

非華語幼兒的學與教－幼稚園教師 專業發展課程（進階課程）



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第十二講：家校社協作

Lesson 12: Home, School, Community
Collaboration

官方文件怎樣說？

7.2 推行原則



課程發展議會編訂
香港特別行政區政府教育局審議
結構圖、幼稚園暨幼兒中心及設有幼稚園班級的學校採用
二零一七年

第七章

家校合作與社區參與

培育幼兒，
需要各持份者的
共識和協作

真誠和尊重的態度

- 真誠的溝通是家校合作的基礎。
- 學校尊重不同族裔、語言和文化背景的家長，讓他們都感到被了解和受重視，能鞏固家校的互信關係。

認識家長的需要

- 香港是一個多元化社會，有多種不同類型的家庭。家長對教養孩子的理念、工作時間的限制和教育背景，都會直接影響參與家校活動的意願。
- 學校宜設計不同形式的活動，以配合家長的不同需要，從而引入家長的參與，開展家校合作。

認識家長和教師不同的角色

- 家長對子女的期望，受著家長本身的成長所影響，更有家長會把自己主觀的願望投射到子女身上。
- 教師擁有專業知識，能透過平日的觀察，了解幼兒的成長和學習的需要，對幼兒建立合理的期望。
- 在指導幼兒時，教師既要了解家長的取向，同時也要耐心向家長解釋學校的教育理念及幼兒的成長和學習需要，以幫助家長明白和認同學校的政策和採用的方法，消滅家長與學校對教育幼兒的矛盾。
- 教師和家長加強溝通了解，能促進全面培育幼兒發展的工作。

7.3 推行模式 建議

家長與學校的聯繫，已從以往主要由學校派發通告及家長簽閱手冊，以傳遞事務性質資訊的溝通，發展至今天的雙方協作，讓家長參與學校運作及就校政提出意見。

學校可參考以下建議，規劃家校合作活動：

- **建立溝通渠道**，增進雙方了解，掌握幼兒在家庭和學校生活情況。
- **舉辦親職教育**，幫助家長認識幼兒成長、情緒管理、品德培育等課題，並增進家長對子女成長特徵的了解，提升育兒技巧。
- **邀請家長參與義務工作**，協助學校推行活動，從中建立家長對學校的歸屬感。
- **幫助家長了解課程**的推行情況和教師採用的教學策略和內容，讓家長配合學校的學習活動。
- **鼓勵和協助家長之間建立聯繫**，加強交流。在條件許可下，更可成立家校合作組織，鼓勵家長就學校政策表達意見。

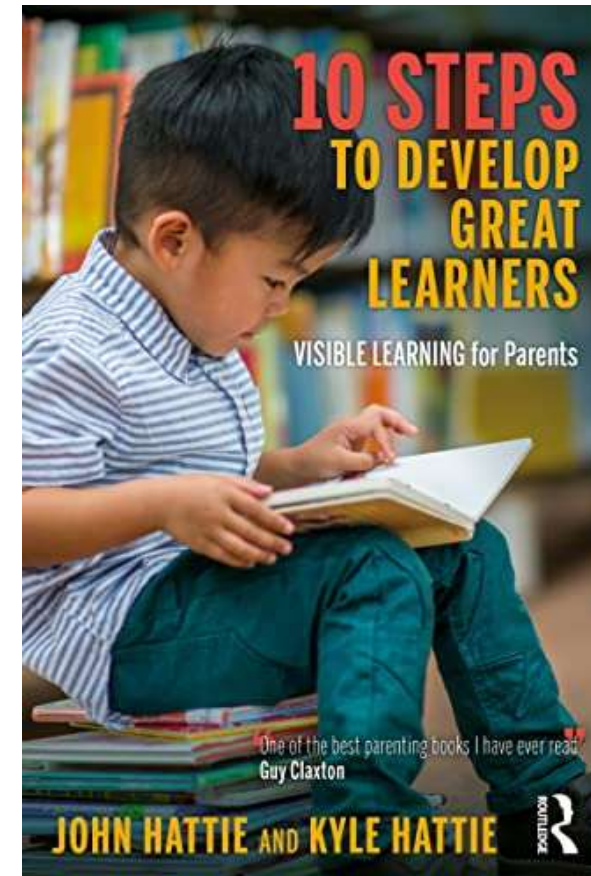
專家怎樣說 1 ？

6-type of involvement

					RANK
FAMILY INFLUENCES	NO. METAS	NO. STUDIES	NO. EFFECTS	ES	(OUT OF 250)
<i>Family resources and structure</i>					
Socioeconomic status	7	622	1052	0.52	79
Welfare policies	1	8	8	-0.12	242
Family structure	4	231	576	0.16	205
Fathers	6	324	571	0.20	197
Divorced or remarried	8	395	441	0.23	182
Parental employment	2	88	1528	0.03	233
Adopted children	3	150	112	0.25	178
Immigrant status	1	53	74	0.01	236
Total/Average	32	1871	4362	0.16	194
<i>Family dynamics</i>					
Home environment	3	48	122	0.52	78
Corporal punishment at home	1	16	16	-0.33	249
Television	3	37	540	-0.18	244
Parental involvement	15	883	2066	0.50	83
Parental autonomy support	3	258	251	0.15	208
Home visiting	2	71	52	0.29	164
Total/average	27	1313	3047	0.16	171
All parental influences	59	3184	7409	0.16	184

Note: ES - effect size.

