教育評議會

赴美出席第56屆ASCD年會

代表團

匯報文集

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全方位學習與教育多元化──出席美國 ASCD 年會所見所感

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前言

得到 QEF 及 DTN 的贊助，教育評議會四位代表 (註一) 參加了今年三月中在美國波士頓舉行的第 56 屆 ASCD 週年大會。除了在三日內參與多塲大大小小的研討會和工作坊外，我們也在會議前後和其間的空檔進行了一次文化教育之旅 (註二)，行程遍及哈佛大學、波士頓美術館、波士頓交響樂廳、波士頓圖書館，著名的「自由之路」各歷史景點及兒童博物館等等。在本文的第一部份會談談社區設施與全方位學習的相關問題，第二部份介紹大會其間接觸到的幾類型學校的特點 (註三)，至於此行所見所聞及對香港教育有何啓示亦會在文中闡述。

全方位學習需要社會整體的支援

學習不應限於校園與課室，社區本身可提供一個廣濶而有趣的學習天地，但這是需要政府和有心人刻意安排的，這背後其實也反映了國民及其代表者 (政府) 的價值觀，及由此而引申出的文化教育政策。在波士頓這個號稱「可步行走遍的城市」(Walking City)，處處可見文化、歷史、藝術與教育 (廣義是民智開啓、狹義是學校教育) 的結合。

先由「自由之路」談起。波士頓是美國開國以來麻省首府，是歷史各城之一，當年乘五月花號尋找自由新天地的新教徒，即在此處附近登岸，並在 1630 年建立殖民地。美國獨立戰爭也由此開始，一連串的歷史事件，如波士頓大屠殺、反對徵收茶葉稅、里維爾領導抗英引發獨立戰爭等等，都留下大量遺跡，經過歷年的維修，成爲美國歷史教育基地 (當然也有愛國教育成分)。有以人為中心的，如富蘭克林出生地與銅像，有以事為中心的，如舊州議會廳 (華盛頓在此宣讀獨立宣言)、大屠殺遺跡等。與教育有關的還有美國第一座公校遺跡 (1635 開辦的拉丁語學校，學生包括亞當斯與富蘭克林)。

我在波士頓茶葉事件博物館逗留較久，親身上了一堂活生生的歷史課。博物館面積不大，概括地交代了當年殖民地人民與英國的思怨情況，而最特別的是在這以碼頭為鄰的博物館附近泊了一艘仿古貨船。館員穿上當時的衣服，邀請參觀

者進入角色，扮演憤怒的愛國者，化裝爲印地安人，潛進船艙，爲抗議英國徵重稅而把茶葉箱抛進海裏。「從做中學」確令遊人加深對歷史事件的認識。其實每個城市都有其自身的歷史，香港也不例外，遠古至新石器時代的石器、陶器也曾發現、在灌朝、宋朝，一直至明、清、民國、抗日時期等等，也留下不少遺跡，如能刻意細心策劃、安排，定必能營建一個接一個的歷史文化教育基地，在配合正規教學的同時，其實起着重建記憶、喚發歸屬感的作用。一個缺乏歷史文化感的城市，人民必會短視與功利，思想也難得有深度。

我們又到過哈佛大學區，參加了一個免費導遊團，逛過著名的書店與幾所博物館。古老建築都保存得很好，對傳統的尊重隨處可見，深深感到現在與過去，科技進步、創新思維與傳統文明、古老智慧之間並非割裂。香港要發展高科技、要在經濟、社會、教育各方面推陳出新，也不要忘記本身固有的優點與文化傳統呢！波士頓這個「北美的雅典」還有兩個地方是不容錯過的，那便是美術館與交響樂廳，兩者都有過百年的歷史，亦都重視教育的功能，設有專責部門去推動民众欣賞文物、藝術與音樂。這次 ASCD 大會就安排了專場，專訪兩館，在欣賞藝術／音樂同時去了解其教育計劃。我們在參觀美術館當天就看見多隊中、小學生在老師、導賞員的陪同下參觀。因爲這是一座百科全書式的博物館 (共 75 萬件藏品)，學校可因應不同課程而作專題探索，例如埃及、希臘史、美洲早期文明及中、日歷史等等。我們欣賞一場音樂會之前又參加了會前導賞講座，是在古老的音樂大廳內舉行的，體驗這種古典雅致的文化氛圍，也是一種潛隱教育。波士頓還有一個兒童博物館，樓高三層，主要以遊戲形式讓兒童認識自然界和生物界的知識。香港的藝術館、科學館近年也設有專供兒童活動的角落，可惜佔地不大，似是陪襯角色。文委會及文康事務局可能要考慮一下設立專爲兒童服務的博物館，這對一些低下階層 (即缺乏文化資產者) 兒童尤爲有益。

教統會提倡全方位學習和終身學習，課改的精神是學會學習，即培養善於自學的下一代，相信要成功的話，需要教育、文康，社會福利等部門的配合。順便一提，波士頓文化事業大多由商界慈善家資助，香港有心社會事業的商賈不在少數，我相信只要在稅項豁免方面作出配合，民間財富支持文化發展的局面是可以出現的。

