

加拿大一中国教师教育和学校教育互惠学习项目

会议简报

**Reciprocal Learning in Teacher Education and
School Education between Canada and China**

Skype Meeting Newsletter



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada



University
of Windsor



特殊教育

Special education

2019年4月9日晚上19:00（重庆时间），4月9日早上 7:00（温莎时间），西南大学附小与West Gate Public School的视频会议于附小和润楼二楼绿蕴展厅及West Gate图书馆召开。会议就特殊教育的“确诊”与“就诊”话题展开深入的交流讨论。与会人员有：West Gate小学团队：校长Jackie Connelly, 副校长Neil McAuley, Mr. Chris Mills（全区各学校特殊教育负责人），Mrs. Kim Tomljenovic老师，Mrs. Jennifer Pells-Chisholm老师；温莎大学访问学者王萌老师，李孝川老师；研究生助理吴梦晗，石嘉炀；西大附小团队：

许世静教授、潘德来主任、王宝梅老师、许守琼老师、李晓亭老师、曹璇老师、杜滨兵老师等、UW Cohort学生9人；西南大学数学组、科学组、普通教育组和教师教育组等研究生小组。

On April 9, 2019, 19:00 pm (Chongqing time), and on April 9, 7:00 am (Windsor time), SWU Primary school and West Gate Public school held a skype meeting. The meeting held an in-depth discussion on the diagnosis and treatment of special education. Windsor attendees include: Mrs. Jackie Connelly (Principal), Mr. Neil McAuley (Vice Principal), Mr. Chris Mills (Principal of Special Education, GECDSB), Mrs. Kim Tomljenovic and Mrs. Jennifer Pells-Chisholm (primary school teachers) from West Gate Public School. RA Jiayang Shi, GA Menghan Wu from University of Windsor; SWU Team include: Dr. Shijing Xu, Director Pan, Miss Wang, Miss Xu, Miss Li, Miss Cao, Miss Du, etc. Southwest University Math Education Team, Science Education Team, General Education Team and Teacher Education Team. UW Cohort students.

会议开始前，我们得知今天是Connelly校长和RA石嘉扬的生日，中加双方的参会人员一起为他们庆祝生日。



图 1.为嘉炆和康纳利校长庆祝生日

Figure 1. Celebrate birthday for Principal Connelly and Jiayang.

Before the meeting began, we were informed that today is the birthday of Principal Connelly and RA Jiayang Shi. The participants from both China and Canada celebrated their birthday together.



图 2.中加双方视频会议顺利开展

Figure 2. The skype meeting between China and Canada went smoothly

许世静教授建议研究生们积极参与到视频会议中来，争从幕后拍照记录工作到台前翻译。并建议研究生们可以使用图片、视频的方式记录会议中的一些小插曲（如本次的生日）。

Dr. Xu advised the graduate students to actively participate in the skype meeting, from the photo recording to the translation, and also suggested that graduate students can record some episodes during the meeting (such as this birthday) by pictures and videos.

会议开始，加方教师向大家介绍了特殊教育IEP（Individual Education Plan）模式，即个别教育计划。该模式分为两种，第一种是轻微状况下的IEP，即大多数学生的水平相似，给予有轻微困难的孩子稍微简单一些的任务，并给予他更多的时间去完成。第二种是改良的IEP，某个孩子水平远远低于其他学生的水平，会给予这个学生低难度要求的任务。中方教师更多采取第一种方式，即延长特殊儿童完成任务的时间，但也会为个别学生降低试题难度。

At the beginning of the meeting, The Canadian teachers introduced to us the Individual Education Plan (IEP), and Modified Individual Education Plan. The IEP is for the children who have mild condition of special education, this means that most students are at the similar level. The child with slight difficulty is given an easier task and more time to complete it. The modified IEP is for the children who are far below the level of other students, and the teacher will give an easy task to these

children. Chinese teachers tend to use the first method, extending the time for special children to complete the task, but also to reduce the difficulty for individual students.

加拿大特殊教育中，特殊儿童是在正常班级中学习，教师会测试孩子们的学习能力如阅读水平，并根据特殊儿童的阅读水平和学习情况给学生不同水平的资料进行学习。

In Canadian education system, special children are learning in normal classes. Teachers will test children's learning ability such as reading level. According to the reading level and learning situation of special children, the teacher will provide different learning materials.