1. I have appropriately high expectations
2. I make reasonable demands and am highly responsive to my child
3. I am not alone
4. I develop my child's skill, will, and sense of thrill
5. I love learning
6. I know the power of feedback and that success thrives on errors
7. I am a parent, not a teacher
8. I expose my child to language, language, language
9. I appreciate that my child is not perfect, nor am I
10. I am an evaluator of my impact



THIRTY MILLION WORDS

BUILDING A
CHILD'S BRAIN

TUNE
IN

TALK
MORE

TAKE
TURNS

DANA SUSKIND, MD



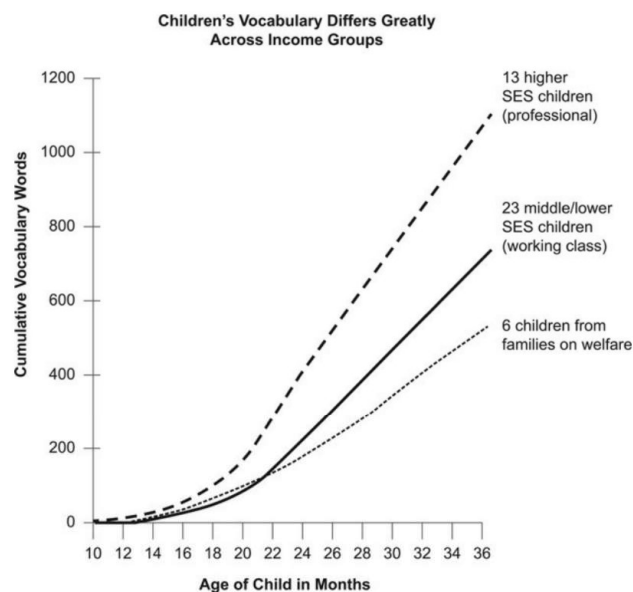
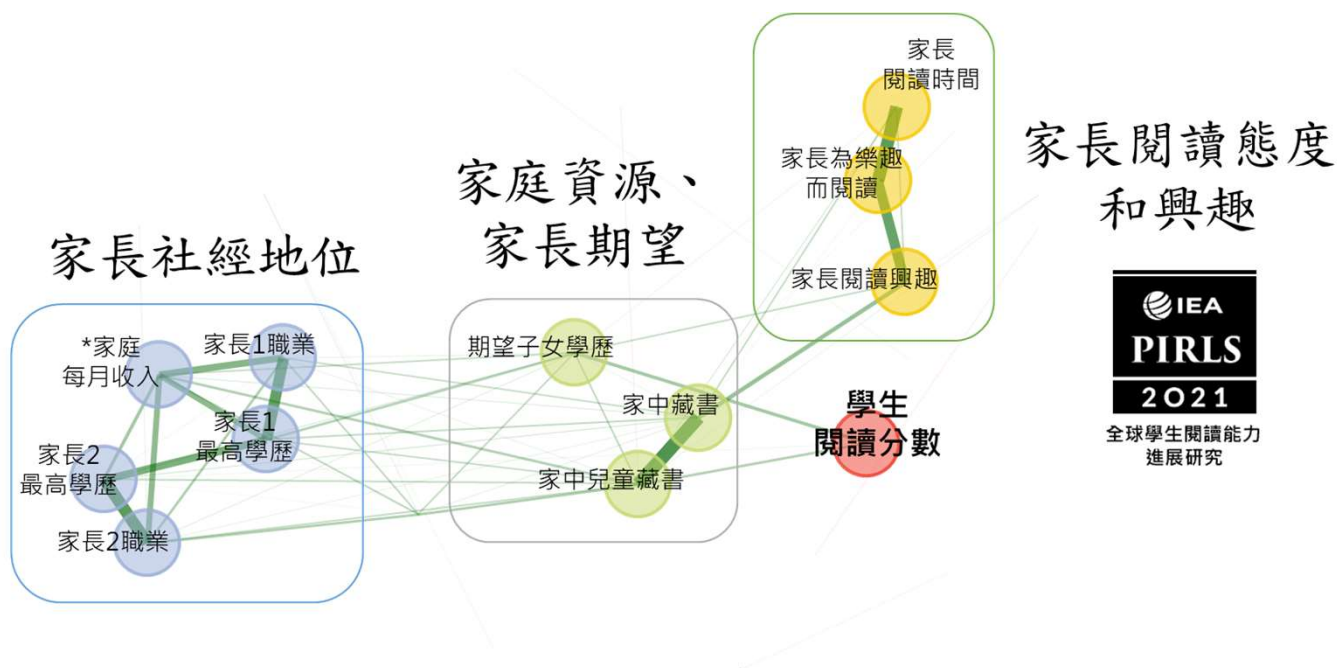


FIGURE 8.1 Growth of vocabulary across income groups.