教育多元化反映革新精神

由廣義的教育轉到學校教育，在美多天以來除了出席多場講座及工作坊外，還有機會參觀大型的教育成品展銷會，接觸不少新出版書籍與教材，以及與一些美國同行交流。由於大會觸及的課題甚爲廣泛，部份亦在其他三位代表文中交

代，我在以下只能就自己較有興趣的範圍，即學校革新計劃，作簡括介紹。

美國既以聯邦方式立國，外來移民甚众，因此所呈現的多元性至爲顯著。美國教育也着重創新性，各類試驗計劃并存，且革新嘗試歷久不衰。這次我接觸到而印象較深的有以下數項：——

(一) 多元智能 (MI) 學校：根據 H.Gardner 多元智能論而施行課程革新的學校，針對過往教育偏重語言文字及數理邏輯教學而提倡學生的全面發展，在課程，教學法及評估各方面均有突破，由最早期 (1984) 的 key School 到積極推廣 MI 教育的 New City School 都總結了不少經驗，後者的總監 T.R.Hoerr 將於五月來港主持講座，屆時同工可直接了解 MI 學校的進展 (註四)。總的來說，MI 理念擴濶了傳統教育的範疇，確認個人均具不同的智能，而教師在這個理論框架內可探索不同的教學途徑。在香港，因爲學校撥款來源增加了 (如 QEF、DTN、教署爲配合教改而撥的額外經費等)，部份學校開始推行多元智能教育的試驗，這方面的發展可算是方興未艾。

(二) 「培廸亞」(Paideia) 學校：根據哲學家 Adler 及其跟隨者的理念發展出來的學校類型，可算是古典教育與進步主義教育的結合，其特點包括以小組導修、深度研討 (或稱爲 Socratic seminar) 方式去瞭解東西方經典思想與核心知識，同時培養學生溝通、解難，團隊合作的能力。此類教育強調師生緊密互動 (老師應成爲終身教學的模範)、學生的自發學習，能在導修與研討中就開放式提問作出思考及表達己見 (註五)。

(三) 「核心知識」(Core Knowledge) 學校：哲學家 Hirsch E.P.Jr.在 1987 年發表 Cultural Literacy：What every American needs to know 一書，指出美國缺乏「內容爲本」的教育，而國民其實需要掌握涉及各門學科的基本知識 (文化要素)。經多年努力，Hirsch 及核心知識基金會出版一系列的「課程內容」(由幼稚園至初中)，學校可依據這些「課程內容」去組織教材，而爲了照顧學校的自主性，及避免教學內容的過度主導，特定「課程內容」只佔全部課程的一半，同時「核心知識」只不過是一種內容的界定，學校可運用多種手段去傳授。由於美國基礎教育課程一貫以「技能爲本」，因此這套較系統的課程內容組織方法漸受認同，在 1997 年推行「核心知識」課程學校已達 750 間。(註六)
在香港，佔中小學課時甚多的英國語文科和中國語文科，其實也是以「技能爲本」的，是否需要重新整理各時代的文化經典作爲必修內容呢？即將推行的新中文科課程強調單元教學，提供大量文章作選擇之用，但應否設定核心必讀篇章，讓學生吸收共同的文化養份呢？至於其他學科，

一直是有特定「內容」的，這些「內容」是否需要定期檢視，並參照國內外課程去調整？

(四) 約章 (Charter) 學校：並非依據某教育理論，而是多元化辦學的一種方式，由地區政府與有志辦學團體簽定限定年期的合約，根據約章內容辦學。這些學校均有鮮明的特色，例如資優教育、數理教育、體藝教育等。這次在 ASCD 作匯報的 Science Alberta Charter School 是加拿大一所第四至九級的學校，教育使命是培養學生在數、理，人文與文學方面的融會貫通能力。學校吸引到一批教理背景頗強的老師，他們認為在這種重視理數學科的學校內較能發揮所長。學校同時吸引到一批重視數理基礎培育的家長，他們主動參與校政與學校建設，例如負責校園綠化計劃，學生評估的檢討工作等。學校為要保持其數理方面的優勢，與當地的高中和大學結成伙伴，合作策劃一些活動 (如學科比賽)。約章學校在美、加兩地發展甚速，看來符合了辦學多元化及提高教育用家選擇權的趨勢。在香港，直資及私立學校發展緩慢，除了有其歷史因素外，政府在政策配合方面，可能也需要再重新研究。

(五) 傳統私校與在家教育：美國私校傳統頗強，近年來在家教育的發展很迅速，而兩者也有配合的空間。一所私校如果成立多年而不衰，自然有其獨特之處。這次在 ASCD 作匯報的其中一所名為 Calvert 的私校已有超過百年的歷史 (註七)，其特色是提供一套相當嚴謹而有系統的古典教育課程，並特別重視初小的語文、數學訓練。以英語學習為例，由拼音、書寫字母，到串字、作句和默書，替幼兒打下鞏固的基礎，大量的閱讀 (輸入) 與寫作 (輸出)，包括即時的批改與重作，讓學生在小學階段掌握書寫解讀與表達的技巧。學校課程的另一重要用家是施行在家教育的家長，因這些家長可選用該校出版的各級各科教材套 (包括教科書、評估、家長使用指引等)，學校還刻意組織家長網絡，讓家長可交流心得，及互相支援。