图 3. 加方教师为学生“量身定制”阅读材料

Figure 3. Canadian teachers "tailor-made" reading materials for students

在加拿大，教师如果发现儿童有特殊教育的需求，会用一年的时间仔细观察学生的行为，并用综合评价、测试的方式诊断他们的学

习水平，以确保不会“误诊”。中方教师认为这是我们应该学习的地方。之后，中加双方就特殊学生“确诊”时间进行了热烈讨论。

In Canada , if teachers find that children have special education needs, they will take a year to carefully observe the students' behaviors and use comprehensive evaluation and testing methods to diagnose their learning level to ensure that they will not be “misdiagnosed”. Chinese teachers think this is an advantage that we should learn. Afterwards, China and Canada sides had a discussion on the “diagnosis” time of special students.



图 4. 中加双方就“确诊”时间进行了热烈讨论

Figure 4. The two sides have had a heated discussion on the "diagnosis" time.

加方解释到，一年的时间是为了有更多的时间、精力去“确诊”，并采用金字塔式的步骤：第一步，针对所有学生进行考察；第二步，

针对15%-20%的学生进行考察；第三步，针对5%学生进行考察。其目的是避免“误诊”。同时他们在“确诊”之后，学生、老师连同家长一起开一次鉴别会。鉴别会上，将孩子们分成小组，每个小组都有正常的学生可以帮助特殊学生。要求孩子们在规定时间内完成指定任务，观察学生状态，以此来“确诊”。

The Canadian teachers explained that a year is for having more time to "diagnose" the children who need special education. The pyramidal steps are used: the first step is to examine all students; the second step is to inspect 15%-20% of students; the third step is to examine 5% students. The aim is to avoid "misdiagnosis". At the same time, after their "diagnosis", students, teachers and parents will hold a meeting together. At the meeting, the children are divided into groups, each group has a normal student can help special students. Children are asked to complete the assigned tasks within the specified time and observe the status of students to "diagnose".

另外，加方表示在确定孩子为特殊儿童后，教师会及时与学生家长沟通，确定这些孩子的培养方式。诊断后对于情况较轻的特殊儿童，会去“半天制”的课堂上课；对于情况较为严重的特殊儿童，如自闭症儿童，会去“全天制”的课堂。

In addition, the Canadian teachers said that after diagnose, the teacher will communicate with the parents in time to determine how these children are taught. Special children with mild conditions will go to the

"half-day" class and special children with serious conditions, such as children with autism, they will go to the "full-time" class.

对于特殊儿童鉴别的实施情况,Connelly校长进行了详细的介绍。她提到,针对有特殊需求的学生,教师会给予学生足够的时间完成课堂任务。依据不同的学生,不同的任务,进行异质分组,让学生相互帮助,满足自己的需求。

Principle Connelly gave a detailed introduction of special children identification. She mentioned that for students with special needs, the teachers will give students enough time to complete the classroom tasks. According to different students and different tasks, teachers group students heterogeneously, so that students can help each other and meet their own needs.



图 5. Connelly 校长对特殊儿童的鉴别实施进行详细的介绍
Figure 5 Principal Connelly gives a detailed introduction to the identification of special children.

其中，一位教七年级的加拿大老师提到，自己班上有3个阅读水平在三四年级的学生，数学能力很强，但阅读方面存在障碍，教师会利用电子材料帮助学生提高阅读能力。针对具体的能力缺陷，进行有针对性的教学。接下来中方的一位老师也分享了关于如何确诊学生是否为特殊儿童的方法，一种是通过医生诊断，另一种是学生进入正常班级后，通过各科教师的观察以及与家长的沟通，发现确实存在需要进行特殊教育的学生，然后再找专业的医生进行鉴别和诊断，并用自己所教班级两位特殊儿童的例子进行了交流。

A Canadian teacher who teaches the seventh grade mentioned that there are three students in her class whose reading level is three or four grades. But their mathematics ability is strong. Therefore, teachers will use electronic materials to help students improve their reading skills, and will provide targeted instruction for students' specific deficiencies. Next, a Chinese teacher also shared a method on how to diagnose whether a student is a special child, one is diagnosed by a doctor, and the other is after the students enter the normal class, through the observation of the teachers of various subjects and the communication with the parents. It was found that there were indeed students who needed special education, and then they were asked by a professional doctor for identification and diagnosis, and they exchanged examples of two special children in the

class they taught.