Hart and Risley (1995), *Meaningful Differences in the Everyday Experience of Young American Children*, Baltimore, Paul H. Brookes Publishing Co., Inc.; Reprinted by permission.

Note: SES = socioeconomic status.



專家怎樣說 2 ？

Funds of Knowledge

School/ Family/ Community Partnerships

CARING FOR THE CHILDREN WE SHARE



When schools form partnerships with families and the community, the children benefit. These guidelines for building partnerships can make it happen.

By Joyce L. Epstein

Keys to Successful Partnerships: Six Types of Involvement



Type 1

Parenting

Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.



Type 2

Communicating

Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.



Type 3

Volunteering

Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.



Type 4

Learning at Home

Involve families with their children on homework and other curriculum-related activities and decisions.



Type 5

Decision Making

Include families as participants in school decisions, and develop parent leaders and representatives.



Type 6

Collaborating with the Community

Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

School/ Family/ Community Partnerships

CARING FOR THE CHILDREN WE SHARE



This article was originally published as "School/Family/Community/Partnerships: Caring for the Children We Share" by Joyce L. Epstein. *Phi Delta Kappan* 76, no. 9 (May 1995): 701-712.



When schools form partnerships with families and the community, the children benefit. These guidelines for building partnerships can make it happen.

By Joyce L. Epstein

The way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.

There are many reasons for developing school, family, and community partnerships. They can improve

JOYCE L. EPSTEIN is director, Center on School, Family, and Community Partnerships, Johns Hopkins University, Baltimore, Md. Her book, *School, Family, and Community Partnerships: Your Handbook for Action* (Corwin, 2009), is in its third edition.



Deepen your understanding of this article with questions and activities on page PD 18 of this month's *Kappan Professional Development Discussion Guide* by Lois Brown Easton, free to members in the digital edition at kappanmagazine.org.

	I	II	III	IV	V	VI
意義						
實踐 例子						
挑戰						
重新 定義						
效益 - 學生 - 家長 - 教師						



家長教育 (Parenting)	學校透過教育講座、工作坊或家長熱線等，協助家長掌握父母的角色，並建立良好的家庭環境培育幼兒	為子女提供食物、衣服、居所、健康安全及一般發展
家長溝通 (Communicating)	學校透過不同途徑建立雙向的家校溝通，讓家長了解學校的課程及學童學習進度，並提供各項渠道收集家長的意見	與學校保持溝通
家長協作學校運作 (Volunteering)	學校召集及組織不同專長的家長，協助學校運作或支援學校的教育。同時，更組織家長互相支援網絡，鼓勵家長間彼此關懷支援	參與學校活動；例如參加培訓課程及家長協助學校教學等工作
家長參與子女在家的學習 (Learning at home)	學校定期給予學童學習資料及親子活動資料，協助家長在家投入子女的學習	在家投入子女的學習，例如培育子女基本學習及社交技巧，延展學科學習於生活中
家長參與學校決策 (Decision making)	家長透過家長教師會、校董會或其他家長組織，參與學校管理及教育行政的決策	參與校內的行政決策
社區參與 (Collaborating with community)	學校運用社區資源與社區不同的機構合作，支援學童的學習及家庭的培育	與社區合作協助履行培育子女的責任

Epstein's Framework of Six Types of Involvement and Sample Practices

Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with Community
Help all families establish home environments to support children as students.	Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.	Recruit and organize parent help and support.	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	Include parents in school decisions, developing parent leaders and representatives.	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Sample Practices Suggestions for home conditions that support learning at each grade level. Parent education and other courses or training for parents (e.g., GED, college credit, family literacy). Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to preschool, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.	Sample Practices Conferences with every parent at least once a year, with follow-ups as needed. Language translators to assist families as needed. Weekly or monthly folders of student work sent home for review and comments. Parent/student pickup of report card, with conferences on improving grades. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Clear information on choosing schools or courses, programs, and activities within schools. Clear information on all school policies, programs, reforms, and transitions.	 Sample Practices School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, resources for families. Annual postcard survey to identify all available talents, times and locations of volunteers. Class parent, telephone tree, or other structures to provide all families with needed information. Parent patrols or other activities to aid safety and operation of school programs.	Sample Practices Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss school-work at home. Information on how to assist students to improve skills on various class and school assessments. Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. Calendars with activities for parents and students at home. Family math, science, and reading activities at school. Summer learning packets or activities. Family participation in setting student goals each year and in planning for college or work.	Sample Practices Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. Independent advocacy groups to lobby and work for school reform and improvements. District-level councils and committees for family and community involvement. Information on school or local elections for school representatives. Networks to link all families with parent representatives.	Sample Practices Information for students and families on community health, cultural, recreational, social support, and other programs or services. Information on community activities that link to learning skills and talents, including summer programs for students. Service integration through partnerships involving school, civic, counseling, cultural, health, recreation, and other agencies and organizations, and businesses. Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for senior or others). Participation of alumni in school programs for students.



