



Besides, the professional teachers also recommended reserving a little more time for students to learn by themselves in class. In my opinion, it was impossible for students to learn by themselves in class. But after listening to the opinion of the professional teachers, I felt that sometimes it might be a good method and was quite practical.

In this session, I took the last five minutes to divide the class into two groups, a group of boys and a group of girls, who were requested to set questions. The boys set questions to be done by the girls and vice versa. Due to the limited time, it was given as homework. Students' reactions were positive and active. After class, some of the students asked me some problems which they did not understand. I found that Professor Sun also very much agreed to my approach and gave me a lot of encouragement.

Being an intern, I did not have a good understanding of a lot of the professional knowledge in mathematics. Through this "Heterogeneity in Teaching Methods for the Same Lesson" Open Class and the sharing session, I was enabled not only to understand how to teach, what kind of attitude to have and what kind of teaching methods to use; but also shared the viewpoint on curriculum reform, the purpose of curriculum reform and the suggestions of "Three enhancements" and "Three cultivations" from curriculum reform as well.

I really did learn a lot in this Open Class and the subsequent sharing session.

I believe that if this kind of activities is organised constantly, the teaching standard of the newly-graduated teachers in Macao will be improved in leaps and bounds.

"Teacher" development is the key to education development. Experiments showed that "Teacher" development was a long term and difficult mission. We could not improve our professional quality by just listening to lectures and participating in training courses. How schools gradually form a learning-based community culture of observing class, discussing and reflecting together on the basis of the original teaching and how teachers continuously reflect, improve and develop step by step on the basis of everyday teaching is the ideal "teacher" development that the whole world are looking for at present. Having stood long term test, the lesson study of Japan and the open class in Mainland are the more appropriate typical ways for Chinese culture. The open class of "Heterogeneity in Teaching Methods for the Same Lesson" is the integration of the two modes. The writer hoped that this mode would offer new opportunity for the professional development of teachers in Macao.

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03 2011年“持续进修发展计划”推行情况

随着社会不断向前发展，现今各类知识需要不断更新换代，要维持竞争力，必须持续进修，才能追上社会的发展。为支持居民终身学习，持续提升个人素养和技能，促进社会的可持续发展，特区政府于2011年7月推出了“持续进修发展计划”。该计划向每名年满15岁的澳门居民提供5,000元的资助，居民可利用此项资助参与持续进修。

上述计划自推行以来，得到居民及社会各界的积极参与及支持，至2011年底，已有八万五千多名居民经由网上及资讯亭查阅帐户。期间，已接获63所持续教育机构、9所高等教育机构、3个公共实体、78个社团、54个具培训及教育职能的实体，合共207所机构提交了近15,000项持续教育课程、高等教育课程及证照考试申请。经分析评审后，共有11,954个项目获得批准，可为澳门居民提供超过22万个学习名额。

在2011年共有44,639人次参与本地项目，使用资助金额80,968,812元，具体参与情况如下：

种类	持续教育	高等教育	证照考试	总数
发放金额	46,505,353	34,365,177	98,282	80,968,812
参与人次	37,503	6,880	256	44,639

居民参与本地持续教育课程情况如下：

	职业技能类	教育学术类	博雅艺术类	长者教育类	驾驶实习类
参与人次	14,423	938	11,397	1,536	9,209
参与比例	38.5%	2.5%	30.4%	4.1%	24.5%

外地项目方面，教青局共收到1,552份申请，其中以高等教育课程的申请最多，占86%，报读地点主要在内地及中国台湾。外地项目的申请、批准及资助情况如下：

	持续教育课程	高等教育课程	证照考试	总数
申请数	143个	1,346个	63个	1,552个
批准数	69个	1,331个	11个	1,411个
资助金额	214,628元	6,609,700元	19,754元	6,844,082元

至2011年12月31日为止，共有29,036名居民透过此计划持续进修，各年龄层的参与居民数如下：

年龄层	15-24岁	25-60岁	>60岁
参与居民数	13,433人	13,848人	1,755人

居民使用资助情况如下：

使用资助金额（元）	1-1,000	1,001-2,000	2,001-3,000	3,001-4,000	4,001-5,000
参与居民数	6,433人	5,394人	4,183人	1,437人	11,589人

如欲了解各项申请详情，请浏览教青局网页www.dsej.gov.mo，或如需要了解更详细的资料，可致电该计划查询热线2842 5199。

终身学习能够适应新时代的变迁，也是促进个人成长与社会持续发展的基石。特区政府将以更积极的态度推动持续教育的发展，并期望透过本计划的实施，进一步倡导终身学习理念，创设多元的学习机会，营造终身学习的社会。

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