小結

在美其間印象至深的是教育工作者的團結與積極參與的精神。在研討過程中踴躍發言及表達意見，形成一種相當活躍氣氛。在美國，在同一時期，經常有不同教育計劃在進行，雖然美國教育質素常被人詬病，但優質的教育計劃也不在少數。這些教育計劃如要成功，必須先在學校內取得共識，因此蘊釀與確認 (buy-in) 過程是缺不可少了，而且計劃背後是有理論支持的，同時定必引申出整套教學策

略 (部份較具彈性，如 MI 學校，另一部份則傾向程式化，如 Paideia 學校)。參與同類型革新計劃的學校又會結成網絡，互通訊息及交流經驗，部份亦得到大學的直接支援，有助計劃實踐的總結與提昇。在經費方面，因為實施校本管理，學校可直接運用撥款去購買各式各樣的教育服務，而市場上也存在不少教育顧問 (獨立或與大學掛勾) 供學校選舉。

在香港，教師聞改革而色變，可能與改革多由上而下推動有關，這在特定歷史時空可能是需要的，但長遠而言，應該提供資源 (包括政策上的配合) 鼓勵學校、大學與有志教育的社會機構與人士，有機會主動提出革新計劃，並催生較多的教育顧問服務提供者。前線教育工作者也不宜墨守成規，或醉於昔日的成就中，而經與時俱進。同時，加強業內優良經驗的分享，以至於與國內外成功教育實踐的交流等，都是短期應大力推動的。以此次參加的 ASCD 年會為例，如能有更多的前線教育工作者出席的話，對香港教育必帶來更多的影響。

備註

註一：包括王啓淞、黃寵衛、鄭美菁和曹啓樂。

註二：部份代表沒有參與全部行程。

註三：我們四人的報導各有側重點，希望避免重覆，但因大會場次頻密的繁多，我們的報導一定不會全面與詳盡。

註四：有關 MI 理論可參看 H·Gardner 的系列著作，較近期的是 Intelligence Reframed : Multiple Intellipercces in the 21st century。Hoerr 的 Becoming A MI School 及 L.Campbell 等的 MI and Student Achievement : Success stories From 6 schools 亦具參考價值。
或瀏覽網址：http://pzweb.harvard.edu/sumit。
有關 Hoerr 講座的資料可參看本文集最後兩頁。

註五：有興趣的同工可參閱 T.Roberts 等的 The Power of Paideia Schools — Defining Lives through Learning。

註六：可瀏覽網址：www.coreknowledge.org

註七：可瀏覽網址：www.calvertschool.org

我們需要大型而適切的國際教育會議

黃寵衛

猶太教士、黑人女太空人、身爲「棟篤笑」喜劇表演者的黑人女性社會學家，他們與教育有甚麼關係呢？

這樣的問題，一開始就錯，應該糾正爲：「他們與教育爲甚麼沒有關係？」因爲，教育實乃眾人之事，與每一個人都有關係，而不單單是教育專業人士的議題，正因爲這個理念，今次 Association for Supervision and Curriculum Development 第五十六屆的週年大會（下文簡稱 ASCD 大會），就邀請上述三人擔任三場大型講座的主講嘉賓。

一連三天在波士頓舉行的 ASCD 大會，共有數百場研討會、講座、工作坊，內容廣泛，參加者有中、小學老師、大學講師、獨立教育顧問，地區教育官員等，甚至有退休人士，人數多達一萬五千人。參加者非常投入，充份體現終身學習的精神。

三場大型講座的講者均有參與不同形式的教育工作，但他們的演講內容，並不是從教育專業角度出發，而是從自己個人的信仰及獨特體驗出發，啓發與會者重新思考教育這個課題，例如猶太拉比講述老師關心學生心靈需要的重要性，而另外兩位講者則分享了個人的學習經歷，尤其是如何克服學習上的困難，從而啓發教育工作怎樣辦好教育事業，及鼓勵他們堅持教育理想。他們爲與會者呈現一個可能、一個遠象，讓與會者不期然發出這樣的問題：「教育是可以這樣的嗎？」「怎樣可以令學生體驗這種學習上的樂趣呢？」

除了這三場大型講座外，還有約一千個講座，由教育界、商界及其他界別人士主講，香港的與會者有機會在這些場合中，與不同的人士交流。此外，內容包羅萬有，包括領導學問、教學法、學校校風、融合教育的發展、老師培訓，甚至學校如何接納同性戀人士、「網上學習」與互聯網絡的私隱問題、生態學如何成爲未來教學的主題等，拓闊了香港教師對教育的視野，這正是香港教師參與這次大會的最大的得益，惟有教育工作者的眼界廣闊，才可啓發及擴闊學生的眼界。

這次大會又尤如一次即場的教學法體驗與實習，因爲講者採用多元化的表達方式，特別著重雙向的交流，甚至是數百人的講座也可引發參加者參與交流，例如即場試範不同的教學法及協作教學，令參加者投入討論之餘，亦可吸收不同的表達技巧。