School, Family, and Community x +

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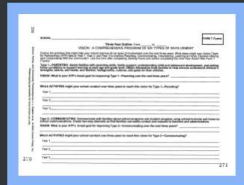
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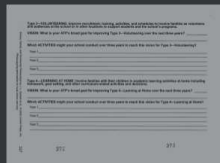
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SCHOOL _____

FORM T (Types)

Three-Year Outline From _____ to _____

VISION: A COMPREHENSIVE PROGRAM OF SIX TYPES OF INVOLVEMENT

Outline the activities that might help your school improve all six types of involvement over the next three years. What steps might your Action Team for Partnerships (ATP) take in Year 1, Year 2, and Year 3 to improve Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating With the Community? Use this form *after* completing *Starting Points* and *before* completing the *One-Year Action Plan Form T (Types)*.

Type 1—PARENTING: Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Obtain information from families to help schools understand children's strengths, talents, and needs, and families' backgrounds, cultures, and goals for their children.

VISION: What is your ATP's broad goal for improving Type 1—Parenting over the next three years? _____

Which **ACTIVITIES** might your school conduct over three years to reach this vision for Type 1—Parenting?

Year 1 _____
Year 2 _____
Year 3 _____

Type 2—COMMUNICATING: Communicate with families about school programs and student progress using school-to-home and home-to-school communications. Create two-way channels so that families can easily contact and respond to teachers and administrators.

VISION: What is your ATP's broad goal for improving Type 2—Communicating over the next three years? _____

Which **ACTIVITIES** might your school conduct over three years to reach this vision for Type 2—Communicating?

Year 1 _____
Year 2 _____
Year 3 _____

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School _____

FORM G (Goals)

Three-Year Outline From _____ to _____
VISION: REACHING SCHOOL GOALS WITH
SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

- On these 4 pages, select 4 major goals: 2 academic goals for students, 1 behavioral goal for students, and 1 overall goal for creating a school climate of partnership.
- Next, list **specific, measurable results** for each goal for Year 1, Year 2, and Year 3.
- Finally, list activities for **school, family, and community partnerships** that will help reach the desired results for EACH goal in Years 1, 2, and 3.

NOTE: All six types of involvement need not be addressed for every goal, but all types should be included on some goal(s) every year.

GOAL 1—ACADEMIC. Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address over three years: _____

DESIRED RESULTS FOR THIS GOAL by the end of YEAR 1: _____

Links with School, Family, and Community Partnerships:
Which practices of partnership will help reach the desired results for THIS goal in Year 1?

Type 1—Parenting: _____

Type 2—Communicating: _____

Type 3—Volunteering: _____

Type 4—Learning at Home: _____

Type 5—Decision Making: _____

Type 6—Collaborating With the Community: _____

DESIRED RESULTS FOR THIS GOAL by the end of YEAR 2: _____



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Measure of School, Family, and Community Partnerships

Karen Clark Salinas, Joyce L. Epstein, & Mavis G. Sanders, Johns Hopkins University,
Deborah Davis & Inge Aldersbaes, Northwest Regional Educational Laboratory

This instrument is designed to measure how your school is reaching out to involve parents, community members, and students in a meaningful manner. The measure is based on the framework of six types of involvement. At this time, your school may conduct all, some, or none of the activities or approaches listed. Not every activity is appropriate at every grade level. The selected items show that your school is meeting challenges to involve all families in many different ways that will improve the school climate, strengthen families, and increase student success in school. Your school may be conducting other activities for each type of involvement. These may be added and rated to account for all major partnership practices that your school presently conducts.

