語文教學薈萃 ： 校本經驗實錄 (2006-2007)

The Language Teaching Album:
A Collection of School-based Practices

教育統籌局語文教學顧問專責小組
Task Force on Language Support, Education & Manpower Bureau

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前 言

2006-07學年，對語文教師而言，是一個極具挑戰的年頭。這一年，政府落實了小學語文的新課程、投放了多項資助中小學語文課程發展的項目，以及在中學推行了種種課程及評估改革措施。對學校既構成衝擊，也帶來機遇。也在這一年，逾350間中小學與語文教學支援組共同協作、推動校本課程發展，以創新的意念迎接挑戰。

令人欣喜的是學校在發展以下範疇的意識都有所提高：整體課程發展規劃、教師專業發展，以及資源的有效分配等。另一方面，因應語文教師人數不斷增多，不少校長都以提升課程領導的專業能力為策略，藉此培養具潛質的課程領導，充當帶領學校長遠穩步發展的中堅份子。

而在本年度各個發展重點中，我們喜見不少學校邁開闊步，尋求語文教學新課題的點子，和探索解決教學難點的方法，例如：有效運用「提升英語水平計劃」撥款、在初中階段試教新高中語文選修單元，以及發展課程領導等。

為匯集寶貴的校本語文教學經驗，鼓勵語文教育工作者不斷提升教學效能，本刊收錄了約140間中、小學校在中國語文及英國語文學習領域的教學實踐經驗。我們與其把這些經驗奉為楷模，直接在教室中仿效，不如深入探究這些學校推行課程改革的過程，以期能從中得到啟發。

本刊為教師提供了一個促進交流及提升專業的平台。語文教學支援組亦藉此機會感謝有關學校的支持。通過講座、工作坊、網頁(http://resources.emb.gov.hk/cd/languagesupport)、刊物（《語文教學通訊》）及主題光碟等不同渠道，支援組與不同的受眾分享成功經驗。這些刊物和光盤，匯集校本的教學資源及紀錄學與教的過程，可為教育同工提供參考。

《語文教學薈萃：校本經驗實錄（2006-2007）》未必能回應語文教師關心的所有教學問題。然而，其涵括的校本經驗，卻是一批勇於嘗試、敢於探索的語文教育工作者的智慧和心血結晶。所以，我們衷心希望本刊能夠成為前線語文教師的伙伴，共同面對這個充滿挑戰、也機遇處處的關鍵時刻。

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Foreword

2006-2007 has been a very challenging year for language teachers. The introduction of the new language curricula for primary schools, the injection of various funding and resources into the primary and secondary sector and the implementation of the curriculum and assessment related reforms in secondary schools have created both anxieties and opportunities for schools. This year more than 350 primary and secondary schools have collaborated closely with the Task Force and many of which have attempted to explore innovative ways to 'embrace' these challenges.
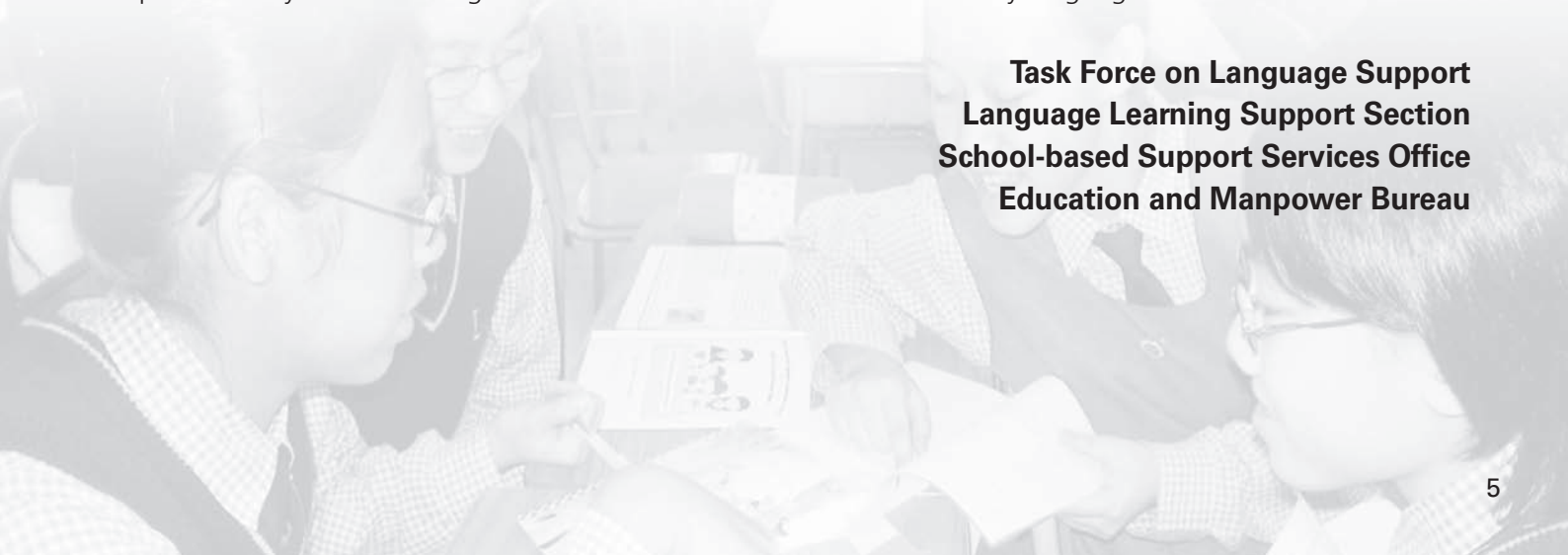
It is encouraging to find that schools have begun to realise the importance of holistic planning of the school curriculum, teacher development, and resource deployment. Amid the context of great language teacher turnover, many principals have chosen curriculum leadership development as a strategy to nurture a critical mass of potential leaders who would contribute to the long-term and sustainable development of the schools.