美國的教育界人士很關心培訓及輔助新老師的工作，當地的一些做法是由政府提

供津貼，然後由大學或學術界的人士合作提供訓練計劃，而且推動資深老師參與這些培訓項目，既可協助新老師掌握教學技巧及理念，同時亦透過培訓的互動效果，也啓發資深老師改善教學。這個做法很值得香港的教育參考，因爲可行性高，及能夠更有效地資源運用，解決由學校自行策劃培訓所引致的資源不足及其他問題。

美中不足的，是礙於文化背景的差異，ASCD 大會的內容主要是美國經驗，若不熟悉美國教育架構，未必能完全理解所討論的內容。

香港亦很需要有這類型的教育會議，因爲可以藉此提高香港教育的專業形像，而且，香港亦有足夠的條件與資源舉辦。香港日後若舉辦類似的大型教育會議，亦可參考是次 ASCD 大會的做法，不應單是研究成果的報告，更應容許香港的教育工作者申請擔任某些題目的主講者，這樣可鼓勵教育工作者公開、推廣其教育研究或教學計劃，甚至是他們的一些主張或理念。

若香港舉辦，宜由民間組織籌辦，以便包容不同的意見。至於財政方面，亦可參考 ASCD 大會的做法，容許書商或教育器材的商業機構租用會議場地舉辦展覽，及收取入場卷，但要盡量減少商業味道。內容方面，教學法及教師培訓是其中兩個必需的課題，在兼顧學術及實用的題材上，香港適宜有較多的實用的能直接在課堂應用題目。

這類大型的教育會議，將會是一個很好的機會，讓公眾及社會人士了解教育界的議題，及吸引他們對教育的關注。總括而言，ASCD 大會是豐富香港教師的一次體驗，香港的教育界人士應該積極考慮在不久的將來，協辦同類型的國際會議。

美國之行有感 — 如何從取決平衡之中,解決教育一體化出現的兩難局面?

鄭美菁

引言

課程發展及領導人員協會(以下簡稱ASCD)在美國波士頓舉行了一連三日的週年會議,期間就統一教育標準,資訊科技應用,學校發展與更新,不同學習需要等五大主題進行研討。此等課題代表著當今世界教育發展的新趨勢,對於本港教育改革而言,提供了莫大的啟示。

從會議期間舉行的大大小小的近千場研討會、工作坊看來,當中提及「全納教育」,與及相關課題如課程與教學法,學校管理措施等,幾達五、六十場次之多,可見如何處理「不同學生的不同學習需要」,正是美國教育界廣泛關注的問題。香港在這方面的發展步伐至少要比美國慢二十年。縱使教改提出要讓所有不同性向,能力及興趣的學生都能在一個兼容的教育系統中共同學習的目標(教統會,2000),然而政策推行以來,具體困難不少,成效尚待觀察。

與美國經驗最不同的,就是香港教育改革並無明顯的改革重心。就以「融合教育」為例,現時正陷入兩難的局面。「兩難」在於教育當局並沒有全盤考慮到目前一般學校是否有足夠「能力」足以應付「個別差異」的問題,而只銳意在形式、體制上下功夫,以為單方面把不同教育服務納入「一體化」的旗幟下,教育界便會出現「大同」的局面。從社會公眾的訴求上來說,實踐教育一體化,並無所謂對與錯,其理念亦是無可置疑的,只是在實踐過程上的緩急先後,與及方向性等問題,仍須作進一步的討論。就教育立場而言,我們最關注的是學生在什麼情況下才獲得最大的利益,其身心需要及學習有否得到

照顧，「融合教育」只是眾多手法之一，並非重點所在。

美國「全納教育」的基礎

美國此行，印象最深刻的莫過於美國多元化的教育系統。學校、教師被賦予絕對專業自主的權利，以發展優質的教育。以目前情況看來，美國教育發展已超越「融合教育」階段，而步向所謂「全納教育」，也就是說，教育體制中再無特殊與主流之分，所有學生都可在同一體制下享有優質教育的權利(Education for All)。與香港不同，美國「全納教育」的基礎建立於以下四方面：

● 課程與教學

不同程度的課程調適。每位學生都有其獨特的學習進程和時間表，由教學組織、課業設計、以至評估測驗等等，容許彈性和空間以作發展。美國由八十年代初提出多元智能、協作教學、知識建構學說等，都是由尊重個人潛質做起。當中不少嶄新而可靠的構思，都成為當今教育發展的主流。

● 教師角色

在解決學生的不同的學習需要的大前題下，教師的專業地位及判斷顯得尤其重要。美國教師教育與本國教育發展互相配合，其他如教育顧問機構的發展亦甚為蓬勃，能輔助及支援教師，對教師專業提升起了一定的推動作用。

● 學校組織

如何在現有基礎上運用，甚至創造更有效的資源以滿足廣大的學生的不同需要，正是一般學校面臨最大的考驗。單純把現時特殊教育的資源轉移到一般學校去，並不一定就是實踐「全納教育」的正確方向。關鍵在於學校如何吸納這些資源，並如何在組織配置上加以靈活運用，從而發揮最大的教學效能。教育當局在

