

融合教學量表(教師)

Inclusion Teaching Checklist (Teacher)

全班活動 Whole class work	
1. 基於以人為本的方式計劃教學策略及資源運用。 Access to teacher and any resources is planned based on person centred approaches.	
2. 所有人都可獲取教學資源：例如有顏色的透明片、善用白板和實物投影機。 Resources are available to all: e.g. coloured overlays, good use of whiteboard and visualizer.	
3. 運用由「一頁檔案」所獲得的資料細心編排學生座位。 Students' seating plan carefully planned using information from the one page profile.	
4. 講解和展示課堂的規則及流程：作出一些合理的調整，讓教師能讚揚遵守規則的學生。 Rules and routines for the lesson taught and displayed: praise for students working within the rules with some reasonable adjustments made to allow this to happen.	
5. 所有學生都清楚課堂的學習目標。 All students clear about the lesson objectives.	
6. 所有學生都清楚課堂活動程序和時間編排。課室內已展示圖像化的時間表和進度計劃表。 All students clear about the structure and the timings for the lesson and the day and visual timetables and planners are on display.	
7. 教師將全新或艱深的詞語寫出來，向學生預先教導、展示及複習。 New or difficult vocabulary written up, pre-taught, displayed and revisited.	
8. 教師運用「化整為零」的技巧請學生用自己的說話作解說，以查看學生是否明白指示。 Teachers check for understanding of instructions by using 'chunk and freeze' techniques and asking students to explain it in their own words.	
9. 為善忘的學生提供支援——例如報事貼、計劃表、個人白板、溫習筆記簿等。 Support in place for students who can't 'hold things in their heads' – Post-it notes, planners, individual whiteboards, study jotters etc.	
10. 設定不同難度的題目，考驗各種能力水平的學生；而支援人員亦有能力向學生提出高層次的提問。 Questions pitched to challenge students at all levels. Use of higher order questioning prompts available for support staff.	
11. 運用不同的提問方式邀請學生回應，例如提供選擇項目、讓學生根據自身經驗作出「推測」。 Use made of alternatives to questions to invite a response, e.g. making suggestions from which students can choose, 'speculating' making personal contribution from own experience.	

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12. 運用提問確保班上其他學生都在聆聽，例如「這題要迅速回答。」、「這題需要數分鐘想一想。」、「我想你們二人一組，花十分鐘做一做這題目。」等。 Questions used to ensure the rest of the class is listening, e.g. ‘This one is for a quick response’, ‘This one needs several minutes to think about’, ‘This one I want you to work at for ten minutes in pairs’ etc.	
13. 運用提問確保班上其他學生都在聆聽，例如「有誰想問凱蒂問題？」、「誰和阿祖的想法一樣？」、「有誰的想法不一樣？」。 Questions used to ensure the rest of the class is listening, e.g. ‘Does anyone have a question for Katie?’ ‘Who thinks the same as Jo?’, ‘Who thinks differently?’	
14. 運用「一頁檔案」中有關學生興趣和強項的資料作出提問。 Questions are asked which use information from the one page profile showing insights into the interests and strengths of the students.	
15. 在課堂前預先教導有特殊教育需要的學生，以協助他們了解課堂的主旨，並幫助他們預備參與課堂討論和回答問題。教師以此為基礎協助有特殊教育需要的學生積極投入課堂。 Pre-teaching is in place to help a student with SEN know the main themes of the lesson and prepare for discussion and likely questions. The teacher builds on this and actively engages the students with SEN in the lesson.	
個別及小組活動 Independent and group work	
16. 在要求學生回應前，先給予充足的時間及支援，例如個人思考時間、朋輩討論及根據以人為本方式為學生提供適切的鷹架及指導。 Time and support is given before responses are required. e.g. personal thinking time, partners talk, use of scaffolding tailored to what is known about the student through the use of person centred approaches.	
17. 營造安全及具支援性的學習環境，重視每個學生的參與，藉以鼓勵所有學生都能放膽嘗試，及從錯誤中學習。 Contributions of all students are valued and there is a secure, supportive learning environment which encourages all students to ‘have a go’ and where ‘mistakes’ are managed well and built upon.	
18. 學生透過想法和意見的分享，互相幫助及支持；並給予對方思考和回應問題的時間和空間。 Students help and support each other with ideas; they give one another the space to think and respond to questions.	
19. 教師或其他學生以擴展的方式回應同學的課堂參與。 Contributions are reflected back by the teacher in expanded form or are expanded upon by other children.	
20. 運用多感官教學法(視覺、語言、肢體活動)。 Multi-sensory teaching approaches (visual, verbal, kinesthetic) are in use.	

