

Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

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Development Projects

優質學校改進計劃

學校改進一直是教育學院學者和研究人員關心的課題，通過認識學校的改進，我們才能真正理解學校教育的理念如何在不斷實踐的過程中被鞏固、提煉和昇華，以及教與學如何能獲得更新。

「優質學校改進計劃」是現時在香港最具規模的綜合性暨研究與發展並重的學校改進計劃。學校發展主任通過策劃而試圖改變學校某些狀況的過程，使教育質素能得到提升。「計劃」採用執業者研究(**practitioner research**)方式進行，意即由學校發展主任親自進行研究，強調過程中自我反思，以鞏固及改進有關課程或活動的實行方法及其後的理念原則。

為總結和沈澱有關經驗，香港中文大學香港教育研究所於2006年6月2日及3日，在香港中文大學舉行了「學校改進與夥伴協作」兩岸三地研討會。研討會有兩個目的：(一)讓參加者認識本地學校的校本發展歷程——如何透過大學與學校的合作和支援，使學校持續發展和改善，包括在課程和教學上進行有效學習的探索、提升學校團隊共力及教師能量的各類策略，以至對學校管理及如何自我完善的改善建議；(二)組織及提煉香港中文大學的綜合型學校發展計劃所累積的實踐智慧與兩岸三地的實踐經驗，更廣泛地帶動華人社會在學校改進工作上進入更深層的探究。

研討會榮幸邀得香港教育統籌局常任秘書長羅范椒芬女士，以及優質教育基金主席(2003–2006)戴希立先生擔任研討會開幕主禮嘉賓。是次研討會分為兩部分：在專家研討會上，本地及海外專家學者以座談形式共同探討兩岸三地進行更緊密交流及合作的可能性及發展形式；在公開研究的部分，亦匯集了不少教育專家、研究人員、前線教育工作者以論文宣讀、論壇或校本經驗分享的形式進行研討，共同探討有關學校改進的

不同課題，務求理論與實踐兼重，總結所累積的寶貴經驗。研討會得以順利完成，有賴教育統籌局、本地及海外各界專家學者，與中、小學前線教師的支持和參與。下一屆的研討會將安排在上海舉行。

計劃同寅於2006年9月在香港教育研究所出版的「學校教育改革系列」(編號34-36)發表了三份報告，內容環繞香港近年中、小學教育改革關注的專題研習、閱讀及新推出的通識課程。(報告的摘要見本期出版消息，頁10)

最新消息：小學及中學聯校教師專業發展日「優質學校改進計劃」將於2006年11月10日(星期五)及12月1日(星期五)分別舉辦小學及中學聯校教師專業發展日，對象為各成員學校。目的是匯聚各成員學校的學校改進經驗，結合大學的知識基礎，從而發揮校本專業共力，協助學校改進。

當日將安排多個不同環節，以講座、工作坊及論壇的形式分享學校改進與夥伴協作計劃所總結的經驗，包括教學實踐經驗的分享、各學校所進行的課堂教學改進經驗及計劃、學校教師領導的培育及學校改進的關鍵因素等。

Research Programmes

Ensuring the Future of School Leadership in Hong Kong: Principal Recruitment, Selection and Appointment (RGC Funded Research Project)

Principal Investigator: Prof. Allan Walker

The current educational reform environment in Hong Kong and elsewhere substantiates the importance of principal leadership in schools while, at the same time, expresses concern about the quantity, quality, preparation and development of future principals. Expressions of concern about how principals are recruited and appointed to their positions and the efficacy of the process form an important part of this discussion both locally and globally.

Given the widely acknowledged (direct and indirect) influence of the principal over school outcomes, principal recruitment, selection and appointment (RSA) are inseparably linked to issues of principal preparation and quality, and thus the education received by students. How principals are recruited, selected and appointed may be particularly pertinent in Hong Kong given the presence of so many diverse hiring agencies, the fact that principals tend to

remain in the one school for most of their career and that very little is known about those holding the power of appointment – School Supervisors and School Management Committees. Research into the principal RSA process and those who make the decisions is totally absent in Hong Kong and this is becoming increasingly problematic given the current dearth of good applicants for principal positions, the destructive perceptions held by many of the criteria and the process involved and the ever demanding reform environment.

