大家好:

我今天很榮幸獲邀請來到這裏, 向各教育界專業人士發表演講.

Centre for Educational Leadership and Management

Designing the learning-centred school:

A cross-cultural perspective

Professor Clive Dimmock

Book Ref: Dimmock (2000) London & New York: Falmer Press

Why 'design' ?

- Different from 'reform' or 'restructuring'

- 'Design' – conscious, intentional plan to architecture an organisation to achieve specified purposes

Elements of Designing the Learning-Centred School

- Learning outcomes and the curriculum;
- Learning processes and experiences;
- Teaching approaches and strategies;
- Technology, especially computers;
- Organisational structures;

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Elements of Designing the Learning-Centred School - cont'd.

- Human (including professional development) and financial resources;

- Leadership and organisational culture;

- Performance evaluation / appraisal
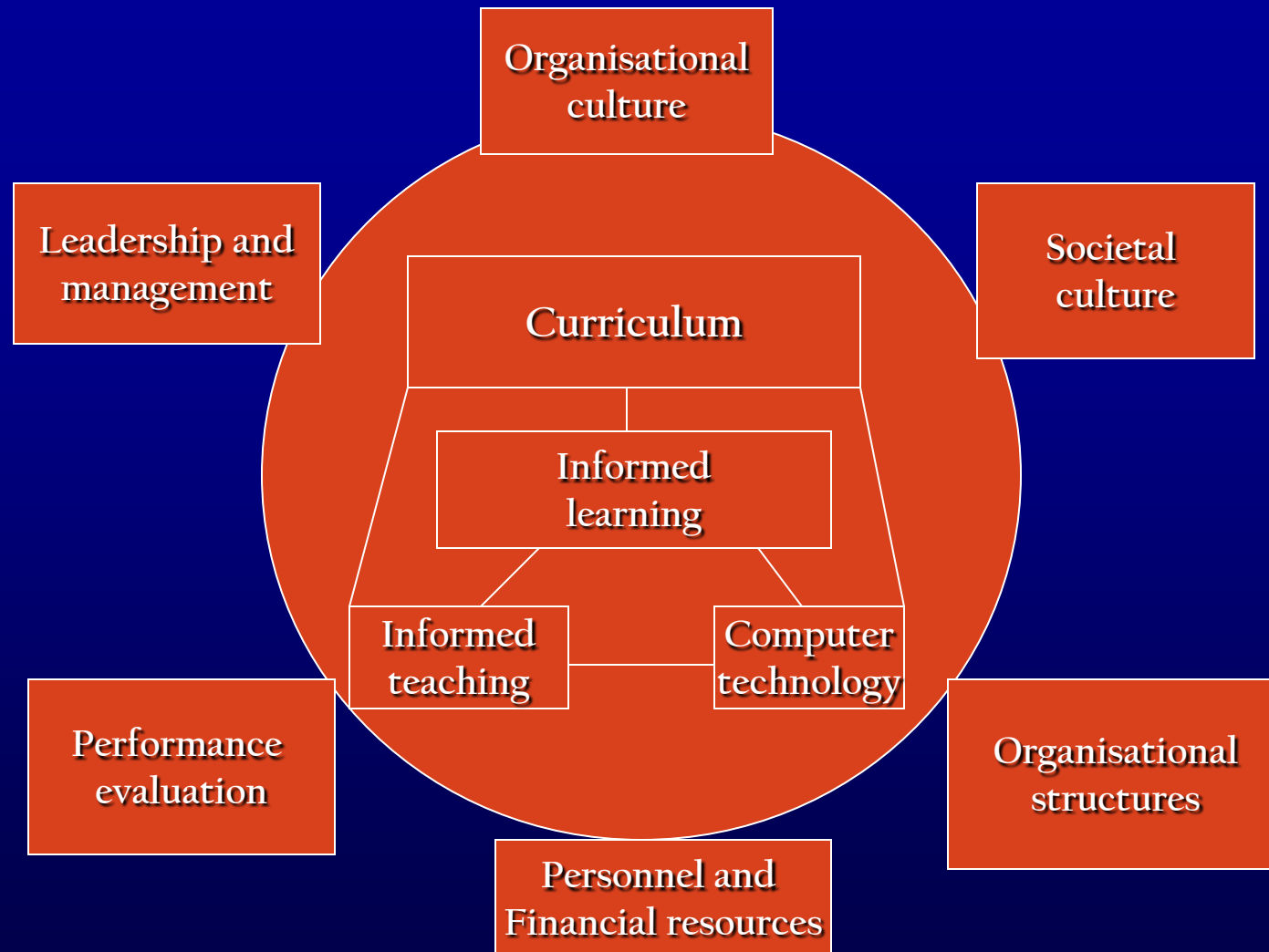
The Central Argument – 5 Premises

- The onus to re-design is on each school;

- Re-design should focus on teaching, learning and the curriculum;

- School design needs to be holistic, emphasising the interconnections between all parts of a school;

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The 5 Premises – cont'd ..