Directions: Carefully examine the scoring rubric below before rating your school on the six types of involvement. As you review each item, please circle the response that comes closest to describing your school. A score of 4 or 5 indicates that the activity or approach is strong and prominent. A score of 1, 2, or 3 indicates that the activity is not yet part of the school's program, or needs improvement. The results provide information on the strength of current practices of partnership and insights about

專家怎樣說 3？

邀請家長參與

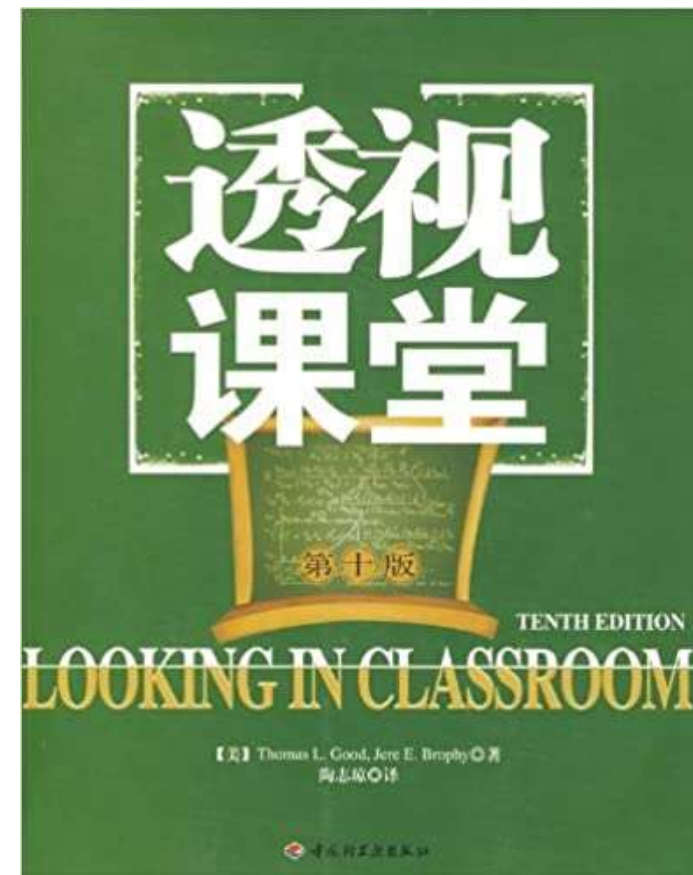


表 8-1 邀请家长参与来增加学校能力的策略

创造一种吸引人的、受欢迎的学校气氛：

- 在校门区域和过道创设可视展示物，反映学校里学生的所有家庭文化（照片、手工品、图画、历史），集中创造一种强烈的气氛：“这是我们学校，我们属于这里！”
- 对创造积极学校氛围的关键因素扮演批判角色：校长领导艺术、改善和维持积极学校气氛的长期责任，通过相互尊重、回应和畅通的教师—家长关系创立信任关系。
- 形成处理消费者相关之事的坚定的、积极的办公能力；形成尊重家长、学生和来访者的一贯态度。
- 在学校为家长创设多个舒适的场所，支持家长—教师谈话和与家长联系。
- 招聘家长或寻求家长志愿者，能给其他家长提供学校怎样运行的知识，需要时作为翻译和支持者友情出场。

授权教师让家长参与：创造充满生机活力的、井然有序的、前后一贯的学校关注中心，改善家校关系：

- 就讨论和形成积极的、信任的家校关系建立常规的学校实践，让家校关系及其互动成为学校每天生活和学校文化的一部分，比如说：
 - 系统地寻求家长对学校和家庭在孩子学习中的作用的观点、视角、意见和问题。
 - 安排定期的职能会议时间，讨论家长参与及实践，即使学校成功以及进行其他获取新观念新知识的实践。
 - 对邀请家长参与是有帮助和有效的看法，教师和家长双方都要形成和保持积极的学校档案；让公众意识到学校中的家校关系；允许建立专门的学校资源库，支持教师发展改善家校关系的技巧和能力。
- 形成动态的在职计划，支持教师有效让家长参与，支持学校与学生家庭建立有效的伙伴关系，计划应该：
 - 给教师提供与同事和学生家长合作并向其学习的机会。
 - 创造机会实践和修订曾经建议的策略。
 - 使学校形成回应教师、学生家庭和社区需要的参与计划。

了解家长的目标、对孩子学习的看法、家庭环境和文化：

- 为家长如何一直支持孩子的学习提供建议。
- 集中形成双向的家校交流（提出问题、认真倾听后回答）。
- 寻求家长对孩子及孩子学习的看法；寻求家长的建议并遵照执行。
- 如有需要，调整目前的参与方法，增加邀请和家庭环境的吻合程度，创造新策略来增加交流机会。

加入现存家长—教师—家庭结构来增加参与：

- 使用放学后计划来增加家校交流，包括放学后员工的室内交流、教职工会议、专业发展机会。
- 运用目前的家长组织（如家长教师联谊会 / 家长教师组织）；与家长组织的领导一起确保开放的交流渠道畅通；鼓励不同家庭在校内参与各种兴趣活动。
- 在初中和高中，创设咨询组织，让家长想了解孩子进步、项目计划等信息时能找到一个咨询者。
- 寻求区域和社区支持，创设新的支持家校互动和交流的组织（如家长资源室、课堂里的电话和电子邮件渠道、建立为家校关系工作的岗位、学校为基础的家庭中心）。