Among the various development focuses covered this year, we are delighted to see that some schools have taken a bold step by attempting such new and difficult areas as effective use of the English Enhancement Scheme, preparing for the various electives of the New Senior Secondary curriculum at the junior secondary level, and curriculum leadership development.

To capture the valuable experiences of these schools and to inspire teachers to improve teaching practices with regard to each unique school context, we have included in this publication the distillation of about 140 practices in the Chinese and English Key Learning Areas. Rather than exemplary practices to be replicated, these experiences are meant to illustrate the curriculum development process.

This publication is just one platform for sharing and professional enhancement. The Task Force would like to thank schools and teachers for sharing their school-based experiences with different audiences through seminars and workshops, web-page (http://resources.emb.gov.hk/cd/languagesupport), *Language Matters* (the newsletter of the Task Force) and thematic CD-ROMs which compile school-based learning and teaching resources and document the learning and teaching processes.

'The Language Teaching Album: A Collection of School-based Practices 2006-2007' may not be able to address all your concerns, but is certainly a good companion in times of challenge as it contains a wealth of experiences crystallised through the collective wisdom and efforts of many language educators.

Task Force on Language Support
Language Learning Support Section
School-based Support Services Office
Education and Manpower Bureau

楔子：巨大的挑戰

教育工作者，特別是語文教師正身處一個充滿特色的年代：教育政策和舉措一浪接一浪的推出、人事更替頻繁、友校競爭熾烈、每事講求問責，以至要調動龐大的資源等，都為教師、科主任及課程領導帶來挑戰。面對挑戰，課程領導可循以下角度回應問題：

有否足夠的空間去思考、計劃、回應及反思挑戰？

是否被賦權去執行計劃及調配資源？

怎樣達成各持份者，包括：同事、校長、家長及學生的期望？

如何能應付課程改革帶來的繁重工作量？

創造空間

迎接教改帶來的挑戰，「創造空間」是先決的條件。為此，學校的領導層必須具備開明的頭腦，以開放、包容及反思的態度，讓教師有自主權去：制訂校本計劃及決定計劃的優次；以嶄新及有創意的意念，摒除不合時宜的方法。要落實以上的想法，就要騰出時間，讓教師可以：訂定教學策略、引用有效資源、建立專業及具協作文化的團隊、檢討工作及慶祝成果。

根據與學校的協作經驗，我們發現成功的課程領導均具備下列素質：

第一折：態度與習慣的改良

建立積極思維

各位可曾聽過以下的一番話：「*全港性系統評估結果，以及學生公開考試的成績，常常被視為我工作表現的指標。我覺得難受，特別是我覺得影響學生成績表現的因素很多，有些是我不能控制的，例如學生本身的程度、欠缺家庭支援等。我以為自己沒有足夠能力應付這樣繁多的改革……*」但是，若我們改變了態度，用積極的觀點看問題，得出的評估數據可以反映學生的學習情況。據此可以對症下藥，設計課程、修訂教學法及教學材料等，優化學生學習。積極的思想有如「酵母」，能感染身邊的人，特別是課程領導，他們的態度對科組成員影響至為深遠。

從多角度思考問題

課程領導須考慮不同持份者的需要，校長、科主任、家長、公眾以至學生的意見，都不應忽略：學生有什麼特性？有何需要？如何回應教師因教改而產生的壓力與憂慮？怎樣發展教師的專業？家長的期望是什麼？如何善用家長這一寶貴資源？校長最關注的是什麼？如何取得校長的支持？課程領導及科主任有什麼期望？愈是能夠從不同的角度考慮，愈是可以得到各方的支持、更有效照顧各方的需求。

第二折：領導能力及管理技巧的提升

整體及長遠規劃

工作量大常惹教師的埋怨，但計劃成功帶來的喜悅，卻無法否認。可是，面對眾多發展項目，他們應如何排列優先次序呢？關鍵是認清各項計劃的目標。教師必須考慮如何把各項計劃聯繫起來、作長遠考慮。缺乏聯繫及發展策略的計劃會大大加重教師的工作負擔，削弱計劃成效。教師需要的是優次明確的發展方向及循序漸進的計劃。
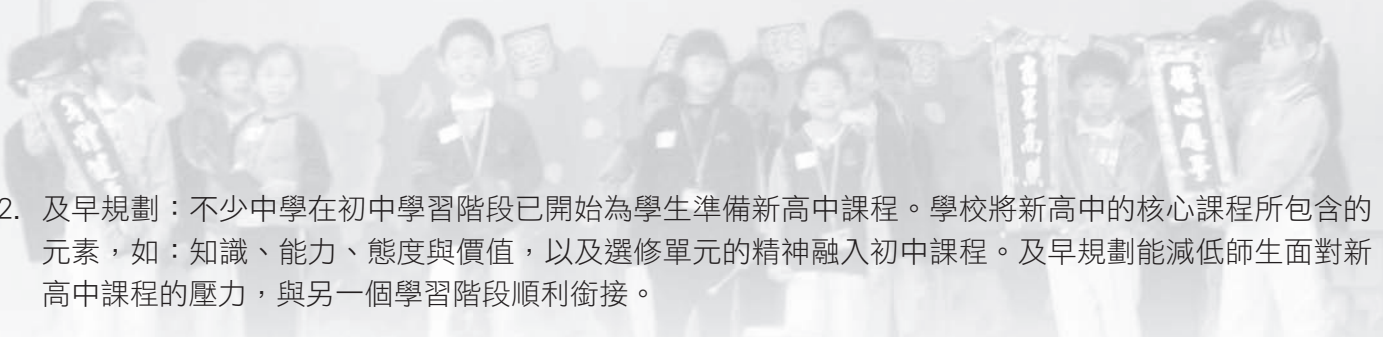
人力資源的調配及發展