This research proposes to investigate from a number of important angles the efficacy, effectiveness and legitimacy of the principal RSA in Hong Kong and to develop a model of good practice for possible implementation in schools. For the first time, the study proposes to collect perceptions from those on both sides of the process in

order to both inform theory and improve policy and practice through the identification of the most effective approaches to RSA. Using a four-phase, multi-method research design, this study slots neatly into a longer term agenda which aims both to better understand and further develop educational leadership in Hong Kong schools.

This study has four main interrelated objectives / purposes:

- To identify current practice in the recruitment of principals in Hong Kong schools.
- To identify current practice in the selection and appointment of principals in Hong Kong.
- To identify blockages to the meritocratic recruitment, selection and appointment of principals in Hong Kong.
- To identify very initial examples of current practice in the recruitment, selection and appointment of principals in Hong Kong.

At the completion of the project, quantitative and qualitative data will be combined to build an emerging model of good practice for recruitment, selection and appointment of principals in Hong Kong. This will be constructed with a mind to further trial the model over the next few years. This model will include relevant documentation, advice to the school sponsoring bodies (SSBs), SMCs and supervisors on advertising, structuring interviews etc. and to participants on preparation, relevance and interpersonal skills.

其實，成為父母，是祝福，也可以是詛咒；為人父母的生涯充滿了悲與喜。父母與子女的關係處理得好，會為彼此帶來更豐盛的生命；反之，生命會變得貧乏。因此，關於家長教育，不應局限在討論為人父母的技巧和經濟安排，而是讓公眾認識親職的動力及親情的意義，不能表面化地指導家長如何去做。一般家長需要知道的，實非簡單的管教和養育兒女的方法和技巧，而是深入思考為人父母的承擔。父母本身，也有著成長和發展的需要。

本課程從人本主義 (humanistic approach) 的角度探討親職角色，強調家長或準家長必須先關顧自己的身心發展，明白如何整全家庭關係，才能肩負此重任，而非只著眼於兒童的行為表現。

本課程包括核心和選修部分。核心部分從宏觀的角度審視家長教育，深入探討親職的存在意義和發展過程，以及從為人父母至為人祖父母期間可能潛在或衍生的問題。學員將學習掌握家長教育的精要，幫助作父母的減輕焦慮和壓力，俾能有充足的動力可肩負重任，以及有足夠的能力促進親子互動，使不同階段的家庭關係得以鞏固，彰顯親職的意義。

選修課程將會探討家庭及親職會關注的事項。例如學習如何照顧特殊的家庭成員，包括患有智障、殘疾，或因創傷帶來精神或心理困擾等的家庭成員。學員亦可以透過選修課程，認識家庭關係改變，諸如離婚、再婚、移民等為家庭帶來的心理影響。此外，課程也會批判地探討影響家庭發展的社會政策，工作與家庭生活素質的關係等課題。

本課程為兩年制授課式(兼讀)課程，詳情可瀏覽<http://www.fed.cuhk.edu.hk/~hkier>，或致電3163 4467 / 3163 4490查詢。

Programmes for Professional Development

Master of Arts Programme in Parent Education

家長教育文學碩士課程

現代社會家庭結構急劇改變，父母子女的關係亦日趨緊張。一般人在研究親職或家庭問題時，都傾向把焦點放在兒童的違規行為、婚姻關係或家庭暴力之上。應付的方法，也集中在危機處理及事務管理上。

我們認為家長教育，不是簡單的教父母如何管教孩子，而是認識真正的親子關係，其實是一種持續的關係——從為人父母到為人祖父母——是持續成長的機遇。而父母與子女之間除了血緣關係，還有情份，以及一種難以割捨的聯繫。因此，要知道如何正確地養兒育女，為人父母者必須反思親子關係的真正性質，以及其對家庭成員的影響，才可掌握有效的養育方式。



研討會主禮嘉賓、主題演講嘉賓及特邀演講嘉賓合照



香港教育研究所所長暨優質學校改進計劃總監盧乃桂教授在研討會上以「學校改進：協作模式的『移植』與本土化」作專題演講

Certificate Programme in Early Childhood Education and Professional Diploma Programme in Early Childhood Education 幼兒教育證書課程及幼兒教育專業文憑課程