对于需要特殊教育的学生，教师是怎样选择教材和课外读物的呢？针对这个问题，加拿大老师的做法是，将学生们分成小组，更有针对性的对特殊儿童进行指导，教师也会根据学生的表现每天都会选择不同的教材。而中方教师做法略有不同，中方学校里会设置阅读室，教师负责推荐适合特殊儿童读的书目，但中国教师更倾向于让学生在家庭中完成阅读，让家长陪同孩子进行阅读训练。对此，加方教师表示赞同，加方学校也会有一些让孩子们带回家去阅读的书，艺术、阅读类的书籍可以更有效的帮助到特殊儿童，教师会将这些书分成不同的等级，根据学生不同的水平让孩子们进行阅读。若学生在刚开始阅读时存在阅读障碍，可以先让学生借助平板电脑来“听书”，等学生慢慢熟悉所听的书的内容，然后再让学生来进行阅读，最后还会有关于阅读内容的理解题，这样一步一步的提高特殊儿童的阅读能力。

How do teachers choose textbooks and extracurricular reading materials for special students? Canada's teachers divide the students into small groups and give more targeted guidance to special children. Teachers also choose different textbooks every day according to students' performance. Chinese teachers take a slightly different approach. In Chinese schools, there are reading rooms and teachers are responsible for recommending books suitable for special children, but Chinese teachers prefer to let students finish reading at home and let parents accompany their children for reading training. Canadian teachers agree. Canadian

schools will also have some books for children to take home to read. Art books and reading books can help special children more effectively. The teachers will divide these books into different levels and let the children read them according to their different levels. If the students have reading difficulties at the beginning of reading, they can first use IPAD to "listen to the book", and wait for the students to get familiar with the content of the book, and then let the students read, and finally there will be questions about the understanding of the reading content, so as to improve the reading ability of special children step by step.

许世静教授又向加方教师询问教师应该怎样与家长开展合作，共同利用智能设备来训练特殊儿童的阅读能力的问题。加方教师提到，教师每过一段时间会与特殊儿童的家长开展一次面对面的交流会议，尤其是家长可能在技术问题上存在困惑，教师会提供一定的技术指导帮助家长使用电子阅读软件，便于教师和家长共同合作，提高特殊儿童的发展水平。

Professor Xu asked the Canadian teachers about how teachers should cooperate with parents to use smart devices to train the reading ability of special children. Canadian teachers have regular face-to-face communication with special children's parents, especially the parents may have confusion on technical issues, teachers can provide certain technical guidance to help parents use electronic reading software, convenient to raise the level of the development of special children.

最后，中方教师用自己所教班级的两个特殊儿童进行了一次案例交流。其中一个儿童是在入校前就已经被确诊为特殊儿童，从三年级一直到五年级一直在接受治疗，现在已经转变很大，已接近正常儿童的发展水平。另一位儿童是在四年级时，通过教师的观察以及与家长的沟通，发现存在特殊教育的需要，然后又经过医生的确诊，被认定为特殊儿童，由于这个儿童状况发现较晚，错过了最佳的治疗期，所以到现在转变还是不大。

At the end of the meeting, a Chinese teacher had exchange a case with two special children in her class. One of the children was diagnosed as a special child before entering school, and has been receiving treatment from the grade 3 to the grade 5. Now the child has changed a lot and is close to the level of normal children. Another child was identified as a special child in the grade 4 through observation by the teacher and communication with the parents. After the diagnosis by the doctor, the child was identified as a special child. Due to the late discovery of the child's condition and the missing of the best treatment period, the change is a litter.

中方老师还分享了特殊教育的经验。首先要关注特殊儿童的情绪，教师要营造一个轻松和谐的班级氛围，不要给特殊儿童造成心理压力；其次要多与家长进行沟通，及时了解特殊儿童在家庭中的表现；最后邀请专业机构进行评估，根据评估结果，教师制定合理的指导方案。加方教师对此做法表示赞同，并希望中方教师能够分享更多的关于特

殊教育的案例，以供双方共同学习。

The Chinese teachers also shared their experience of special education. Firstly, teachers should pay attention to the emotion of special children. Teachers should create a relaxed and harmonious class atmosphere, and do not cause psychological pressure on special children. Secondly, communicate more with parents to timely understand the performance of special children in the family ; Finally, professional institutions should be invited to make evaluations, and teachers make reasonable guidance plans according to the evaluation results. Canadian teachers agree with the approaches and hope that Chinese teachers can share more cases about special education for both sides to learn from.

会议的最后，双方教师针对下次开会的时间和主题进行了初步的商定，并希望能够通过网络保持密切的联系。

At the very end of the meeting, teachers from both sides made preliminary agreement on the time and theme of the next meeting and hoped to keep close contact through the Internet.



图 5. 中方与会人员

Figure 5. Chinese participants

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