Multigrade Teaching: challenges and opportunities

(复式教学:挑战与机会)

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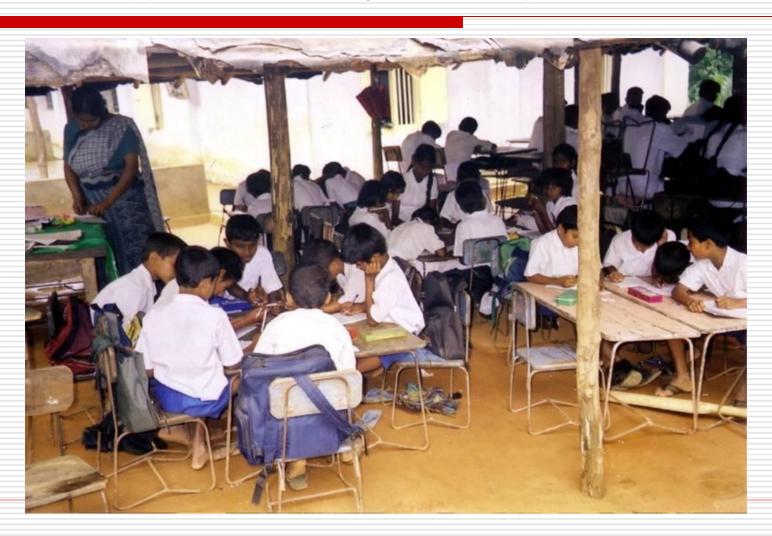
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Multigrade school in Sri Lanka

(斯里兰卡的复式学校)



Multigrade school in Ireland

(爱尔兰的复式学校)



What is multigrade teaching?

(什么是复式教学?)

The teaching of pupils from different curriculum grades within the same timetabled period. Multi-grade is also referred to as: (在同一个时间段内对不同课程年级的教学,复式班也被叫做:)

- Multiple class (多重班)
- □ Composite class (复合班)
- □ Vertical group (垂直组)
- Mixed year class (混合年班)
- □ Family class (家庭班)
- Double class (双重班)
- □ Combined class (组合班)
- □ Unitary schools (one-teacher schools) (单一学校: 只有一个教师的学校)

Making the invisible visible

(使不可见的成为可见的)

□ India: (印度) In 2005-6, 76% of all primary (grade 1-5) schools had 3 or fewer teachers (从2005到2006, 76%的小 学 [1-5年级] 最多有三个教师)

□ England: (英国) In 2000, 25% of primary classes were 'mixed year' classes (在2000年, 25%小学班为"混合年"班)

□ Ireland (爱尔兰) 40% were in 'consecutive' classes (1999/2000) (40%的学生在"连续性"班上上课)

Teaching and curriculum strategies (教学与课程策略)

AVOIDANCE(回避)

- □ Neglect (忽视)
- □ Deferred entry of one grade combine with next year's entry (推 迟一年级入学,和下一年的一起入学)
- □ Double-shift (两班倒)

QUASI MONOGRADE(类似单一年级)

- □ One teacher, multiple spaces/chalkboards (一个老师, 几个空间/黑板),
- Multi-year curriculum spans. Learners 'enter' the span at different points (多年级课程阶段。学生在不同时间"进入"相关阶段)

DIFFERENTIATION(区别对待))

- □ Teacher driven: Differentiated inputs/tasks/outcomes (由老师决定: 区别性输入 / 任务 / 结果)
- □ Materials driven (由教材决定)

Quasi-monograde (类似单一年级) Vietnam: one teacher, five grades

(越南:一个老师,五个年级)



Quasi-monograde Multi-year curriculum span for Grades 5 and 6 (except Maths), Grade 2 Rhodes, Greece (希腊针对五、六年级的类似单一年级的多年龄课程阶段[不包括数学])



Teacher driven differentiation

(由老师决定的区别性安排)

☐Multigrade class (3 grades) in rural Ireland

(爱尔兰农村的复式班

[三个

年级])



Materials driven differentiation:

(由教材决定的区别性安排)

(i) Escuela Nueva, Colombia(哥伦比亚的"新式学校")

Multigraded (多年级的)

Self-organised learning(自 我组织的学习)

Students learn from teacher, materials and each other (学生从老师、教材学习,也相互学习)

Intensive in-service training (initiation, training, follow-up, demonstration) (集中在职培训:

入门,培训,跟踪,示范)



Materials driven differentiation (由教材决定的区别性安排) (ii) Activity Based Learning, Tamil Nadu (泰米尔邦以活动为中心的学习)

- ☐Multigraded classes
- □ (复式班)
- ☐Graded learning
- □ (分年级的学习)
- ☐'Learning ladders'
- □"学习阶梯"
- □Common timetable
- □ (共同的时间表)
- □Classes of 30-60
- □ (班级由30-60名学生构成
- ☐Teacher training

and support

(教师培训与支持)

☐Students learn from teacher, materials and each other

(学生从老师和教材学习、 相互学习)



Teacher views – evidence from London, UK

(教师的观点一来自英国伦敦的证据)

- □Challenges (挑战)
- □Curriculum organisation (课程组织)
- □Wider ability range (更宽的能力范围)
- □Pressure of external assessment on particular grade groups (对具体年级群体的外部评估所带来的压力)

- □Opportunities (机会)
- □Cognitive 'stretching'(认知"延伸")
- □Cognitive 'modelling'(认知"模型设计")
- □Peer tutoring(同龄辅导)
- □Behaviour 'modelling'(行为 "模型设计")

Education for All and Multigrade Teaching: Challenges and Opportunities

(针对所有教学和复式教学的教育: 挑战与机会)

Springer, 2006 (ed. A W Little) www.ioe.ac.uk/multigrade

