

## **Professional teachers adopt diverse and innovative teaching approaches to allow students to learn adaptively**

(Courtesy of the Division of Junior High and Elementary Education)



“Enabling every child to achieve their full potential” is the vision of the curriculum guidelines of 12-Year Basic Education. Since the school year of 2016, the K-12 Education Administration, Ministry of Education, has integrated various resources and funds, including the innovative teaching program, the cooperative learning group program, the featured school program, and the program for universities to assist elementary and high schools in rural areas in developing a curriculum and lesson plans, and formulated the Guidelines on the Subsidy by the K-12 Education Administration, Ministry of Education, for Teaching Innovation and Diversified Learning at National Elementary and High Schools, to assist teachers in forming professional communities to take the initiative to enhance their teaching skills, thereby improving students' learning effectiveness and facilitating schools' development.

The K-12 Education Administration stated that teachers and schools are more than welcome to apply for this program, and many teachers and schools participate each year. In the school year of 2021, it subsidized the elementary and junior high schools in the general areas and the non-

mountainous and non-urban areas to motivate school teachers to take the initiative to innovate their teaching approaches. A total of 97 inter-school communities and 121 intra-school communities from different urban and rural areas participated to organize teachers' professional empowerment events to adjust and share different teaching strategies. In addition, a total of 185 elementary and junior high schools have implemented the Program to Support Schools to Develop and Implement the Curriculum Guidelines of 12-Year Basic Education - Flexible Learning Curriculum to develop a school-based curriculum and characteristics. Moreover, the K-12 Education Administration has also allocated funds to assist elementary and junior high schools in remote areas in developing their teaching approaches that help to facilitate students' diverse and adaptive development. A total of 498 schools in rural areas applied for the financial support for curriculum development and teachers' professional empowerment, and 643 schools participated in a program to help students to explore in a diverse manner. It is clear that this subsidy program meets the needs in urban and rural areas and the needs for supporting teachers' professional development, facilitates the implementation of the school-based curriculum under 12-Year Basic Education, and motivates students to explore in a diverse manner, all of which are the top priorities set out in the new the curriculum guidelines.

For example, Sanzhan Elementary School in Hualien County and Qingshan Elementary School in Pingtung County have offered diverse exploration courses to students. In such a course, local tribal elders explain how to make bows and arrows and teach archery skills in detail, while guiding the students to practice in person, so as to pass on the Taroko tribe's skills and culture. Through practical exploration and practice in class, local students can better understand and cherish their own culture and pass it onto the next generations. In addition, Xinpu Elementary School in Taoyuan has formed professional learning communities in various fields through an intra-school dialogue mechanism, and experts and scholars are invited to develop diverse and flexible learning courses through systematic collaboration, thereby leading to featured courses developed by the school itself. Bilingual level-beating activities are held to arouse students' interest in learning and improve their abilities to use English in daily life.

In addition to providing abundant resources and assistance, the K-12 Education Administration encourages schools to share their course achievements on the Facebook fan page “Hand in Hand Wonderland” to promote the exchange of ideas among schools, with a view to prompting more teachers and schools to offer diverse and innovative courses. It is hoped that the professional empowerment of teachers in inter-school or intra-school communities in urban and rural areas, students’ diversified learning at each school, local administration groups’ and university teams’ reflection, and the sharing of innovative ideas and win-win situations between schools and local communities together will influence more teachers and schools to offer diversified and innovative courses.

The K-12 Education Administration stated that it will continue to provide diverse teaching resources and assist on-site teachers with professional development; as such, students, either in urban or rural areas, can enhance their learning motivation and effectiveness of learning. It aims to encourage teachers to take the initiative to collaborate with each other to make progress, innovate teaching approaches, and reinforce the effectiveness of teaching, while adopting diverse teaching approaches, to enable students to learn adaptively and unleash their potential.