Organized by the HKIER in collaboration with the Faculty of Education and Centre for University & School Partnership of the CUHK, the programmes are developed based on the belief that early childhood education (0 – 8 years) is the foundation for effective life-long learning. Preschool, kindergarten, and elementary school teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work, and personal lives. As such, there has been a surge in demand for teacher education in early childhood education. The introduction of the Certificate and the Professional Diploma Programmes in Early Childhood Education helps the participants to acquire professional knowledge and skills and to equip themselves with necessary strategies to perform competently as reflective early childhood educators in the care and education of young children in various early childhood settings in Hong Kong.

Programme Aims

The programmes are intended to provide preparation for professionals working in early childhood settings to sustain the provision of quality early childhood education in Hong Kong. Upon completion of the programmes, the participants will be able to:

1. master the major child development

theories and their application to early childhood education;

2. understand contextual factors, cultural, social, economic and political, that affect the development of early childhood education in Hong Kong and worldwide;
3. apply curriculum planning knowledge and skills for designing and evaluating developmentally appropriate programmes (DAP) for early childhood education;
4. address and deal with the diverse and special needs of children;
5. apply knowledge and skills of promoting home-school collaboration and parental partnership in early childhood education;
6. undertake educational and professional responsibilities in early childhood education settings in Hong Kong; and
7. be capable of continuous professional reflection and growth.

The Certificate Programme in Early Childhood Education and the Professional Diploma Programme in Early Childhood Education are planned to be launched in 2007–2008. For enquiries please contact Miss Ho at 2609 6929.



Conferences, Seminars and Public Lectures

本所與香港商務印書館合辦「教育沙龍」(2006年)

自2006年起，香港教育研究所、香港中文大學教育學院與商務印書館合作，一起策劃專為關心本港教育人士而設的文化與教育聚會——「商務·教育沙龍」。本年的主題集中於探討影響社會、影響下一代的重要課題——通識教育及教育改革之種種。這是本所首次與商業文化機構協辦的項目。



鄭漢文博士與台下老師交流，談笑風生



趙志成博士分享了他對社會與文化課題的一些見解

Forthcoming Conference and Public Lecture

兩岸四地地理教育研討會 2006 年年會

香港中文大學教育學院、課程與教學學系和香港教育研究所將與全國地理教育研究會合辦「兩岸四地地理教育研討會」。研討會於11月4日在香港中文大學舉行，主題為「地理課程改革與有效教學」。這是首次為兩岸四地地理教育專家及前線中學地理教師舉辦的研討會，以期透過專業的交流，促進兩岸地理教育的發展。

是次研討會邀請到澳洲著名地理教育專家John Lidstone (*International Research in Geographical and Environmental Education* 主編)、首都師範大學林培英教授、台灣師範大學陳國川教授，以及香港中文大學教育學院院長李子建教授擔任主題演講嘉賓。大會亦安排了兩岸四地的出版社及課程發展小組進行地理資訊科技教材示範，以收交流改進之效。

有關研討會詳情，可向研討會秘書處查詢：
網址：http://www.fed.cuhk.edu.hk/~hkier/geo_conference
電話：3163 4357

家長教育講座系列—父母生涯的危與機

為人父母的生涯充滿了悲與喜。當中經歷的生活，可以甜美如處於天堂，或苦澀艱辛像置身地獄。父母與子女的關係處理得好，會帶來彼此更豐盛的生命。家長教育，不是單教父母如何管教孩子，而是認識真正的親子關係實為一個持續成長的機遇。為人父母必須反思親子關係的本質及其對家庭成員的影響，才可掌握正確、有效的養育方式，方知道能成為父母，實在是莫大的福氣。

講者：陳廷三博士 香港教育研究所專業顧問
方宋同九女士 香港教育研究所講師
日期：2006年11月11日(星期六)
時間：2:30 p.m.– 4:30 p.m.
地點：香港中文大學崇基校園何添樓B6演講室
查詢電話：3163 4490
傳真：2603 6850
網址：<http://www.fed.cuhk.edu.hk/~hkier>
(參加者也可於網上報名)