這方面責無旁貸。

　　誠然，香港要全面實踐「融合教育」或「全納教育」都必須從更重要的人心改造工程上下功夫。美國布殊新政府剛成立，旋即透過《華盛頓郵報》轉載政府有關教育的改革大計，當中重申教育機會均等之精神，與及「有不同學習需要」的學生在整體教育改革中的位置。這點香港又在美國之後了。

書籍推介

　　ASCD 成立五十多年來，為學校和教師的發展出版了大量具高度可讀性的塑材。現就「全納教育」這個課題，摘舉其中部份參考書籍說明如下：
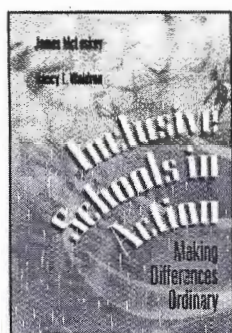
Inclusive Schools in Action:　Making Differences Ordinary
James McLeskey and Nancy Waldron
作者總結多年研究及前線實證經驗，為「全納教育」的推行，提供了切實可行之十大指導性原則。書中就學校領導，教師發展與及學生學習成就，社交成長等方面均有深入淺出的討論。本書文字淺白，並輔從以個案分析，讓讀者對「全納教育」如何能在學校層面得以推動有更深入之了解。

Creating an Inclusive School
Edited by Richard A.. Villa and Jacqueline S. Thousand
書中主要分析各項有利和不利「全納教育」在學校推行之因素。從理論到實踐，書中提供不少例證與及資料以協助教師推動「全納教育」及「個別化教學」之工作。本書同時蒐集了學生、家長及教師之意見，體現了「學校不應只是為將來生活而作準備……學校本身就是生活」的意義。
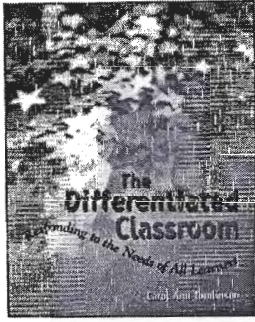
The Differentiated Classroom :
Responding to the Needs of All
Learners
Carol Ann Tomlinson

本書提供了不同的教學模式，就教學策略，課堂組織，分組方法，課業設計等，進行詳盡解說，是了解學生「不同學習需要」的一本很好的入門工具書。

總結

是次 ASCD 年會主題為「取決平衡 — 解決教育上的兩難局面」(Reaching for Balance -- Resolving Educational Dilemmas)，套用於本港「融合教育」或「全納教育」的發展，至為適切。我們相信，要解決教育一體化所出現的「兩難」，似乎有須要從以下兩方面再作調整：

- 為特殊學校重新定位，強調其作為教育資源及支援中心的角色。從長遠利益角度看來，我們在任何情況下都不應在未有足夠準備之前，貿然減除特殊教育服務。

- 強化本地學校的組織，在課程/教學，教師培訓，以至管理手法上尋求革新與改善，以適應不同學生的學習需要。

美國教育制度以至 ASCD，在這方面累積的經驗，都是非常重要的參考和借鏡材料。

How a School Can Make Best Use of the Resources from the Association for Supervision and Curriculum Development (ASCD)

WONG Kai Shung
Chairman of Hong Kong ASCD, a charitable non-profit-making organization

Since the early 1990's, I have been working with a number of schools in their own roads to school development through team learning, and instructional/curricular designs. I began to realise that school development was a much more complicated endeavour than I could expect. Before engaging myself in school development, I was a university lecturer with interest in science and physics education. Science education requires in-depth knowledge in a particular discipline but school development requires in-depth connections of knowledge in many fields. However, anyone who tries to read literature in an unfamiliar discipline will experience the frustration of not being able to connect the new concepts. I had the fortune that, at this very moment, a colleague, who is a very international person, showed me some ASCD books and videos. They are "how-to" books, small, very friendly to new readers in the profession, and yet involving cutting-edge educational concepts and skills. I could finish such a book in a day or two, immediately understanding the main parts, later understanding more as I read other related books. So in a few months' time I cover sufficient many of them, connecting concepts in a variety of fields to help individual schools to start their diverse journeys under the same official name "curriculum integration". In the years following, as a government curriculum developer and policy researcher, I read many more such ASCD books, in more fields, supplemented by difficult journals. I have to conclude that school development is not a simple game played with mere non-professional common sense, no matter how good. It is our moral responsibility to read more to play this highly ethical game - giving us responsibility, joy and life meanings. This rapidly changing society needs cutting-edge educational developments but our school children are no guinea pigs. "Think big, read more, start small." is my motto.