一向以來，人力資源是學校最重要的資產。重視人力資源發展的領導，會特別重視科任教師的專業發展。課程領導為受訓教師提供交流平台，讓他們與科組內的教師分享教學經驗（建立專業的教師群體及推動校內的分享文化），把教師所學應用到相關的工作（將個人所學與科組或整間學校的發展聯繫起來）。通過擴充受訓教師的人數，減低學校在人事更替時面對的壓力及衝擊，教師所建立的成果亦得以持續。

第三折：校本經驗的汲取

雖然校情有異，但不同學校課程領導所使用的有效策略，卻匯聚了寶貴經驗，既可減輕因教育改革所帶來的工作量，也可以提高教師的工作效能。以下所列，在推行小學語文新課程及為準備新高中課程的兩個範疇，都有參考價值：

1. 將不同的改革措施融入課程之中：學校將學習目標、共通能力、評估設計融入單元設計中，代替抽離式、以額外時間推行校本評核及全港性系統評估的訓練。因此，評估和學與教環環相扣。

2. 及早規劃：不少中學在初中學習階段已開始為學生準備新高中課程。學校將新高中的核心課程所包含的元素，如：知識、能力、態度與價值，以及選修單元的精神融入初中課程。及早規劃能減低師生面對新高中課程的壓力，與另一個學習階段順利銜接。

3. 有效運用資源：學校有效地運用專門的教學撥款及英文增補津貼，為教師創造空間，有利他們進一步發展課程、調配資源、促進教師專業培訓。因此，愈來愈多學校開展跨級朋輩輔導計劃，以高年級同學輔助低年級同學，減輕教師的工作量，增加學生的學習機會。

4. 策略性的師資培訓：科主任或課程領導積極參與由教統局主辦的多樣化的網絡活動，將當中所獲得的經驗帶回學校。通過在校內的分享與實踐，成功地將個人所學與科組的發展結合。同時，學校為配合未來的發展，有計劃地安排科任教師出席不同的新高中專業發展課程。

5. 建立反思文化：愈來愈多學校善用全港性系統評估、公開試所得的數據回饋教學；更會通過課堂觀察及分析學生作品表現，反思教與學的過程，藉此讓課程、教學及學生學習表現得以優化。同時，這種鼓勵教師團隊善用數據反思教學效能的做法，可視為提升教師專業的催化劑。

6. 建立協作文化：在學校推行協作教學的目的及方法各有不同，例如：為教授學生應付會考中國語文科的綜合能力卷，來自不同學校的教師參與聯校共同備課會議，發展教學資源套，分享教授這份既新且難的考卷的心得。另外，又有校內教師，發揮協作精神，共同把閱讀工作坊與英國語文課程作緊密的融合，讓活動與課程優勢互補。從以上兩個例子顯示，協作教學除了減輕教師的工作量以外，學校在資源、知識及經驗方面都有所得著。

餘韻：與時並進、莊敬自強

今年，語文教學顧問專責小組銳意發展協作教師的課程領導能力。經過一年的合作，欣喜的是我們看見不少語文工作者已作好裝備，課程領導所需的管理及領導技巧提升了，思維及態度上也有所改良，繼而為個人及科組的發展，創造了足夠的空間。更令人欣喜的是，與我們合作的教師雖非奇人異士，但卻勇敢面對挑戰，把危機轉化為機遇，迸出課程領導的異彩。

Curriculum leadership development : its role in the education reform
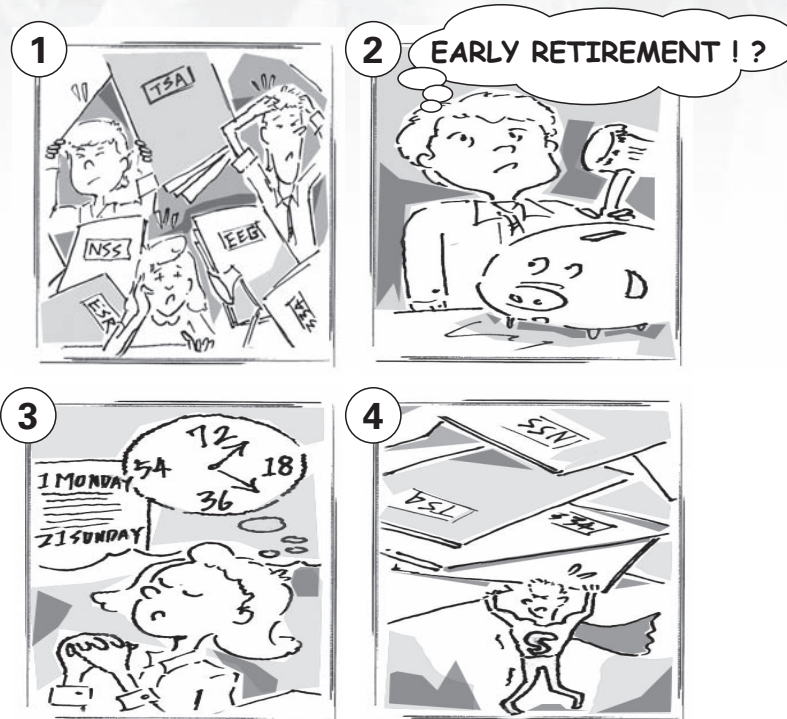
Our challenges