已辦或籌辦之研討會及公開講座

日期	題目	合辦單位／講者
25/2/2006	「商務·教育沙龍」之十二 自我和個人發展：通識教育單元的探究	陳廷三博士（香港教育研究所）
18/3/2006	「商務·教育沙龍」之十三 議題探究法：通識教育教學取向的探究	鄭漢文博士（香港中文大學教育行政與政策學系） 張永雄先生（教育統籌局）
22/4/2006	「商務·教育沙龍」之十四 社會和文化：通識教育單元的探究	趙志成博士（香港教育研究所）
27/5/2006	2006 國際輔導研討會： 輔導青少年跨越過渡——創新的研究與實踐方法	香港專業輔導協會 香港中文大學教育學院、教育心理學系
2-3/6/2006	「學校改進與夥伴協作」兩岸三地研討會	香港教育研究所「優質學校改進計劃」
10/6/2006	「商務·教育沙龍」之十五 普及教育到課程改革的研究：教育研究與實踐	黃顯華教授（香港中文大學課程與教學學系）
17/6/2006	中文大學校友評議會研討會： 尋找教師解壓良方	中文大學校友評議會常務委員會 香港中文大學教育學院
7/7/2006	教師全人成長座談會： 心身鬆一鬆	林孟平教授、陸嘉賢先生（人本全人成長治療所） 戚本盛先生（教協會專業發展中心）
21/10/2006	「商務·教育沙龍」之十六 中學教學語言的研究：教育研究與實踐	曾榮光教授（香港中文大學教育行政與政策學系）
4/11/2006	兩岸四地地理教育研討會 2006 年年會： 「地理課程改革與有效教學」	全國地理教育研究會 香港中文大學教育學院、課程與教學學系
11/11/2006	家長教育講座系列：父母生涯的危與機	陳廷三博士、方宋同九女士（香港教育研究所）
16/12/2006	課外活動專業發展研討會暨 2006 年度會員大會： 學習經驗：「服務學習」——理論與實踐	香港課外活動主任協會 香港中文大學教育學院

Research and
Development CentresCentre for the Advancement of Information
Technology in Education
資訊科技教育促進中心

為了深化資訊科技在教育中的應用，培養學生自學及高階思維的能力，資訊科技教育促進中心開發了以下兩個虛擬世界的網絡遊戲：

《農場狂想曲》(<http://www.farmtasia.com/>) 旨在讓學生在互動虛擬的環境中自主地建構知識，這個以學生為本的學習模式稱為 **Virtual Interactive Student-Oriented Learning Environment (VISOLE)**。教師先完成引導式教學，然後讓學生透過經營及管理一個網上農場，學習相關的地理、環境、經濟及科技等跨學科知識，同時激發其資訊運用、解決問題及批判思考等高階能力。另外，教師還要對學生的表現進行點評，而學生亦需撰寫「遊戲日誌」及「總結報告」來作出反思，將所學知識與實際生活聯繫起來。在教統局的協辦下，本中心正舉辦「全港中學生 VISOLE 大賽 2006」，邀請 16 所中學代表參加，並將於 12 月 16 日在中大即場對壘，進行決賽。

《學習村莊》(<http://www.learningvillages.com/>) 是一個由城堡和村莊所組成的虛擬學習社群。村民們（即學生）在教師的指導下完成城堡內探索網站的學習任務，以及在研習過程中進入村莊內就某些知識主題進行網上交流。每一條村莊代表著一個主題，而每一所房屋則代表著一個觀點。學生可以建造新的村落引發新主題的討論，亦可以在已有村落中建造新的房屋以發表個人的觀點，或回應已發表的相關意見，並以道路來顯示兩者間之連繫。學生又可以進入一所房屋，就該房屋所代表的觀點進行討論。為了加強學習動機，《學習村莊》還設計了一個榮譽系統，學生可透過完成探索任務及與其他村民進行高質素討論，以提升他們的聲望。德高望重的學生可升格為高級村民甚至村長，以及賺取網上金錢來修飾他們的房屋。