The current Education Reform has set a very good direction for school renewal in the era of lifelong learning and the coming curriculum reform has left sufficient room for individual forward-looking schools to renew their students' curricular experiences accordingly. Professionals obviously know that macro-level policies can only play a facilitation role, but what really matters is how certain practices are actually carried out in real situations. Many of these good practices are extremely micro in nature and have to be learnt by practitioners, instead of being merely planned on paper and implemented at a macro level. My past reading and experience have convinced me that only teachers' and paraeducators' team efforts can create sufficiently strong impact to bring home the kind of school renewal essential for the Educational Reform. Let me list, in a nutshell, the deep implications of the Education Reform on learning and teaching:

1. Enhance students' intrinsic motivation to learn. Three points are noteworthy. First, this has always been probably the number-one problem teachers face in learning and teaching. Secondly, superimposed on this existing problem, the playing down

of high-stake public examinations by the Education Reform necessitates that students need be intrinsically motivated to order to learn well. Thirdly, in the age of lifelong learning, it is important that students continue to have the self-motivation to learn after graduation. However, in many of our schools, many front-line educators are still using a theory of rewards and punishments to manage classrooms, unconsciously controlling the students. What should be at the top of the agenda to enhance front-line educators' knowledge about motivation? Information and communication technology, psychology of motivation and the knowledge of the brain?

2. Linking formal and nonformal curricula and connecting various subjects of the formal curricula. The Education Reform promotes real-life life-wide learning inside and outside the classroom. Real life does not cut itself up into territorial school subjects and into nonnegotiable small pieces of time as in school timetables. Also, the majority of schools already have co-curricular activities. Their main concern is more on improving links than on increasing quantity. To what extent are schools enabled to integrate their curricula and to make students' learning processes coherent? Should they learn more about the skills of curriculum mapping and integration, and the concepts of coherent curriculum?

3. Assess (to collect evidence of and not necessarily to give a value to) students' knowledge-creating abilities and habits. To prepare students for lifelong learning, it is important that they develop the abilities and habits of creating knowledge, ie learning how to learn. This is possible only if schools create the opportunities for students to practise and to demonstrate these habits and abilities. The list of such abilities and habits has to be grounded on the best human knowledge on learning - constructivism and knowledge from brain research. How can front-line educators learn more about assessment of information processing, higher-order thinking, communication and collaboration, besides paper-and-pencil tests of languages and mathematics?

4. Promote inclusive schools. Global economy has created the social need that every individual has a contribution to common good. Lifelong learning is for all and not for the elite as in past industrial societies. It is important that the practice of teaching should give maximal and equal opportunities to all, gifted or those with disabilities. Segregation practices such as ability grouping should be questioned and serious research should be carried out. Practices such as co-operative learning, those in line with the theory of multiple intelligences, curriculum integration, alternative assessment, and specific programs for students to understand the meaning of diversity and to capitalise on it should help to bring diverse students together. How can we promote such practices in schools?

5. Renew teachers' career-long team learning. The above-mentioned imperative lines of action would remain only as paper work unless practising front-line educators have the opportunity to familiarise themselves with the relevant practices, to try them and to learn from the experiences. On-the-job learning is of the most importance to practitioners. Putting these topics into the syllabuses of teacher education programs is ineffective because students come from different schools and when they return to their own schools no team action will occur to create enriching experiences for practitioner to learn. How can we create the kind of staff

development programs necessary to bring about real-life enriching experiences for teachers to learn about ways to bring about equity in teaching?

I see that school-based learning for front-line educators in teams and individually might be the most important factor for the Education Reform to be successful at the school level. Here ASCD is in a unique position. I have not met other educational bodies that have produced so much highly professional materials and yet so user-friendly to front-line educators. And these materials are relevant to the Education Reform in Hong Kong. However, how can a local school in Hong Kong make the best use of such materials in its own way towards a learning organization? (I have no intention to exclude other publications; I am only focusing on a very good and practical source of established knowledge.) The first step is expanding its own exposure by going though vicarious journeys. There are two complimentary ways to do this. First, the staff can attend local seminars and visit other pioneering schools and have sharing sessions. This covers a very small number of schools and information may not be generalisable, but it is face-to-face and personal. The second way is to read accounts of school development from books and journals. This is not face-to-face, but coverage is high and much more transferable in the long term. ASCD's *Educational Leadership* [1], a practitioners' journal published eight times a year. The articles are very short and are real accounts; together they can expose us to a lot of new ideas and can induce the optimism that all those who seek educational breakthroughs very much need for self-vitalisation.

It is not fair to require front-line educators to spend time to read a huge number of books. However, a task force to ensure reading and good teamwork for sharing can address the problem and can create a good habit for the school. In general a single practitioner may not be able to read many topics but the team can. A staff study group is a must; it can start by reading diversely, sharing information and insights. After some time, they begin to focus down and read a few common books which have been identified as immediately related to a certain innovation that the school intends to take on. A school need not commit itself to any fundamental change before knowing more about its implications and other possibilities.

Attached is a list of recommended books on learning and teaching and related topics (Books Recommended for Teaching, Learning and Curriculum Leadership). A school can choose diversely in the beginning and then converge on a particular innovation extending beyond this list. The further a school travels down the "learning organization" path the more they will discover that this list in not enough. They will need more reading materials from both ASCD and other sources.

