area of Interaction  
課堂上某一部分的師生互動

# Effective Use of Resources

## 有效運用資源

- Ensures that all members of the School Community organize resources (time, money, people, and materials) in such a way as to meet the Professional Learning Community goals of the school.

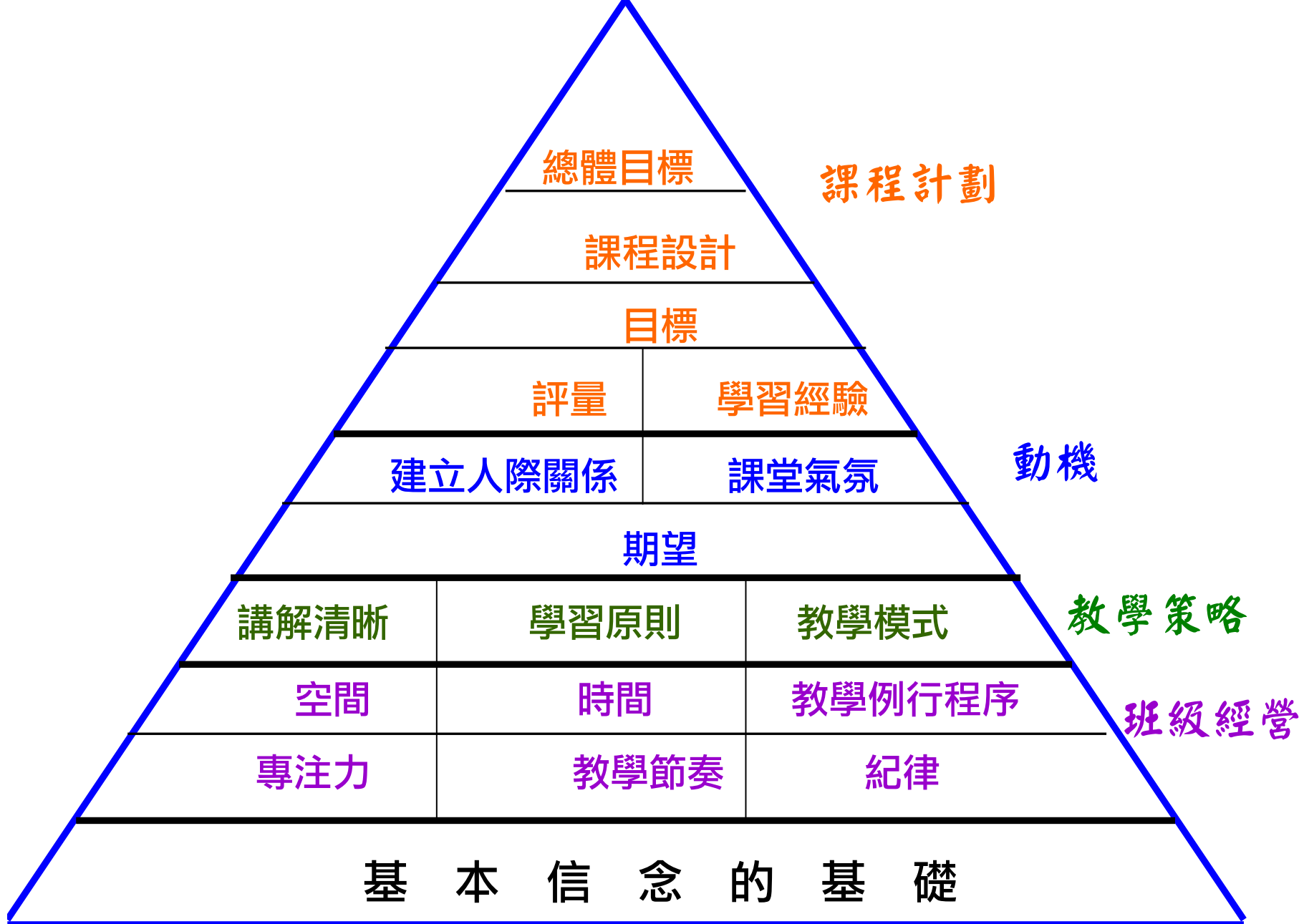
校長確保所有教師能有效運用校內的資源：  
包括時間、經費、人力資源和教學媒材，  
俾能達成專業學習社群設定的共同目標

# Leadership of Effective Instruction

## 有效的教學領導

- The Principal/Headmaster supervises, monitors and evaluates instructional practice in all classrooms.
- 校長指導、督導和評鑑所有課堂的教學實踐
- 平日教學督導，以兩週一次進行非正式課堂教學觀課，  
若少於二十分鐘，以「簡易教學觀查檢核表」回饋，如下圖所示





校長每次觀課如少於20分鐘所使用之簡單觀察回饋表

# Data Driven Instructional Practice

## 以資料為依據的教學實踐

- School ensures that different levels of data analysis are informing instruction in the school throughout the school year.

