



適異教學團隊 「適異教學的實踐」教師自我反思表

你可能曾在課堂上實踐過適異教學，如：調整教學目標及課程內容，安排靈活的課堂指引及設計不同的習作及考評。

這個測量表旨在讓你更清晰了解平日常用的「適異教學」方法，並鼓勵你進一步探索某些不常用的方法。你可依照問卷的結果，考慮選用不同的「適異教學」策略。

希望老師能從一小步開始，先審視現有的做法，並依照自己的準備度、空間及需要找出適合的「適異教學」策略，並在課堂實踐。

閱讀以下句子，剔選最能形容你的課堂的選項。

(1 = 從來沒有/幾乎從來沒有; 2 = 甚少; 3 = 有時; 4 = 經常、持續地)

適異教學的實踐	使用程度			
	1	2	3	4
課程				
1. 在訂立課程或課堂教學目標前，我會先細閱官方課程文件。				
2. 在有空間和機會時，我會採用校本課程設計。				
3. 即使對於需要參加公開考試的學生，我也會調整課程的範圍。				
4. 在計劃教學單元活動前，我會先訂立會使用的評估方法及內容，以確保課程、評估和教學之間能互相配合。				
5. 我確保所有的學生習作及學習成果能對應相關的學習目標。				
教學計劃				
1. 我會對學生進行預評，從而評定不同學生對學習新單元的預備情況。				
2. 我運用持續評估來調整教學計劃及回應不同的學習需要。				
3. 我運用由香港考評局 / 教育局提供的學生考評數據去設計我的課堂。				
4. 我會搜集學生對不同課程及課題的興趣。				
5. 我很清楚學生的學習喜好及獨特才能 (多元智能)。				
具彈性的教學設計 / 策略				
1. 我有信心為學生安排不同類型的評估，以最能反映學生的學習成果。				
2. 我在教學時運用不同種類的教學策略。				
3. 當作出教學策略選擇/決定時，我清楚了解當中的理論基礎及原理。				
4. 我根據學生的個別需要，讓他們參與/體驗具挑戰性的學習經歷。				



5. 在教學過程中,我會根據學生的學習需要即時作合適的教學進度及教學法調適。				
6. 在我設計課程時,我會牢記:每位學生每天都會有不同的學習經歷				
7. 我會按學生特定的需要提供額外時間、指引、支援、材料等。				
8. 我會調整課程主題及學習任務,從而照顧學生的學習需要。				
9. 我致力為學生提供具挑戰性的學習經歷。				
10. 我會依照學生的知識水平,為他們配對關於該課程主題相應的學習資源。				
11. 我提供最多樣的學習主題、過程或成果的選擇,來激勵我的學生。				
12. 我運用分層工作紙/課業任務,根據學生的學習需求為他們分配分配「當下最合適」的任務。				
13. 我提供反映學生學習興趣/偏好的任務。				
14. 有些學生需要較多時間、指導和練習才能掌握課程重點,有些學生則相反。因此,我會根據學生的準備程度設計任務。				
15. 我設計以反映不同學習偏好(多元智能)的任務。				
16. 我會根據學生的學習需要,在課堂上靈活使用各種分組方法。				
17. 我了解學生的獨特能力,並採用協作學習的模式,增強學生之間的互動以提升學習效能。				
18. 我採用以學生為中心的教學模式,這讓我能有更充裕的時間在課堂學習活動中進行評估。				
19. 我運用了不同的分組方法(例如:學生的興趣,準備程度,學習偏好等),讓學生之間可以互相學習。				
下一步:反思				
1. 我最常用的適異教學策略:				
原因:				
2. 我較少或從未用過的適異教學策略:				
原因:				



Differentiated Instruction (DI) Team

Teachers' self-reflection checklist on Differentiation Practices

You may have practised Differentiation in your classes, such as adjusting the teaching goals and curriculum, allowing flexible instructions, and redesigning assignments and assessments.

This checklist is meant to help you identify which Differentiation elements are frequently used in your teaching, and which ones are rarely explored. Based on your results, you may consider using these specific Differentiated Instruction (DI) Strategies.

Reviewing your existing practices allows you to evaluate which strategies are the right fit for your class, with your readiness, capacity, and needs in mind. One key reminder on expanding your teaching repertoire is to “start small, but start”.

Read the statements below. Put a ✓ against the boxes that most closely describes the extent to which you use the practice in your classroom.

(1 = Never/Almost Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently, Consistently)

Differentiation Practices	Level of Usage			
	1	2	3	4
Curriculum				
1. I review the official curriculum academic standards before I determine a curriculum unit's goal or the objectives for a lesson.				
2. I adopt school-based curriculum design whenever there is space and opportunity.				
3. I adjust the scope and coverage of curriculum even for the students who need to attend public examination.				
4. I determine the assessments that I will use before I plan my unit activities so that there is alignment between curriculum, assessment and instruction.				
5. I ensure that all student tasks and products focus on clearly stated learning goals and objectives.				
Instructional Planning				
1. I pre-assess students to determine their readiness for each new unit or series of lessons.				
2. I use ongoing (formative) assessment to adjust my instructional plans to respond to differing learning needs.				
3. I use assessment data provided by school and HKEAA / EDB to inform my instructional planning.				
4. I gather information about my students' interests in curriculum topics.				
5. I am clear about my students' learning preferences and their unique talent (Multiple Intelligences).				



Flexible Instruction				
1. I am prepared and confident to arrange different kinds of assessment tasks for students to best reflect students' learning outcomes.				
2. I use a variety of instructional strategies in my teaching.				
3. I am clear about the theoretical underpinnings and rationale when making professional decision on what instructional strategies to be adopted in my unit / lesson design.				
4. I engage all my students in challenging learning experiences based on their specific needs.				
5. I adjust instantly the pace and choice of instruction to suit students' learning needs in classroom.				
6. I keep in mind that not everyone is doing the same thing on the same day everyday when I design my lessons.				
7. I provide additional time, instruction, support, materials, etc. to students based on their specific needs.				
8. I adjust curriculum topics and learning tasks to best meet my students' needs.				
9. I do best to ensure challenging learning experiences for students.				
10. I match resources to my students' level of knowledge about a curricular topic.				
11. I maximize choice in topics, processes or products to motivate my students.				
12. I use tiered assignments to match students with 'just right, right now' tasks based on their learning needs.				
13. I offer tasks that reflect my students' learning interests / preference.				
14. I design tasks based on student readiness – some students need more time, instruction, practice. Others are 'there' early.				
15. I design tasks reflecting different learning preferences (Multiple Intelligences).				
16. I plan and use flexible grouping in my classroom to organize students by their instructional needs.				
17. I recognize students' unique competence and adopt cooperative learning modes to maximize their interactions to allow best learning effectiveness.				
18. I adopt student-centred learning and teaching to allow me more time to do 'in-class assessment' with students when they are attempting the learning tasks.				
19. I use a variety of ways to group my students (e.g. by interest, readiness, learning preference) so that they can learn from each other.				





My Next Steps in Differentiation - Reflection

1. Differentiation strategies I most frequently use:

Reasons for the choice:

2. Strategies I rarely or never use:

Reasons:

Modified by Dr Eva Chan, Faculty of Education, HKU, and adapted from Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Free Spirit Publishing Inc., Minneapolis, MN. (pp. 13-14).

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