Books are affordable and can enhance an individual's knowledge while videos enhance skills and serve group purposes. They are more expensive than books. In at least two

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[1]   By becoming a member of ASCD you will receive, in addition to other benefits, regular current issues for general exposure to new ideas. Or, without becoming a member, you can buy a compilated version of many years of *Educational Leadership* on a CD-ROM. You can print out articles for more staff members to read. Or you can go straight to the ASCD website http://www.ascd.org and search for articles using key words. However, only members can search for current articles.

ways, a school will need videotapes. The first way is skill learning. Language alone cannot convey how the skills of curriculum mapping, or group facilitation, say, are like. Actually seeing people performing in real or simulated situations is critical in skill learning. I viewed the relevant video over ten times to learn the skill of curriculum mapping. The second way where videos are useful is staff development. Suppose that a certain school has decided to initiate a certain curriculum innovation. Various teachers must have some common knowledge and norms. It is not possible to ask every teacher to read some certain books although the information contained in these books is absolutely essential to the good implementation of the innovation. A school-based video seminar or video-supported seminar is a solution. Those videotapes usually carry the most essential knowledge in some easily understandable format. After the seminar, many teachers can view the video in their own spare time and the time they spend is worthwhile and affordable. The District Teachers' Network is now purchasing a number of such videos to be lent out to schools. Such a list is attached (exact items to be confirmed): Multimedia Materials from ASCD on Teaching, Learning and Curriculum Leadership.

There is a difficulty in using ASCD materials. It is based on the American educational system. Thus American term "faculty" means "staff" in Hong Kong; "scheduling" means "timetabling"; the concept of "middle school" in the States is non-existent in Hong Kong. There is, however, a list of definitions of educational terms for members of ASCD or HKASCD that could be useful to readers. Another issue is language. ASCD publications use the international language of English. While Hong Kong need promote both Chinese and English, not all front-line educators are very comfortable with English. Should we try to translate or should we say that it could improve our English?

Reading books and videos/inquiry kits is not the only way to enrich knowledge for school development. ASCD also provides online tutorials, professional development institutes (PDI)(two or three days), mini-conferences, and conferences of very large scale (over 10 thousand people attending). Most of these meetings are held in the USA and for the first time, a PDI on "How to Become an MI School" is going to be held in Hong Kong International School at Tai Tam on 11th and 12th May, 2001. More details on such professional development opportunities can be found on the website
http://www.ascd.org

Finally, I must say that ASCD is not a commercial publisher. It is an international, non-profit, non-partisan education association with a global membership of 160,000. It is committed to the mission of forging covenants in teaching and learning for the success of all learners. HKASCD is registered locally as a charitable non-profit-making organization and is an affiliate of ASCD.

Books Recommended for Teaching and Learning and Curriculum Leadership

Wong Kai Shung

Curriculum Integration, Whole Curriculum

1.   Beane, J.A. (1997). *Curriculum integration: Designing the core of democratic education.* New York: Teachers College Press
2.   Beane, J.A. (1995). *Toward a coherent curriculum.* ASCD Yearbook 1995. Alexandria, Virginia: Association for Supervision and Curriculum Development.
3.   Drake, S.M. (1993). *Planning integrated curriculum: the call to adventure.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
4.   Jacobs, H.H. (Ed.). (1989). *Interdisciplinary curriculum: design and implementation.* Alexandria, Virginia: Association for Supervision and Curriculum.
5.   Pate, P.E., Homestead, E.R., McGinnis, K.L. (1997). *Making integrated curriculum work: Teachers, students, and the quest for coherent curriculum.* New York: Teachers College, Columbia University.
6.   Glatthorn, A.A. (1994). *Developing a quality curriculum.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Constructivism (a Theory of Knowledge Construction)

7.   Brooks, J.G. and Brooks, M.G. (1999). *In search of understanding: the case for constructivist classrooms.* Alexandria, Virginia: The Association for Supervision and Curriculum Development.
8.   Hyerle, D. (1996). *Visual tools for constructing knowledge.* Alexandria, Virginia: Association for Supervision and Curriculum.
9.   Driver, R. (1983). *The Pupil as Scientist?* Open University Press.

Brain Compatible Learning

10.   Caine, R.N. and Caine, G. (1994). *Making connections: teaching and the human brain.* Innovative Learning, an imprint of the Alternative Publishing Group of Addison-Wesley.
11.   Sylwester, R. (1995). *A celebration of neurons: an educator's guide to the human brain.* Alexandria, Virginia: Association for Supervision and Curriculum.
12.   Jensen, E. (1998). *Teaching with the brain in mind.* Alexandria, Virginia: Association for Supervision and Curriculum.
13.   Sprenger, M. (1999). *Learning and memory: the brain in action.* Alexandria, Virginia: Association for Supervision and Curriculum.

Lateral Thinking

14.   De Bono, E. (1992) *Teach Your Child How to Think.* Penguin Books.

Multiple Intelligences, Diversity

15.   Armstrong, T. (2000). *Multiple intelligences in the classroom, 2nd Edition.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Creativity

16.   Armstrong, T. (1998). *Awakening genius in the classroom.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
17.   Sternberg, R.J. and Williams, W.M. (1996). *How to Develop Student Creativity.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Flow (Optimal Quality of Experience)

18.   Csikszentmihalyi, M. and Csikszentmihalyi, I.S. (Ed.)(1988). *Optimal experience: psychological studies of flow in consciousness.* Cambridge University Press.