校長確實根據不同層面的資料，以了解在整個學年中全校的教學情況，並據此分析以謀求改進。

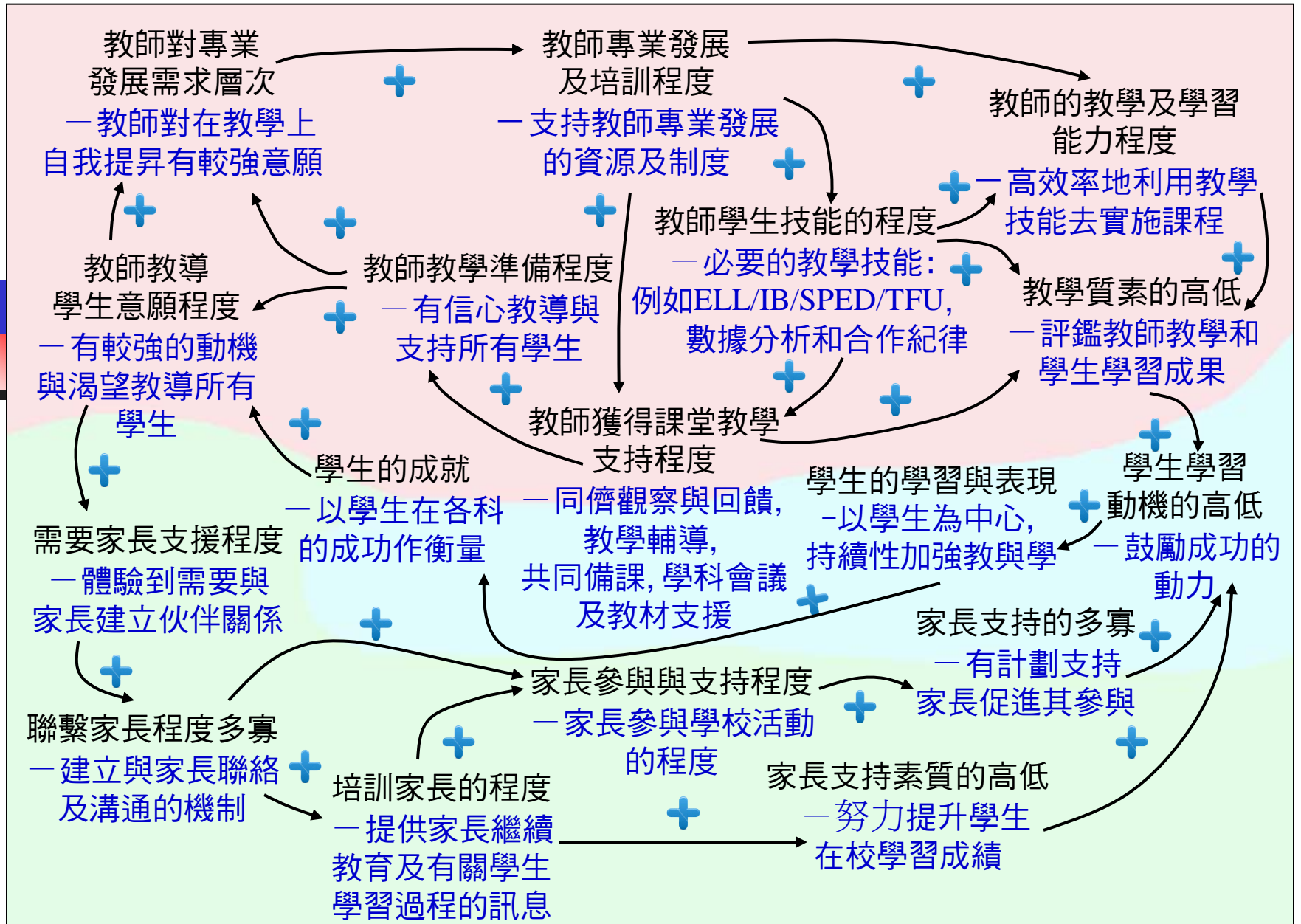
# Expand Learning Communities

## 延伸學習社群

- Learning Communities should expand to include Student Learning Communities and Parent Learning Communities