- No single blueprint of school design is appropriate for all schools; however, there are generic precepts and approaches which provide sensible guidelines and directions;

- It is important to contextualise models and blueprints of school design within the societal culture in which they have developed; what is appropriate for one culture will probably require adaptation when implemented in another.

'Informed Practice'

not

'Best Practice'

System Environment:
Policy Making, Administration

Leadership, management, resources, culture

↑

School organisational structures

↑

Teaching methods and strategies

↑

Learning processes and content

↑

Student learning goals

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Features of Learning-Centred Schools

- Student outcomes are converted into meaningful learning goals for individual students;

- Every student is valued as a learner;

- Relevant information is collected on each student's learning characteristics;

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Features of Learning-Centred Schools – cont'd …

- Research findings are sought on effective learning principles as guides to practice;
- Whenever possible, school-wide policies and shared practices on learning are adopted for consistency and reinforcement;
- The whole school is viewed as a learning community.

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Informed Teaching

- Teaching focuses on student learning and understanding;

- Teachers share responsibility with students for their learning;

- A wide repertoire and range of teaching methods is practised;

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Informed Teaching cont'd …

- Research findings on effective teaching principles, techniques and behaviours are sought as guides to 'informed' practice;

- School-wide instructional policies and shared practices are adopted;

- Teachers evaluate their own and their colleagues' teaching

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- Adaptive education – the need for a range of teaching approaches
- Student-mediated knowledge (constructivism); Teacher mediated knowledge; Culture-bound knowledge.
- Mastery learning; direct teaching; co-operative learning; problem-based learning.

- Research on effective teaching behaviours and skills

- Expert versus novice teaching

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Integrating Computer Technology

- Technology serves teaching and learning
- Access for students and staff
- Technology embedded and integrated in the curriculum
- Staff require training
- A school technology plan
- Descriptions of cutting-edge schools

LEARNING-CENTRED LEADERSHIP

Learning-centred Leadership

- Goal orientation, especially towards student learning outcomes;
- Technical knowledge and management of curriculum design, development and evaluation;
- Technical knowledge and management, of effective teaching and learning

Learning-centred Leadership cont'd…

- Understanding and advocacy of research findings on effective teaching and learning, school effectiveness and school improvement as basis of practice;

- Knowledge and management of technology;

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Learning-centred Leadership cont'd…

- Knowledge and management of organisational structures for delivery of 'informed' teaching and learning;

- Capacity and willingness to model desired and desirable behaviours, including ethical, social and learning-oriented

Learning-centred Leadership cont'd...

- Building organisational culture to value learning for all and a positive, collaborative climate of human relations that values ethnic diversity;

- Leadership of human resources and management of financial resources in support of enhancing learning for all;

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Learning-centred Leadership cont'd…

- Monitoring and reviewing performance at school and sub-school levels for quality assurance in order to provide feedback, positive reinforcement and accountability;

- Strategies for organisational change and innovation towards the learning-centred school.

Connectivity of the Parts in Holistic Design

- A curriculum differentiated by level and teaching material;

- A curriculum which integrates informed teaching practices with the content of subject areas taught;

- Teachers work as teams in an on-going cycle of feedback, support and evaluation;

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Connectivity of the Parts in Holistic Design   cont'd …

- Technology is infused into all school activity;

- The configuration of physical space and time is conducive to a wide range of teaching approaches and allows teaching teams to work collaboratively with groups of students;

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Connectivity of the Parts in Holistic Design   cont'd …

- Faculty position descriptions referenced directly and definitively to quality teaching, classroom and student performance; the personnel policy is built on recognising and rewarding mastery of 'informed' practices;

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Connectivity of the Parts in Holistic Design   cont'd …

- Administrators actively support the delivery of student-centred learning by being instructional leaders, spending time in the classroom managing the programme, giving expert advice and evaluating;

Connectivity of the Parts in Holistic Design   cont'd …

- Systematic and ongoing professional development for teachers which addresses the skills in curriculum, teaching, technology and classroom management necessary to implement the programme;

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Connectivity of the Parts in Holistic Design   cont'd …

- Administrators lead and manage the following in ways which support teaching and learning outcomes:

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Connectivity of the Parts in Holistic Design   cont'd …

1. Build organisational structures
2. Promote professional development
3. Allocate human and other resources
4. Build culture
5. Encourage collaboration and teamwork
6. Involve all elements of the school community and build a sense of community

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謝謝各位!

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