Performance Assessment (Project Assessment for Learning)

19.   Marzano, R.J., Pickering, D., and McTighe, J. (1993) *Assessing Student Outcomes.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

20. Wiggins, G. and McTighe, J. (1998). *Understanding by design.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
21. Danielson, C. and Abrutyn, L. (1997). *An introduction to using portfolios in the classroom.* Alexandria, Virginia: Association for Supervision and Curriculum.

Co-operative Learning, Diversity
22. Johnson, D.W., Johnson, R.T., and Holubec, E.J. (1994). *Cooperative learning in the Classroom.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Diversity
23. Villa, R.A. and Thousand, J.S. (1995). *Creating an inclusive school.* Virginia: Association for Supervision and Curriculum.
24. Cole, R.W. (Ed.) *Educating everybody's children: diverse teaching strategies for diverse learners.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
25. Carol Ann Tomlinson, C.A. *How to Differentiate Instruction in Mixed Ability Classrooms.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
26. Armstrong, T. (1999). *ADD/ADHD alternatives in the classroom.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

School-based Management
27. Priscilla Wohlstetter, P., Van Kirk, A.N., Robertson, P.J., and Mohrman, S.A. ( ). *Organizing for Successful School-Based Management.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Learning Organization
28. Senge, P.M., McCabe, N.C., Lucas, T., Smith, B., Dutton, J., Kleiner, A. (2000). *Schools that learn: a fifth discipline fieldbook for educators, parents, and everyone who cares about education.* London: Nicholas Brealey.
29. Hoerr, T.R. (2000). *Becoming a multiple intelligences school.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
30. Calhoun, E.F. (1994). *How to Use Action Research in the Self-Renewing School.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
31. Sparks, D. and Hirsh, S. (1997). *A New Vision for Staff Development.* Alexandria, Virginia: Association for Supervision and Curriculum Development.
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Announcing An ASCD Institute in Hong Kong

Multiple Intelligences

9am-4pm, May 11-12, 2001. Hong Kong International School, Middle School, Tai Tam Reservoir Road.

Any school considering a multiple-intelligences (MI) approach needs this insider's view of how to implement MI theory in all aspects of schooling. Based on 10-plus years of experience, the presenter recounts key steps in becoming an MI school:

* Introducing MI theory to faculty, student, and parents
* Instilling a teamwork approach throughout the school
* Creating new curriculums and instructional approaches to cultivate students' intelligence strengths
* Developing new assessments for tracking and reporting student progress

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Institute Staff: Thomas R. Hoerr, New City School, St. Louis, MO USA

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Food and Beverages: This Institute includes lunch.

Transportation: First Bus No.14 Sai Wan Ho (Tai On Street), via Sai Wan Ho Market (MTR), via Tai Tam Road [to Stanley Fort]. Or light bus no.16M from Wan Chai MTR, via Tai Tam Road [to Stanley]. Enter at Middle School entrance at Tai Tam Reservoir Road -> 4th Floor Black Box Theater. Driving: Limited carpark space at High School entrance at 1 Red Hill Road. Enter at High School Gym -> Middle School lift -> 4th Floor, go through tennis court ->Black Box Theater.

About the Speaker:

Tom Hoerr is the director (headmaster) of the New City School in St. Louis, MO. Under Tom's leadership, the faculty of the New City School has been implementing the theory of multiple intelligences (MI) since 1988. The use of MI has had a significant impact upon curriculum design, instruction, assessment, and relationships with students' parents. Special emphasis is given to the personal intelligences. Tom says, "For us, MI is more than a theory of intelligence. It is a philosophy of education with powerful implications for teachers and administrators." The pursuit of MI has enhanced faculty collegiality as well.

Tom has spoken about MI at conferences and schools throughout the United States and in Chile, Great Britain, Australia, and New Zealand. He has written quite extensively about the use of MI and faculty collegiality, with more 30 articles to his credit. Tom facilitates the ASCD Multiple Intelligences Network. His book, *Becoming A Multiple Intelligences School*, was published in 2000 (ASCD Press).

Tom holds a Ph.D. in Educational Policymaking and Program Development from Washington University. He also has a master's degree from the University of Missouri-St. Louis and a bachelor's degree from Harris Teachers College. He founded, directed, and taught in the NonProfit Management Program at Washington University. Prior to heading the New City School, Tom was a classroom teacher and public school principal.

About ASCD

ASCD is an international, nonprofit, nonpartisan education association, with 160,000 members worldwide, committed to the mission of forging covenants in teaching and learning for the success of all learners. Founded in 1943, ASCD serves as a world-class leader in education information services. Its publications and services are famous for their *suitability for front-line educators*.

ASCD is the organizer of this MI institute. It can be reached by Internet: http://www.ascd.org Enquiry about ASCD and about the MI institute on May 11 and 12: +1-703-578-9600, then press 2.

About HKASCD　香港課程發展與領導協會

HKASCD is a charitable, non-profit-making organization registered in Hong Kong, with members in a *variety of roles* in education and from different institutions. Its members have a common interest – *bridging the gap between theory and practice* in the development of teaching, learning and the leadership of front-line educators. HKASCD is an affiliate of ASCD. It can be reached by E-mail: ascdinfo@hkascd.org.hk Enquiry about HKASCD and ASCD: c/o 2591-6660.