Educators, language teachers in particular, are experiencing an era which is characterised by a wave of new policies and initiatives, frequent changeover of school personnel, keen competition from neighbouring schools, a strong demand for accountability, availability of abundant resources, etc. These pose great challenges to our teachers, panel heads / curriculum leaders in particular. The implications of this situation for these middle managers include:
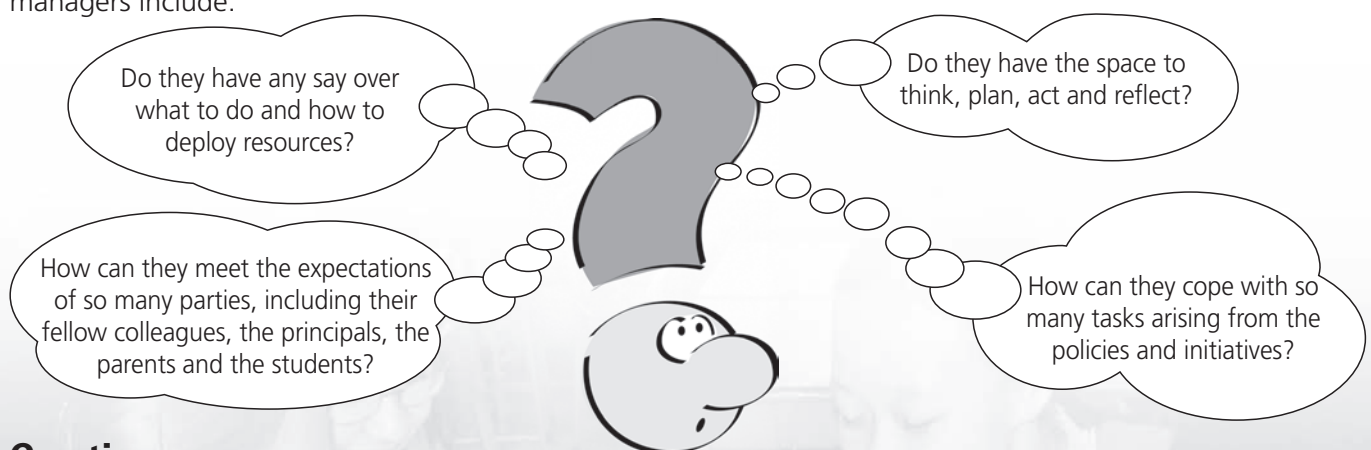
Creating space

To be able to cope with the challenges, space is a fundamental consideration. First and foremost is the liberation of the mind. It involves an open, receptive and reflective attitude which enables the teacher to make choices on what to do, to set priorities, to accept new and creative ideas and to discard old and ineffective ways of doing things. To realise these thoughts, time has to be created for teachers to work out strategic plans, to procure the necessary resources, to build up a collaborative and professional working team, to review their work and to celebrate their achievements. Below are some of the qualities and skills which we find quite common among those successful leaders we work with.

Changing mindset and attitude

Positive thinking

Have you heard of something like this before: "TSA results and students' attainment in open examinations have often been used to judge my performance. I feel bad especially when there are factors which are beyond my influence, e.g. intake of students, insufficient family support, etc. I don't feel I am powerful enough to cope with so many changes…" To take this situation in a more positive light, what one can do is to read beyond these exam data and discover problems relating to the students themselves, design of the curriculum, teaching methods, teaching materials, etc. Tackle those which are within our influence. Positive thinking can be 'contagious'. Curriculum leaders' attitude has a profound influence on panel members.

Viewing things from different perspectives

Curriculum leaders need to take multiple perspectives into account, including that of the principal, the panel teachers, parents, the public and students. What are the characteristics and needs of the students? What are the possible reactions of the colleagues as a result of their concerns / worries and what are their professional development needs? What are the expectations of the parents and what has to be done if there are different degrees of support from them? What are the concerns of the principal and how can we elicit his / her support for our work? What do the curriculum leaders, as panel heads, want to achieve? The more perspectives they take on, the more likely is their proposed initiative to stand up, as they can better prepare for those needs and concerns.

Strengthening leadership and management skills

Holistic and long-term planning

Many teachers complain that they have been working very hard on numerous tasks. They are happy to see the immediate results. Yet, there are still many focuses to work on, how can they afford the time? The key issue is why they are doing a particular task. What has this to do with the other focuses and what has this year's work to do with that of the following year? It is often this lack of coherence and continuity in their planning that leads to maximum workload and yet minimum impact. What they need is a strategic direction with clear priorities and a stage by stage implementation plan!

Human resource development and deployment

People are always the most important asset. People-oriented leaders put due emphasis on the professional development of their panel members. They provide a platform for the trained teachers to share their learning with other teachers (creating a critical mass of professional staff and promoting a sharing culture at school) and to apply their learning in related tasks (connecting individual learning with the development of the panel / school). Through enlarging the talent pool, there is a higher chance for schools to withstand the pressure of high teacher turnover and to sustain the impact of their work.