<p style="text-align: center;">個別及小組活動 Independent and group work</p>	
<p>21. 運用正面的「暫停」策略，例如一對一或小組討論來維持學生的專注力。 Positive 'time out' strategies such as talking in pairs or with other groups are used to maintain attention.</p>	
<p>22. 運用由「一頁檔案」所獲得的學生資料，以異質分組方式安排二人或小組活動，例如讓較沉靜的學生與專注力較弱的學生協作。 Mixed 'buddying' is used for seating and paired or partner work, e.g. more settled student paired with a student who finds concentration difficult. Information from one page profiles informs buddying decisions.</p>	
<p>23. 運用互動策略，例如着學生高舉卡紙或個人白板，或站在全班面前擔任工作。 Interactive strategies used. e.g. students having cards to hold up or individual whiteboards, or coming to the front of the class to take a role.</p>	
<p>24. 運用視覺及實體的輔助教具，例如故事百寶袋、實物、指示牌及符號、相片、數數棒、電腦動畫、鑰匙圈提示及有顏色的透明片。運用由「一頁檔案」所獲得的學生資料，考慮班上應具備哪些系列的視覺教具。 Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, counting sticks, computer animations, key-ring prompts, coloured overlays. Information from one page profiles informs the range of visual aids available within the class.</p>	
<p>25. 向全班學生清楚說明及分享需要使用的策略，因為可能不單只有特殊教育需要的學生會覺得這些策略對他們有用。 Strategies which students need to use are made clear and shared with the class as it may not be only the students with SEN who find these useful.</p>	
<p>26. 把抽象的概念具體化，例如把數學的文字題轉化成圖畫、或以戲劇方式表現出來，或利用教學資源進行模擬。 Abstract concepts made concrete, e.g. word problems in Maths turned into pictures or acted out or modelled with resources.</p>	
<p>27. 在教授新的概念或新詞之前，預先教導有需要的學生或請他們備課。 Students prepared or pre-taught prior to the introduction of new concepts and new vocabulary.</p>	
<p>28. 學生與小組內其他成員分享新學到的知識。 Students share new learning with others in their group.</p>	
<p>29. 學生以「我做得到……」的句式反映他們的學習情況。 Students reflect on their learning by completing 'I can' statements.</p>	
<p>30. 預留時間讓小組及/或個人回饋所學。 Time for group and or individual feedback.</p>	
<p>31. 由全班學習轉為個別及小組活動時，有清晰指示和良好的課堂管理，並在需要時輔以視覺提示。 Transition from whole-class work to independent and group work clearly signaled and actively managed. Supported with visual cues where needed.</p>	