提供全方位的参与机会，包括标准的方法（如家长—教师会议、学生表现）和对学校与社区非常独特的新机会（第一天上学的庆祝）、家长工作坊、社会 / 网络工作事件）：

- 就特别事件提出特别的邀请，学校给志愿者提供机会；日程安排总是要满足没有灵活工作时间的家庭的需要。
- 针对学校家庭的兴趣和需要，清楚地广而告知参与机会，广告要有吸引力，要不断重复。

邀请教师、家长、校长和员工参与学校学生中心的大事：

- 为非正式的家长—教师—员工交流和互动增加机会。
 - 运用这些事件寻求家长参与评论和提出建议。
 - 运用学生大事的聚集地点，就父母参与问题，用合适的语言发布一则简洁而有吸引力的消息。
-

表 8-2 增强家长有效参与能力的策略

清楚交流，所有家长对孩子在学校取得成功方面都扮演着重要的角色：

- 关于父母对学生成功作出奉献的重要性，创造出清楚、肯定的学校态度。
- 强调无论教育水平如何，所有家长都能支持孩子在学校取得成功。
- 注意到，即使孩子的学习任务超越了家长的知识水平，家长也要对孩子的学校教育表现出兴趣，鼓励、敦促孩子学习，做继续支持孩子学习和在学校成功的榜样。
- 在所有交流中（包括下面这些），用多种方式提供信息（如用合适语言表达清楚简明的书面信息、在学校或交流中心会面、打电话）；清楚指明可以在何处获得更多或同样的信息。

给家长具体指出他们能够做什么：

- 当家长参与时，给家长提供他们要做什么的信息，强调不同家庭利用的活动范围十分广泛（探讨教育价值、讨论学校日、和教师交流、来学校、创造支持孩子学校学习的家庭活动）。
- 倾听家长关于参与的看法，对那些极可能对某个特别的孩子或特别年级段的孩子有帮助的人提供鼓励。
- 针对孩子现在的作业和学习目标，为家长提供如何帮助孩子的建议。
- 要求或鼓励亲子互动的学习作业提供时间限制的建议；可能的话，直接针对家长的知识、技能、时间和精力提出建议。
- 在创设家庭作业中，对互动的家庭作业拟订正式的计划。
- 在创设家庭学习任务中，拟订家庭“知识基金”；创设集中在家庭日常事务和任务的“家庭制造的家庭作业”。
- 为家长工作坊寻求支持，提供怎样帮助孩子学习的培训和实践。

给家长提供参与孩子学习的一般效果的专门知识：

- 为家长参与提供行为效果的信息（如学生花了很多时间在学校任务上、上课非常专心、对家庭作业和相关作业更加关注了、在学校表现非常好）。
- 为家长参与提供态度效果的信息（如学生对学习更加积极主动了、觉得个人学习能力非常强、非常相信学习结果与自己的努力相关）。
- 叫家长对其通过参与活动影响孩子方面提供反馈信息。

给家长提供其参与活动会如何影响孩子学习的专门知识：

- 鼓励学生完成学校作业的动机。
- 交流家长参与学校教育模式的价值和重要性。
- 积极强化给予期望学习行为与结果有关的信息。
- 创造支持学生家庭作业的实践，会鼓励孩子把更多的关注放在学习任务上。

给家长提供关于课程和学习目标的专门知识：

- 为学生某段时间的学习目标提供信息（年级水平或课程水平）；这能让家长知道对孩子抱什么期望，为理解学习任务和学习目标之间的联系提供相关背景知识。
- 就澄清学习目标而言，给予家长一教师互动的机会（打电话、会面、开会）；听取家长对孩子的焦虑、看法和目标。