Insights from school practices

Though different schools have different contexts, we are able to gain useful insights into the strategies curriculum leaders have employed to minimise workload and maximise the impact of the curriculum reform. The following are particularly relevant to the implementation of the new language curricula at the primary level and preparation for the New Senior Secondary (NSS) curriculum at the junior secondary level.

1. Integrating different reform measures into the curriculum plan

Instead of allocating extra time to implement the School-based Assessment (SBA) and practise for Territory-wide System Assessment (TSA), schools have infused the objectives, the skills and the testing formats of these assessments into the modular design. Hence, assessment has become an integral part of the learning and teaching cycle.

2. Early planning

Many secondary schools have started to prepare their students for the NSS curriculum at the junior secondary level. They analysed the knowledge, skills and attitudes and values embodied in the core part and the elective modules of the NSS curriculum and infused them into the junior form curriculum. This enables a smooth transition and reduces the pressure of both teachers and students when they reach the next key stage.

3. Effective use of resources

Schools have made profitable use of the Specialised Teaching provision and the English Enhancement Grant to create space for the teachers to work on curriculum development, resource development and teacher development. Increasing numbers of schools have tapped into senior form students to conduct cross-age tutoring programmes, relieving teachers' workload and maximising students' learning opportunities.

4. Strategic capacity building plan

Some proactive panel heads / curriculum leaders have participated actively in different networks organised by the EMB and brought their learning back to school. Through sharing and application of their learning, they have successfully connected personal learning with the development of the panel. In alignment with the future deployment plan, panel members have strategically been allocated to participate in different NSS professional development programmes.

5. Fostering a reflective culture

There has been an increasing use of data obtained from TSA / open examinations, lesson observation and students' work to promote a deeper understanding into the learning and teaching process; and use of quality feedback to improve the curriculum, instructions and students' performance. Very often, this kind of reflection has been done on a group basis and has led to a switch from perceiving the use of such data as a threat to a means for professional development.

6. Fostering a collaborative culture

We have seen different purposes and patterns of collaboration. For instance, in handling the teaching of Integrated Skills in the Chinese Language exam, teachers from a number of schools collaborated to develop learning and teaching resources and shared ideas in teaching this new and difficult paper. In handling the Reading Workshops, teachers within the school collaborated to develop a curriculum which ties the workshops to the General English Programme. In both cases, collaboration, apart from relieving workload, has led to the generation of resources, knowledge and experience.

A final word

This year, the Task Force has put greater emphasis on developing curriculum leadership among teachers that we collaborate with. Irrespective of the language focuses chosen as entry points to take forward the education reform, we are delighted to see a change in the mindset and attitude of the curriculum leaders and have equipped them with the necessary management and leadership skills. By doing so, space has been created for them to work towards personal growth and panel development. Though the curriculum leaders we work with are not Supermen, they have demonstrated a Superman spirit!

Curriculum leaders and planning for success

This year we have worked with almost 150 schools and it has been difficult to choose cases to present in this compendium. In the end, we chose schools which have dealt in some special way with the concerns that all of us have to face at the moment – the New Senior Secondary (NSS) academic structure, School-based Assessment (SBA), the new Certificate Examination and the Territory-wide System Assessment (TSA).

The TSA is showing us where we can do better, but how do we go about adjusting our school-based curriculum? Reading workshops are becoming an accepted part of teaching literacy, but how do we integrate them with the General English curriculum? Misconceptions abound about the nature of the new HKCEE, as seen in our local English language newspapers. So what do we need to do to get it right? How can we prepare weak readers for SBA? The NSS is approaching. How can we prepare students and when do we start? And with so many more students going through to the Hong Kong Diploma of Secondary Education Examination (HKDSE) there will be a much wider range of students sitting for the exam. How can we cater for such learner diversity?

This album contains examples of what some schools have been doing to tackle these issues. So let's have a look at what these schools have done.

Using different kinds of resources effectively is an efficient way to plan the curriculum and improve learning and teaching whether it be financial resources (5.1) or resources within the school – collaboration with teachers of other subjects and linking experiences inside and outside the classroom - (5.2 & 5.3) which can be used to best advantage. At times it's good to think outside the square and work with other schools and both sides benefit (5.4).

If you haven't given much thought to the NSS yet, then perhaps the experiences of some schools will give some food for thought. It is important not to leave it too late to start preparing students for the demands of the new curriculum and a number of schools have started preparing their junior form students by working on the kinds of skills required (5.5 & 5.6). Others have started by integrating language arts and non-language arts elements into the junior curriculum (5.7 & 5.8) and even by using the English Enhancement Grant to create space for planning (5.9).

Most teachers see the benefit of using language arts to expose their students to a wider variety of text types than are available in standard textbooks. That students are familiar with different text types is important not only for the NSS but also the TSA. Poems (5.10 & 5.11), songs and drama (5.12) or stories (5.10 & 5.13) can not only present a variety of language forms to students but can also improve motivation. Because of this variety of texts, and the range of possibilities for exploiting them, materials can be selected to suit a very broad range of abilities to cater for learner diversity. But more about learner diversity later.