為推廣學界使用《學習村莊》來建構知識，本中心現正舉辦「以《學習村莊》進行內地、香港、美國學校跨地專題研習」，邀請 25 所中學參與跨地域試驗，藉以推動三地的學術及文化交流，並於 10 月 28 日舉行啟動典禮。除教育遊戲外，本中心亦聯同佛教茂峰法師紀念中學及天主教石鐘山紀念小學舉行「全港教師探索網站設計比賽」，詳情請瀏覽網址：http://caite.fed.cuhk.edu.hk/wq_competition/

Hong Kong Centre for International Student Assessment
學生能力國際評估計劃—
香港中心

HKPISA 2006 Main Study

After the completion of data collection in June, the most dynamic part of the PISA cycle is now over. Mobilization for the process involved 26 test administrators, 147 schoolteachers or administrators, over 6,000 students and their parents in the 147 sampled schools. The implementation was not all smooth—the rainy weather disrupted our survey schedule of a few schools. However, with the cooperation of the schools, we were able to reschedule the sessions and achieved zero loss in the school sample. Therefore we would like to express our deepest gratitude to all the students, parents, teachers and principals who together made possible the success. While we are still waiting for the PISA Consortium's feedback regarding the submitted data, we have already started doing some preliminary analysis with our own dataset in hope of generating some useful information for teachers and researchers.

PISA Proliferating in the Chinese Communities

Hong Kong is the first Chinese community participating in PISA (in PISA+ tested in 2002). HKPISA Centre then assisted the participation of Macao in PISA 2003 by acting as her "National / Regional Centre". In this PISA 2006, Taiwan participated in the name of Chinese Taipei and Macao has set up her own centre. We have also provided assistance to both parties by sharing our expertise and products with them. Now the Chinese mainland is going to participate in PISA 2009. HKPISA Centre is invited to provide training to colleagues in the mainland to facilitate their participation. So the



Dr. Jean Peterson delivering her keynote speech
"Immobile, Slowly Moving, Moving Forward: Youth in transition"
at the 2006 International Conference on Counselling



A paper session on "Career Interventions: Youth and school-to-work transition" during the Conference



Chinese-speaking communities are evolving into a significant language group in PISA. We look forward to a constructive collaborative relationship among fellow Chinese participants, notwithstanding that we also enjoy collegiality with members of the bigger PISA family who speak other languages.

The Global Context for Scientific Literacy Conference, July 31–August 1, 2006, Washington, D.C.

HKPISA Centre was invited by National Center for Education Statistics of U.S.A to be one of the five panelists (the others are Australia, U.K., Canada, and New Zealand) in the captioned conference. Centre Director, Prof. Esther Ho, and member of the Science Expert Committee, Mr. W. L. Kwong presented in the conference. Over 200 teachers attended and our presentations were well received.

Hong Kong Centre for the Development of Educational Leadership

香港教育領導發展中心

The Centre has continued to engage in theoretical and applied research as well as organising professional learning and development programmes for aspiring principals, beginning principals, serving principals and mid-level leaders in international schools. Current programmes are funded by RGC Earmarked Grants, the Quality Education Fund, Education and Manpower Bureau (EMB), English Schools Foundation (ESF) and clusters of local and international schools.

Two of the Centre's programmes, namely: **"Blue Skies: A professional learning programme for beginning principals (blue skies)"** and **"Leading Upstream:**

A learning programme for front-line leaders in international schools (Leading Upstream)" have just been formally accredited by the CUHK. When beginning principals and experienced principals meet all the formal requirements they will be awarded either the "Professional Certificate for Beginning Principalship" or "Professional Diploma in Principalship Mentoring" respectively. Mid-level leaders and leadership mentors in international schools will be awarded either the "Professional Diploma in Mid-level Leadership in International Schools" or the "Professional Diploma in International School Leadership Mentoring" respectively.

In this issue we introduce one recent programme designed to aid leadership learning of front-line / mid-level leaders in a Hong Kong international school.

The Fifth Way

The *Fifth Way* is designed to assist mid-level leaders' learning in an international school. It aims to do this through helping them to make sense of their place in the school, to clarify the expectations the school community holds for them, and to encourage them to work together. As such, *The Fifth Way* aims to provide a structure through which mid-level leaders work together in the school to provide each other professional and practical support. This programme will initially target a number of core areas. These include:

- building teams;
- providing feedback, coordination, and conflict management;
- creating communication networks;
- practicing collaborative politics;
- overcoming resource constraints;
- modelling the school's vision; and
- leadership succession.