就家长参与效果提供积极的反馈：

- 关注个别家长的活动和学生进步措施。
- 为成功创造多种机会（开始时步子要小，为感谢家长帮助提供清楚的记录和评价；清楚表达家长的参与让学生大不一样了）。

创造和支持学校中的家长及家长—教师工作网：

- 寻求和分享学校、年级水平学习目标的信息。
- 分享家长已参与的活动的看法。
- 支持家长和学校员工建立信任关系的互动方式。

專家怎樣說 4 ？

Funds of Knowledge

知識資産 Funds of Knowledge

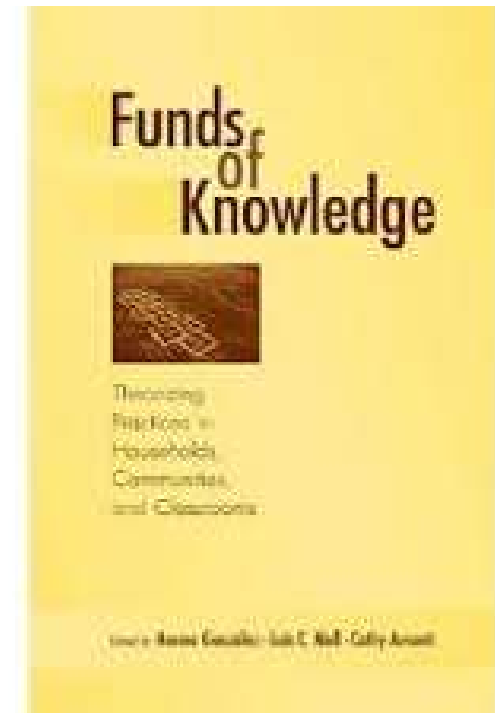
Table 2.2 Funds of Knowledge Activity		
Connecting With Families	Goals	Activities
Teacher establishes rapport with students/families in field-based placement	To establish a trusting relationship with students and their families	Teachers spend several weeks building a rapport with students, making home visits to families, and participating in parent-teacher conferences
Teacher creates classroom-family survey/interviews	To develop a comprehensive overview of the expertise and skills held by family members and students	Teachers prepare and disseminate a survey about the jobs, hobbies, and/or specific expertise held by classroom families (a family interview may be used in place of a written survey with interpreter/translator, if needed)
Teachers create presentations on their funds of knowledge	To showcase the expertise held by family members	After watching videotaped presentations, teachers write reflective essays

Source: González et al. (1993).

Source: González et al. (1993).

TABLE 4.1
A Sample of Household Funds of Knowledge

<i>Agriculture and Mining</i>	<i>Material and Scientific Knowledge</i>
Ranching and farming	Construction
Horse riding skills	Carpentry
Animal management	Roofing
Soil and irrigation systems	Masonry
Crop planting	Painting
Hunting, tracking, dressing	Design and architecture
Mining	Repair
Timbering	Airplane
Minerals	Automobile
Blasting	Tractor
Equipment operation and maintenance	House maintenance
<i>Economics</i>	<i>Medicine</i>
Business	Contemporary medicine
Market values	Drugs
Appraising	First aid procedures
Renting and selling	Anatomy
Loans	Midwifery
Labor laws	Folk medicine
Building codes	Herbal knowledge
Consumer knowledge	Folk cures
Accounting	Folk veterinary cures
Sales	
<i>Household Management</i>	<i>Religion</i>
Budgets	Catechism
Childcare	Baptisms
Cooking	Bible studies
Appliance repairs	Moral knowledge and ethics



Family-based funds of knowledge

- Participation with parents in household and domestic tasks
- Parents' occupations
- Parents' interests, talents, and leisure activities
- Parents' language, values, and beliefs
- Grandparents' occupations, leisure activities, and interests
- Adult relations' and family friends' interests and occupations
- Siblings' and cousins' activities, interests, and language
- Holidays and other community experiences

Centre-based funds of knowledge

- Peers' interests and activities
- Teachers' interests, language, experiences

Community-based funds of knowledge

- Cultural events
- Popular culture

Funds of Knowledge: Family Assets to Enrich Classrooms

IMMEDIATE FAMILY (Knowledge and resources within your immediate family)	
Home Language	E.g., English, Spanish
Family Cultural Traditions	E.g., holiday celebrations, foods, arts and crafts
Family Outings and Travel	E.g., shopping, beach, library, picnic
Household Chores	E.g., gardening, feeding animals, sweeping, dusting, doing dishes
Family Jobs	E.g., teacher, mechanic, construction, farming
Family Interests	E.g., hobbies, caring for family members
Knowledge of Nature and Health	E.g., recycling, exercising, health

EXTENDED FAMILY AND FRIENDS (Knowledge and resources in your extended family and network of friends; consider knowledge in any category from above)

Table 5.3 Beginning of the Year Survey for Families

1. What does your child like to do at home?
2. What does your family like to do together?
3. Does your child like to read or be read to? What does your child like to read? In what language(s) are the books you read?
4. What activities does your child do at home that require work with numbers or math?
5. How does your child contribute to your daily family routines? What responsibilities does your child have at home?
6. What hobbies or sports does your child enjoy? Do other family members participate in these hobbies or sports? If so, who?
7. How do you help your child learn different things that are important to your family, such as your family's values and beliefs?
8. What language(s) do you use at home? Which language do you use most often?
9. What goals do you have for your child this year?
10. What is your expectation of me as your child's teacher?
11. What else would you like me to know about your child or your family?

Funds of Knowledge - Poe

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驗證身分

重新啟動即可更新

Funds of Knowledge

Assistant

新的聊天

分享

今天

what is Funds of Knowledge? How can it be applied to teach em children to learn Chinese in HK context?

下午1:53

Assistant

What is Funds of Knowledge?

Funds of Knowledge is an educational concept emphasizing the rich knowledge and experiences that students and their families bring from their home, community, and cultural backgrounds. Originally developed by researchers like Luis Moll and Norma González, it suggests that these lived experiences are valuable resources for learning and can be integrated into classroom practices.