Reading is an area both primary and secondary teachers are concerned about. While reading workshops are becoming common in primary schools, the teaching of reading is often neglected at the secondary level. One school has tried to overcome this neglect (5.14) through the explicit teaching of reading strategies. Other schools concentrate on experience sharing in the post reading stage (5.15) and yet another has given secondary students a reason to write by encouraging them to read their stories to primary students (5.16). Both primary and secondary students gain from the experience.
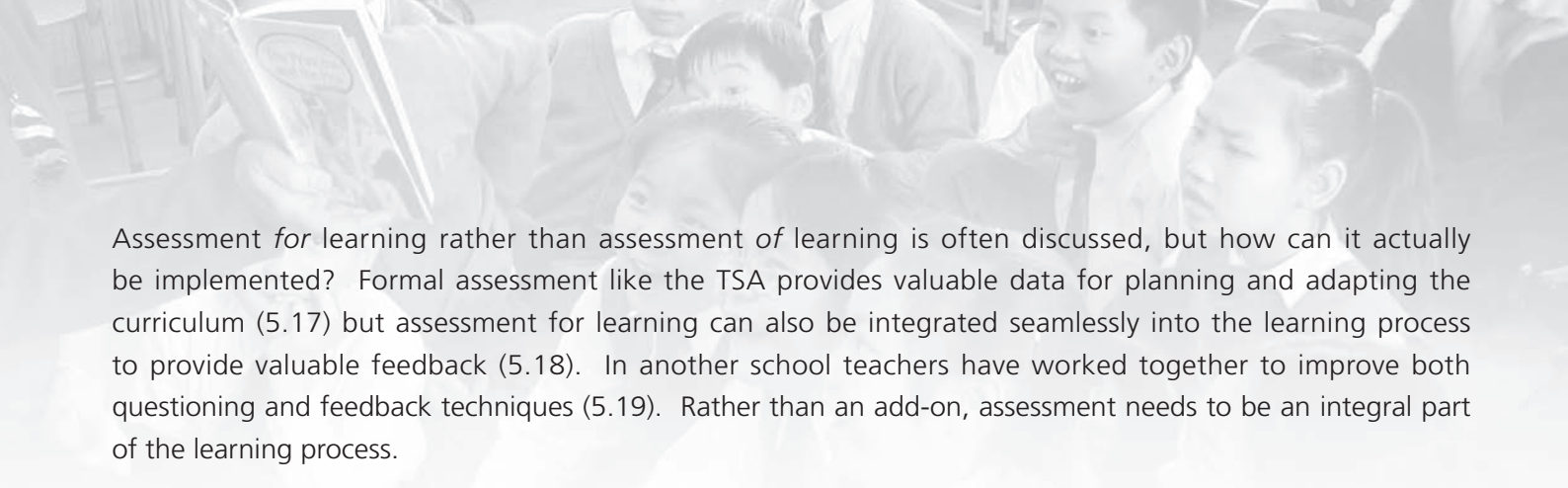
Assessment *for* learning rather than assessment *of* learning is often discussed, but how can it actually be implemented? Formal assessment like the TSA provides valuable data for planning and adapting the curriculum (5.17) but assessment for learning can also be integrated seamlessly into the learning process to provide valuable feedback (5.18). In another school teachers have worked together to improve both questioning and feedback techniques (5.19). Rather than an add-on, assessment needs to be an integral part of the learning process.

The TSA results show us that learner diversity increases as students move through each key stage. Naturally with more students going through to the Diploma of Education, secondary teachers will need to seek ways of catering for a wide range of abilities. This can be achieved through careful planning and tailoring for the curriculum (5.20), through using a range of texts suitable for different ability levels (5.21) and adopting strategies to suit learners with special needs (5.22).

What is common to all these cases is careful planning and use of different kinds of resources. Planning involves much more than working out the flow of a unit of work. Planning needs to occur across one level – horizontal planning – to engage all students weak or strong and cater for different styles of learning and the readiness of the students. Good vertical planning across levels seeks to ensure a progression of knowledge and skills through forms so that, as students move from one key stage to the next, the progression is as seamless as possible.

However such planning does not simply happen – it needs to be carried forward by curriculum leaders within the school. Curriculum leaders in turn need support from school management and also space to be able to plan and implement changes to the curriculum. Through collaboration, English panel members can ease the workload and share their different expertise. Teachers in the panel need to be equipped with the skills needed, so a staged professional development plan is essential. Trying to implement changes without the requisite skills is doomed to failure. Successful curriculum planning needs leadership, commitment and, above all, a willingness to reflect on what is happening in the classroom and flexibility to adapt to the changing needs of students. Hopefully, our case studies will help you a long way towards being a better curriculum leader.