The *Fifth Way* depends on the integrity and professionalism of all those involved in the Programme and the school. To be involved, people need to be willing to talk openly about the school's leadership and management activities, even if this involves constructively criticising what presently happens. They will also develop their personal leadership knowledge, skills and practices; work in teams on a self-identified project which aims to improve an aspect of their work. In short, the *Fifth Way* is designed to help mid-level leaders to construct meaning, explore concepts and grapple with and manage school specific issues. It is designed to challenge thinking and practice in a way that empowers. As such, the *Fifth Way* aims to facilitate understanding, build knowledge and promote improvement throughout the school. For more details of the *Fifth Way*, please visit: <http://www3.fed.cuhk.edu.hk/eldevnet/FifthWay.asp>

School Development and Evaluation Team (SDET)

學校發展及評估組

SDET, led by Prof. Nicholas Sun-keung Pang of the Department of Educational Administration and Policy of the CUHK, aims to assist schools in enhancing their capacity to survive in an ever-changing world. It will launch three school improvement projects in 2006–2007 catering for the various development needs of the local school community. These projects are:

- Metacognition in Learning and Teaching: Supporting Students' Learning Needs (Sponsored by Quality Education Fund)
- Self-evaluation of Teaching and Learning
- School Self-evaluation: Surviving the Educational Reform

The projects aim to help the participating schools to:

1. institutionalize a self-evaluation framework in daily practices, and acquire skills and techniques of school self-evaluation;
2. cultivate a quality culture of learning and teaching;
3. improve teaching effectiveness and hence the learning of students;
4. be more able to identify how to further improvement in their own contexts; and
5. enhance their capability of change in coping with challenges arisen from educational reforms.

Through the well organized training programs, whole-school workshops and consultancy offered in these projects, changes and transformation are expected to spread gradually throughout the entire school. Teachers will be more acquainted with the self-evaluation techniques. Their metacognitive teaching skills and reflective practice will be improved through peer class observations. Meanwhile, students' competence in self-regulated learning will also be enhanced.

Please visit our website <http://www.fed.cuhk.edu.hk/sdet/> for details of the projects and work of SDET.

普通話教育研究及發展中心

優秀論文獎與名家名師講座

為提倡科研風氣，鼓勵研究生寫好學術論文，「普通話教育文學碩士學位課程」特設置優秀論文獎。第二屆優秀論文獎共三位學員獲獎，分別是李怡女士（論文題目：學齡兒童粵普語音之聲調對應實驗研究）、邱少娥女士（論文題目：從店名看當代香港社會之語言文化）、周舜儀女士（論文題目：粵普三字格慣用語對比研究）。她們獲教育學部頒授獎學金和獎狀。

優秀論文獎頒獎禮在8月19日的「名家名師談語文教學系列講座」前舉行。當天下午，獲獎學員暢談修讀課程的體會和獲益，並對有關論文指導老師表示衷心的謝意。

為適應本港語文教學發展的需要，普通話教育研究及發展中心繼續舉辦名家名師講座。這次講座由中心三位訪問教授主講：湯志祥教授（深圳大學中文系）、伍巍教授（暨南大學中文系）、邵宜教授（暨南大學中文系）。他們的講題是：「語文教學策略的新探索與新拓展」、「漢字中的歷史文化內涵」、「朗讀在語文教學中的作用及運用」。與會的中、小學教師對講座內容都很感興趣，討論氣氛熱烈，並表示聽後深受啟發，期望中心今後多舉辦這些高水平而切合實際需要的教研活動。



獲獎學員與碩士課程導師們合影

Publications

Journals 學報

Asian Journal of Counselling

Vol. 12 No. 1 & 2 (2005)

Education Journal

Vol. 34 No. 1 (2006)

Educational Research Journal

Vol. 21 No. 1 (2006)

Journal of Basic Education

Vol. 15 No. 1 (2006)

Education Policy Studies Series

教育政策研討系列

No. 60**Rediscovering Public Purposes of Education in the United States: An Economic View**

David Stern

The relationship between public and private interests in education has been a recurrent topic of debate in the United States and elsewhere. Why should taxpayers be compelled to pay for the education of other people's children? This paper will review the traditional economic arguments for public schooling, which identify the primary collective benefit from compulsory education as preparing students to participate in a stable and democratic society. The paper will explain the particular sense in which economists use the terms "public" or "collective". It will discuss collective benefits from higher education, and also examine whether increasing individual incomes or aggregate economic growth should be considered collective goods. This discussion is intended to dispel some current misconceptions about what economic theory says with regard to efficient provision of schooling.

