

## Local Teachers Deepen Knowledge of Adaptive Instruction on New Zealand Visit

(Image/Original Text: Wang Tzu-Yun, Division of Junior High and Elementary Education)



In efforts to implement adaptive instruction, the K-12 Education Administration of the Ministry of Education commissioned National Taipei University of Education (NTUE) to research how teachers can enhance learning, improve the quality of education, and tailor education to students' abilities through small-group and collaborative learning. Further, to encourage elementary and junior high schools across Taiwan to practice cooperative group learning, NTUE was requested to select schools with outstanding performance in group learning as model examples for Taiwan's 12-year education system. Ultimately, five schools were selected for the 2020-21 and 2021-22 academic years, and teachers and principals of the winning schools had the opportunity to travel to New Zealand during the 2023 summer vacation to learn more about differentiated instruction abroad and take advantage of in-person observation to promote adaptive instruction locally.

The five winning schools were: New Taipei Municipal Zhanghe Junior High School, Hsinchu County Chubei Elementary School, the Affiliated Experimental Elementary School of National

Chiayi University, Kaohsiung City Chien-Chin Primary School, and Kaohsiung Municipal Wunshan Senior High School (Junior High Division). On the New Zealand visit, teachers observed lessons at Te Uho o te Nikau Primary School, Manurewa Intermediate School, and Flat Bush School, where the ethnic and cultural diversity of students is very high and there is a wide range of languages and academic performance. These schools have successfully promoted student inclusivity so that regardless of differences in language and academic performance, students can still learn together in the same classroom. The participating teachers shared that Taiwan could learn from New Zealand's cultural education, especially on the issues of education for indigenous youth and children of new immigrants. They emphasized that teachers can carry out differentiated instruction more smoothly and effectively when students have good independent learning skills.

The K-12 Education Administration stated that its program to revitalize teaching through cooperative group learning emphasizes strategies such as peer interaction and active learning; it hopes that the teachers from these high-performing local schools have learned more innovative and diversified collaborative learning strategies from their experience in New Zealand. It is also hoped that they will share their experience to raise teachers' awareness of differentiated, inclusive education strategies regarding ethnicity and culture, socioeconomic background, physical or mental disability, and learning level to promote adaptive learning.