突破規限　煥發新姿

2006-2007年是語文教學顧問專責小組忙碌的一年，我們和近200間中、小學緊密合作，在不同的語文學與教課題上作出探索，收穫豐富。但要在眾多合作案例裏作出選擇，把校本經驗刊登在《校本經驗實錄》之中，殊不容易。從本年度語文教學支援組的支援重點出發，配合當下教師最積極發展的語文項目，我們發現以下的課題最受關注：優化語文的教學策略、評估新趨勢、照顧學習差異、教師的專業發展，與及探討用普通話教授中國語文。
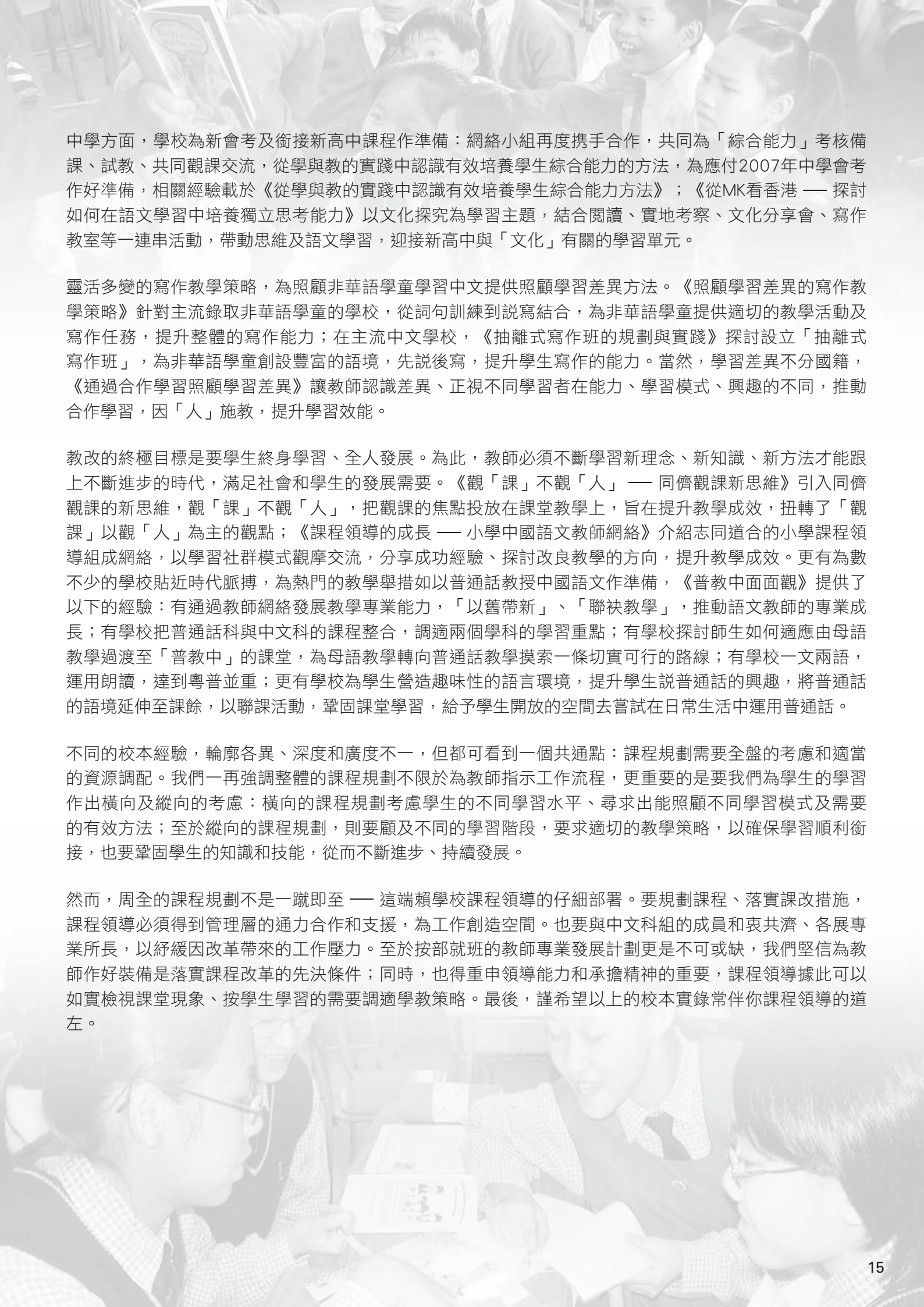
在這個學年，我們為教育同工舉辦了多個閱讀、寫作，以至相關教學策略研討會和經驗分享會；也為多間學校主持了校本專業發展活動，廣受教師歡迎。但教師如何把知識轉化為能量，用諸課程規劃、教學設計，以及教學活動之上？中國語文新課程剛剛進行第一屆會考，教學如何規劃才更恰當？如何為學生準備全港性系統評估？不同形式的考核如何促進教學？學校如何建立新的評估文化？又如何設計語文活動，落實校本評核？新高中課程迫在眉睫，教師如何作出準備？加上種種教育政策的改變，如以普通話教授中國語文、照顧非華語學童學習中文的需要，我們的教育同工應如何面對？

這一期的《校本經驗實錄》，嘗試為以上的問題提供至少一個參考答案，與各有心教學的教育同工分享寶貴的實踐經驗。

提升學生語文水平是教育改革的其中一項目標。要提升香港學生的中文水平，「大量而廣泛地閱讀」是不二法門。然而，如何提高學生的閱讀興趣？如何有效提升學生的閱讀能力？我們從課內和課外兩個層面出發。課內方面，《活潑多元的閱讀課》探討設置閱讀課、設計多采多姿的分享活動；《通過課程規劃，讓學生暢泳於閱讀世界》探討按學生能力及閱讀習慣，配合閱讀策略、語文學習重點，設計閱讀活動。通過課程規劃，帶領學生由童話進入神話，繼而探索武俠小說的世界。至於課外，《沏一壺名叫閱讀的香茶 —— 「茶香書香」深度閱讀推廣計劃》介紹配合茶藝，以「茶香書香」為題，拓展分享活動，將閱讀演變成分享的樂事。當然，除享受讀書帶來的樂趣外，深度的閱讀，能為學生的創作打下基礎，《由「閱讀經典」到「我的創作」 —— 一個寫作教學的提議》作了相關的嘗試；至於《聞聲相思：促進語文學習的朗讀》探討朗讀作為閱讀策略，配合語文學習，培養語感，也是閱讀教學中重要的一環。