(52 pages, paperback, \$20)

School Education Reform Series

學校教育改革系列

No. 31**建構學校為學習型組織**

彭新強

若要在多變的外在環境中生存，香港的學校無可避免要蛻變成學習型組織。「建構學校為學習型組織」發展及研究計劃於2004至2006年展開，旨在讓參與計劃的校長及教師認識和掌握組織學習中的五項修煉，促使參與者把學校建構為學習型組織，以致校長和教師在管理或教學的思想範疇上更易於作出改變，勇於面對教育改革的挑戰，能更有效帶領學校發展和應變，並為學生提供優質教育。該項計劃有10所小學和10所中學參與。本文報告一項有關參與學校的組織學習能力的研究成果。

(36頁，平裝，20元)

No. 32**優化課堂學與教核心元素的探討**

李子建、梁一鳴

隨著宏觀層面教育改革及課程改革的深化，課堂學與教效能的提升漸成爲普世關注的焦點；改革成功與否，最終須視乎教師的課堂教學能否爲學生帶來改革所期望的果效。爲配合「優化教學協作計劃」的推行，本文作者檢視有關學與教效能的研究文獻，從中找出最爲關鍵的元素，供教師在提升學與教質素時參考。作者在文中提出一個「投入—過程—產出」的架構，其中包涵五對核心元素；教師同時亦可以在行動研究的周期中，參照核心元素附隨的細目指引，優化課堂學與教的質素。

(64頁，平裝，20元)

No. 33**變式課程設計原理——數學課程改革的可能出路**

黃毅英、林智中、孫旭花

世紀之交，世界各地均進行數學課程改革，其中如何兼顧基本功及高層次思維能力成了突出的問題。從「數學化」的角度，數學教學不只要在兩者之間找出平衡點，而且要搭建由基本功通往高層次思維能力之路。本文參考了教育心理學的相關理論、中國內地的實踐經驗和數學及數學學習的本質，提出螺旋變式教學課程的設計原理，希望提供一條數學課程改革的可能出路。

(60頁，平裝，20元)

No. 34**香港通識教育課程發展評析**

趙志成、麥君榮

香港高級補充程度會考通識教育科於1992年推行至今已超過10年，而開設該科的理念是希望學生藉此擴闊視野、提升學習技能。然而，修讀通識教育科的學生只佔整體考生的少數。教統局於去年發表《高中及高等教育新學制》，定於2009年推行高中新學制改革，把通識教育訂爲

高中考生必修必考的科目，全港中學即將迎接此舉帶來的各項挑戰。本文透過整理推行高級補充程度通識教育科課程的發展脈絡，結合培訓該科教師時的得著，評析高中新學制下通識教育科在課程、教學及評估三方面的發展，並建議成功推行新高中通識教育科的關鍵因素。

(24頁，平裝，20元)

No. 35**從專題研習、「有爲」閱讀到通識教育：****一所中學校本課程發展的反思**

趙志成、麥君榮

「專題研習」、「從閱讀中學習」及「通識教育」均是香港中小學在不同階段的課程改革重點。全港學校均向這個方向邁進，以期達致學生能「主動學習」、「學會學習」的課改目標。本文總結一所中學自2000年始推動專題研習至今的經驗，描繪在大學與學校改進計劃的支援下發展各項課程改革的歷程。該校從校本的實踐經驗反思及計劃下一階段專題研習的開展，得出結合「專題研習」、「從閱讀中學習」及「通識教育」的理念，並以議題研習爲本的方式進行「閱讀學習」，更從是次經驗帶出對未來通識教育科的教學啓示。

(32頁，平裝，20元)