學習社群應延伸至**學生學習社群**和**家長學習社群**

# 昆士中學的教學圖示

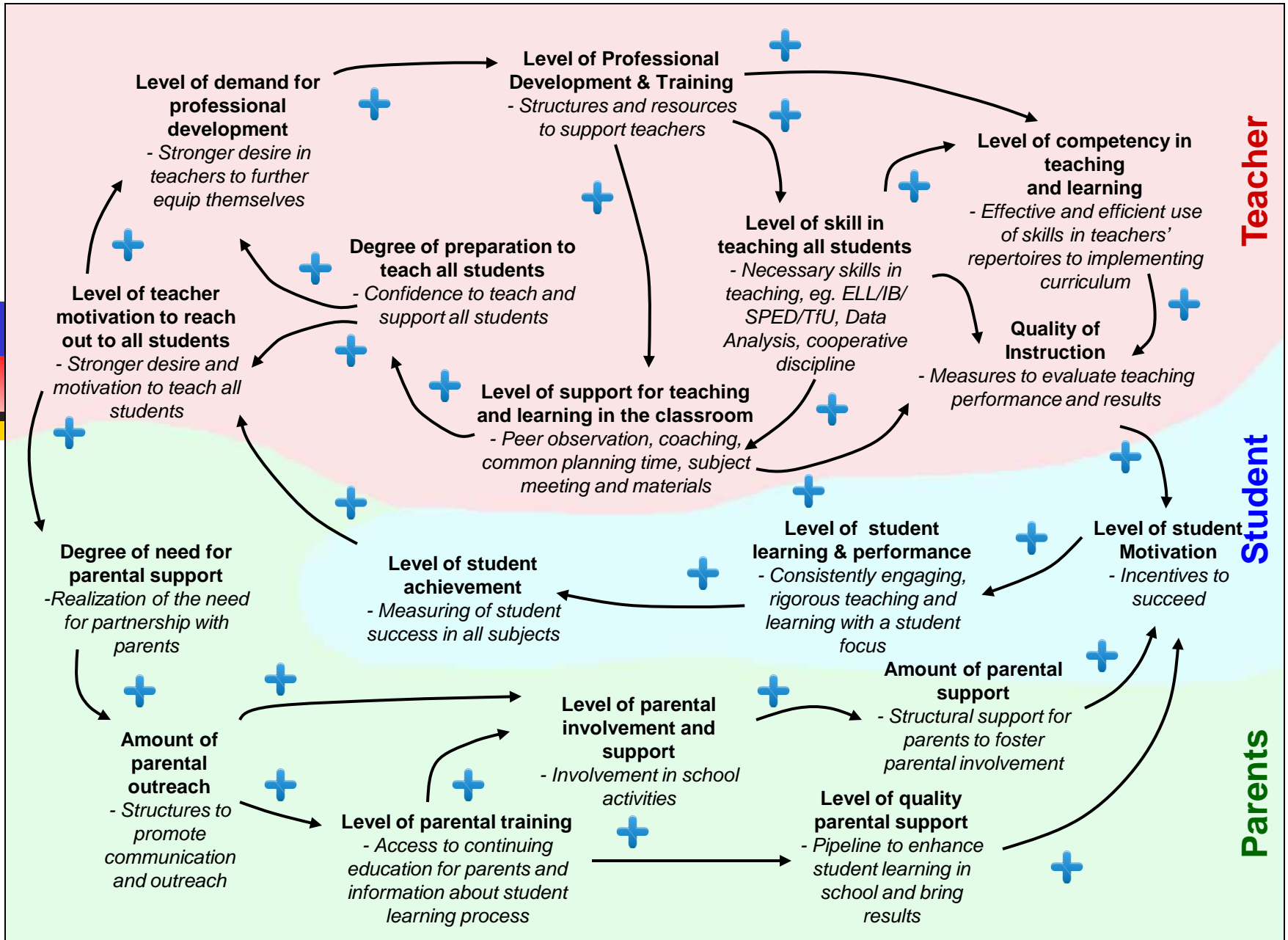


教師

學生

家長

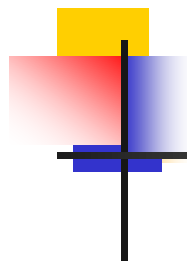
# Teaching & Learning at JQUS



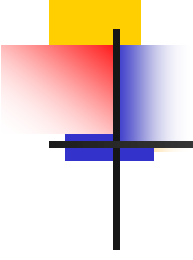


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**謝謝聆聽！  
敬請發問與討論！**



# 開放討論



# 茶敘