說話教學是語文教學新開墾的一塊園圃，也特別花簇錦攢。《小學說聽教學的規劃》設計「說話／聆聽手冊」，給學生清晰的學習步驟和指引，以說聽為主，旁及讀寫，均衡地發展學生的語文能力；《掌握評估新趨勢、促進「說話」學與教》通過校際合作，舉辦大型活動，建立學生觀摩交流的平台，掌握初中學生朗讀，回饋教學，也讓網絡成員認清評估趨勢、促進「說話」的學與教。其實，學校也可以從課程規劃著手，全面檢視現行的評估制度，重訂校本評估原則、分析數據，增強評估的效度，更新評估意識與態度，落實評估回饋教學理念，《落實評估回饋教學理念 —— 評估新嘗試》提供了三個不同的施行方案。

至於寫作教學的策略，向來是教師關注的項目。《生活為本．多元激發 —— 小一提前寫段計劃》帶領學生從說一段話到寫一段話，由一句內容充實的句子，寫成一段文字，鋪墊初小學生的寫作基礎；《點燃學生創思火花 —— 小一的創意寫作教學探索》銳意開發學生充滿創意的腦袋，把握小一學生豐富的想象力及創造力，推動學生的語文寫作，把寫作課變為活潑繽紛的時刻，為教師帶來一個又一個的「意外」收穫。《讓學生在寫作中成長 —— 跳出框框的寫作教學設計》以活潑的寫作教學活動，讓學生在寫作中成長。

中學方面，學校為新會考及銜接新高中課程作準備：網絡小組再度攜手合作，共同為「綜合能力」考核備課、試教、共同觀課交流，從學與教的實踐中認識有效培養學生綜合能力的方法，為應付2007年中學會考作好準備，相關經驗載於《從學與教的實踐中認識有效培養學生綜合能力方法》；《從MK看香港 —— 探討如何在語文學習中培養獨立思考能力》以文化探究為學習主題，結合閱讀、實地考察、文化分享會、寫作教室等一連串活動，帶動思維及語文學習，迎接新高中與「文化」有關的學習單元。

靈活多變的寫作教學策略，為照顧非華語學童學習中文提供照顧學習差異方法。《照顧學習差異的寫作教學策略》針對主流錄取非華語學童的學校，從詞句訓練到說寫結合，為非華語學童提供適切的教學活動及寫作任務，提升整體的寫作能力；在主流中文學校，《抽離式寫作班的規劃與實踐》探討設立「抽離式寫作班」，為非華語學童創設豐富的語境，先說後寫，提升學生寫作的能力。當然，學習差異不分國籍，《通過合作學習照顧學習差異》讓教師認識差異、正視不同學習者在能力、學習模式、興趣的不同，推動合作學習，因「人」施教，提升學習效能。

教改的終極目標是要學生終身學習、全人發展。為此，教師必須不斷學習新理念、新知識、新方法才能跟上不斷進步的時代，滿足社會和學生的發展需要。《觀「課」不觀「人」 —— 同儕觀課新思維》引入同儕觀課的新思維，觀「課」不觀「人」，把觀課的焦點投放在課堂教學上，旨在提升教學成效，扭轉了「觀課」以觀「人」為主的觀點；《課程領導的成長 —— 小學中國語文教師網絡》介紹志同道合的小學課程領導組成網絡，以學習社群模式觀摩交流，分享成功經驗、探討改良教學的方向，提升教學成效。更有為數不少的學校貼近時代脈搏，為熱門的教學舉措如以普通話教授中國語文作準備，《普教中面面觀》提供了以下的經驗：有通過教師網絡發展教學專業能力，「以舊帶新」、「聯袂教學」，推動語文教師的專業成長；有學校把普通話科與中文科的課程整合，調適兩個學科的學習重點；有學校探討師生如何適應由母語教學過渡至「普教中」的課堂，為母語教學轉向普通話教學摸索一條切實可行的路線；有學校一文兩語，運用朗讀，達到粵普並重；更有學校為學生營造趣味性的語言環境，提升學生說普通話的興趣，將普通話的語境延伸至課餘，以聯課活動，鞏固課堂學習，給予學生開放的空間去嘗試在日常生活中運用普通話。

不同的校本經驗，輪廓各異、深度和廣度不一，但都可看到一個共通點：課程規劃需要全盤的考慮和適當的資源調配。我們一再強調整體的課程規劃不限於為教師指示工作流程，更重要的是要我們為學生的學習作出橫向及縱向的考慮：橫向的課程規劃考慮學生的不同學習水平、尋求出能照顧不同學習模式及需要的有效方法；至於縱向的課程規劃，則要顧及不同的學習階段，要求適切的教學策略，以確保學習順利銜接，也要鞏固學生的知識和技能，從而不斷進步、持續發展。

然而，周全的課程規劃不是一蹴即至 —— 這端賴學校課程領導的仔細部署。要規劃課程、落實課改措施，課程領導必須得到管理層的通力合作和支援，為工作創造空間。也要與中文科組的成員和衷共濟、各展專業所長，以紓緩因改革帶來的工作壓力。至於按部就班的教師專業發展計劃更是不可或缺，我們堅信為教師作好裝備是落實課程改革的先決條件；同時，也得重申領導能力和承擔精神的重要，課程領導據此可以如實檢視課堂現象、按學生學習的需要調適學教策略。最後，謹希望以上的校本實錄常伴你課程領導的道左。