Funds of Knowledge challenges the deficit perspective (which views students from non-dominant groups as lacking resources) and instead highlights the strengths and assets students already possess. These can include:

- Cultural practices
- Language skills
- Life experiences
- Work-related knowledge
- Family traditions

訊息

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驗證身分

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opportunities to discuss financial literacy or business-related vocabulary in Chinese.

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2. Use Multilingual Resources

- Use students' home languages as a bridge to learning Chinese. For example:
 - Create bilingual learning materials (Chinese-English or Chinese-Urdu).
 - Encourage students to draw comparisons between Chinese and their native languages.
- Example: If a student speaks Urdu, point out similarities or differences in sentence structure between Chinese and Urdu.

3. Design Culturally Relevant Lessons

- **Incorporate familiar contexts:** Use examples, scenarios, or cultural references that resonate with students' daily lives.
 - Example: Teach Chinese vocabulary by discussing South Asian festivals (e.g., Diwali, Eid) and comparing them to Chinese festivals (e.g., Mid-Autumn Festival).
- **Use food and cooking:** Many students may engage in cooking or food preparation at home. Teachers can use recipes to teach Chinese vocabulary related to cooking, measurements, or ingredients.

4. Encourage Peer Learning

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Funds of Knowledge

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4. Encourage Peer Learning

- Pair students with peers who are native Chinese speakers in collaborative activities. This promotes cultural exchange and language immersion.
- Example: Organize group projects where students discuss their favorite foods or family traditions in Chinese.

5. Create a Supportive Environment

- Celebrate diversity in the classroom by recognizing and valuing all cultural backgrounds.
- Example: Display a multilingual word wall in the classroom with Chinese words alongside translations in students' native languages.

6. Leverage Technology

- Use apps or online tools that offer multilingual support for learning Chinese.
- Example: Apps like Pleco or Duolingo can help students link Chinese words to their home languages.

7. Integrate Real-Life Applications

- Connect Chinese learning to real-life scenarios relevant to students.

訊息

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Funds of Knowledge

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新的聊天

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7. Integrate Real-Life Applications

今天

- Connect Chinese learning to real-life scenarios relevant to students.
- Example: Teach students how to navigate public transportation or shop in a market using Chinese phrases, as these are practical skills for living in Hong Kong.

Conclusion

By applying the Funds of Knowledge framework, teachers in Hong Kong can create more inclusive and effective Chinese language learning environments for ethnic minority children. Recognizing and integrating students' cultural identities and life experiences allows them to feel valued, engaged, and empowered in their education.

下午1:53

🔗 分享

🔄

比較

@Web-Search

➔

比較

@DeepSeek-R1

➔

比較

@Llama-4-Maverick

➔

說話

@ElevenLabs

➔

訊息

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大家怎樣說？

貴校有哪些與家長或家庭有關的措施或活動？

討論一

☐ Q8



貴校有哪些與家長或家庭有關的措施或活動？



1. 家校小組。節日親子活動。親子旅行。
2. 親子閱讀、親子運動日、親子旅行、親子故事劇場等
3. 家長會、家長義工、家長工作坊、親子運動會
4. 家長講座、家長日、親子旅行、迎新日、畢業典禮等等
5. 非華語家長工作坊
6. 親子講座，家教會
7. 家長講座、到校觀課、家長義工、家長會活動
8. 樂聚家長園地 / 非華語老師 / 家教會 / 電話聯繫
9. 講座
10. 舉辦共融文化活動，如生日會
11. 講座，親子遊戲活動，親子旅行
12. 親子慶祝會或親子工作坊
13. 友趣學中文機構舉辦之家長小組活動
14. 家長廣東語學堂(請翻譯員到校翻譯)家長日
請翻譯員到校翻譯家長whatsapp 查詢支援
家課翻譯支援
15. 家長講座、工作坊、外出活動、翻譯、英文通告
16. 英文通告
17. 家長工作坊，中英翻譯的通訊，附有讀音和翻譯的附加學習內容
18. 家長日、探訪有需要家庭
19. 翻譯校網、通告
20. 多元文化活動，邀請大家一齊參與
21. 學習中文課程
22. 講座，邀請家長到校參加活動，觀察子女課堂
23. 教長義工、親職教育、講座、個別個案諮詢。文化活動、親子活動/工作坊
24. 文件翻譯、義工隊、家長日、日常電話/面見聯絡、親子活動：旅行、生日會

討論二

- 教育局《幼稚園教育指引》的推行模式建議屬於 Epstein 哪些參與類型？
- 大家所列出的實踐，屬於 Epstein 提出的哪些類型？
- 你認為，除了這六類之外，特別在香港的處境中，還有哪些參與？

Web resources: C-4-Chinese Resource Corner

<https://ep.c4chinese-proj.com/>