<p style="text-align: center;">個別及小組活動 Independent and group work</p>	
<p>32. 清楚解釋/示範學習任務並查核學生能否明白，輔以任務卡、報事貼或任務細項工作紙作為提示，清楚說明預期成果，同時提供足夠的時間讓學生完成任務。</p> <p>Tasks clearly explained or modelled – checks made for understanding. Task cards or Post-it notes or task break-down sheets used as reminders. Sufficient time available and expected outcomes made clear.</p>	
<p>33. 識別學生對解說的不同需要：已明白解說的學生可選擇開始工作，有疑問的學生則可等待進一步解釋。</p> <p>Students' different needs for explanation are recognised: students can choose to start if they feel they understand or wait for further explanation if they do not.</p>	
<p>34. 學生可輕易取得完成學習任務所需的材料及資源。</p> <p>Materials and resources for tasks are easily available and accessible.</p>	
<p>35. 教師清晰表達對學生獨立自主學習及個人組織方面的期望，並已教導學生相關課堂常規。</p> <p>Expectations about independent personal organisation are clear and routines have been taught.</p>	
<p>36. 設置「個別工作區」，讓有需要的學生能在該處有效地工作。</p> <p>A distraction-free area has been set up for students who need one to work effectively.</p>	
<p>37. 教導學生適當的策略，讓他們在遇到困難時，即使未能即時獲得教師的直接幫助，仍能繼續學習活動，相關的視覺提示已設置於課室的當眼處以提醒學生。</p> <p>Students have been taught strategies which mean they can continue to work without direct teacher help if they get stuck. Prompts to remind them are on display.</p>	
<p>38. 在課室內展示全班學習時曾使用的教材、生字表/字墊、關鍵詞語卡及數表等有助學生獨立學習的資源，並定時提醒他們加以善用。</p> <p>Students are provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole class session kept on display, word lists or word mats, post-cards showing key vocabulary, number squares etc.</p>	
<p>39. 解釋目前的學習任務時，要連繫之前的任務。</p> <p>Explanation of how present tasks link back to previous tasks are given.</p>	
<p>40. 學習任務是簡化或可擴展的。</p> <p>Tasks are simplified or extended.</p>	
<p>41. 學生可自由選擇完成一項簡單的，或較為複雜的學習任務。</p> <p>Students can make decisions as to whether they will complete a simple task or a more complex one.</p>	
<p>42. 根據學生的需要，擴大或收窄學習任務的範圍。</p> <p>Tasks are made more open or closed according to the student's needs.</p>	
<p>43. 學生可透過朋輩輔助或資訊科技等途徑接收學習任務，而不一定需要閱讀書面指示。</p> <p>Buddying, use of ICT etc. are available to give access to tasks without having to read written instructions.</p>	

個別及小組活動 Independent and group work	
44. 運用以人為本方式所提供的資訊，為所有學生包括有特殊教育需要的學生提供適切的鷹架教學。 Scaffolding provided for all students including those with SEN. Use of information from person centred approaches is used to provide appropriate scaffolding.	
45. 安排多樣化的分組形式，讓學生學習彼此的長處。 Variety of pupil groupings used so that students are able to draw on each other's strengths.	
46. 教導學生於二人一組及小組進行學習。 Students are taught to work in pairs and in groups.	
47. 察覺、讚賞及獎勵學生恰當的學習行為。 Appropriate learning behaviours are noticed and praised or rewarded.	
48. 有效運用資訊科技作為學習策略及工具，例如言語或手語支援軟件、屏幕字庫、語音轉換文字軟件、具預測功能的文字輸入軟件、語音操作的平板電腦等。 Effective use of ICT as an access strategy, e.g. speech or sign supported software, on- screen word banks, speech to text programmes, predictive software, voice operated iPads.	
49. 選取個別學習計劃的目標／預期成果，並在課堂內加以發展。 Individual education plan targets/expected outcomes on person centred plans are picked up on and developed within the lesson.	
50. 課文內容能配合學生的學習水平，同時能配合他們的年齡及自尊心。 Written texts are at student's instructional level and matched to their age and dignity.	
51. 教學助理協助有需要的學生準備參與全班課堂，在課堂開始前向他們講解學習內容及詞彙。 Teaching assistants are used to prepare some students for the whole-class teaching ahead of time by introducing concepts and vocabulary.	
52. 教學助理協助有需要的學生準備參與全班課堂，讓他們在課堂開始前預先練習，預計教師將會發問的問題以及思考如何回應。 Teaching assistants are used to prepare some students for whole class teaching ahead of time by rehearsing feedback, thinking in advance about the questions the teacher will ask the class.	
53. 指導學生如何在朋輩間，互相給予正面的回饋，例如「這個方法我很喜歡……」、「有個更好的想法是……」。 Peers are helped to give feedback in positive ways, e.g. 'I like the way...' 'An idea that would make it even better is...'	
54. 為每位學生或每組學生設計問題，以評估他或他們能否掌握特定的詞彙、概念及學習目標。 Questioning is designed to assess understanding of particular vocabulary, concepts and objectives relevant for each student or group of students.	