No. 36**專題研習的實踐經驗：探究與反思**

趙志成

課程發展議會於2000年推動專題研習作爲課程改革四個關鍵項目之一後，中小學都以不同模式推行專題研習，一時間百花齊放，各師各法，對推行專題研習的理念及目標皆不清晰，甚至導致勞而無功的狀況。本文建基於大學與中小學的夥伴協作，總結到學校作專業支援的經驗，記錄香港專題研習的發展歷程，並從目標、策略、評核等方面作出深度探索及反思。

(44頁，平裝，20元)

No. 37**學校試行新修訂中學中國語文課程的經驗**

黃顯華、李玉蓉

本文透過兩組研究資料，包括57所學校的問卷調查和12所學校的質化跟進探究資料，從參與原因、所遇困難及得著三方面，探討學校在正式實施「新修訂中學中國語文課程」前試行新課程的經驗。研究發現，爲了早點面對和適應變革，超過六成學校曾試行新課程，而且只要課程領導人、教師皆認同試行需要和目的並積極參與，對日後的課程實施有正面作用。反之，由上而下地引入計劃兼忽略教師的參與，會窒礙課程的實施。至於學校試行新課程的最大得益，是加強了科組改進教與學的能量。根據研究結果，作者在學校層面、制度層面和未來的研究方向上作出建議。

(44頁，平裝)

No. 38**新修訂中學中國語文課程下的學生學習經驗**

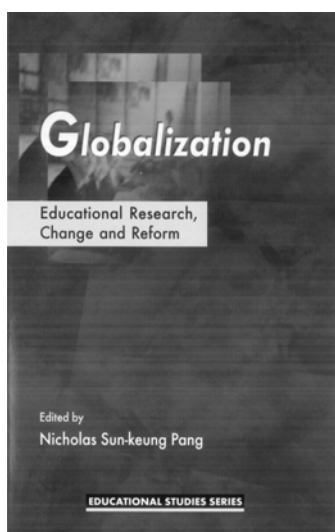
黃顯華、李玉蓉

本研究是「新修訂中學中國語文課程實施情況評估研究」的一部分，主要透過58所學校的問卷調查和12所學校的質化跟進探究資料，從學生角度探討在首兩年實施新課程的學習經驗。研究發現，大部分學生覺得中學中文課比從前的小學中文課對學習中文更爲有利；包括多元化的活動學習、教師對學習有很多鼓勵和支持、課業與生活有密切連繫等等。相反，教師只作單向講授、批評多於讚賞、缺乏彈性或重複乏味的課業，皆令學生提不起勁學習。這些發現與試行計劃研究的結果一致。根據研究結果，作者在學校、制度層面和未來的研究方向上作出建議。

(64頁，平裝)

[No. 37、38的系列爲香港教育統籌局委託大專院校進行的獨立評鑑研究]

Academic Titles 學術書籍

**Globalization: Educational Research, Change and Reform***Edited by Nicholas Sun-keung Pang*

This book is a collection of papers that search for the very meaning of globalization and its implications on education. It explores the connections between globalization and its impacts on educational reforms in the 21st century. Drawing upon the wisdom and experience of a vast number of experts who have been intimately involved in important educational reforms in countries all over the world, this book is filled with insight with regard to coping with the challenges arising from globalization. This is an indispensable reference for professional educators, educational researchers and policy makers alike.

(326 pages, paperback, \$180)

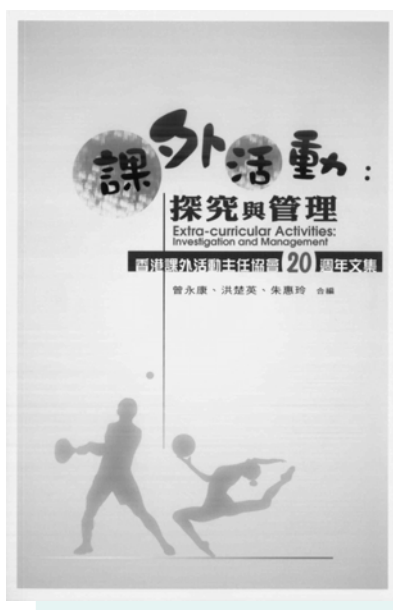
Instructional Materials 教材

課外活動：探究與管理（香港課外活動主任協會 20 週年文集）

曾永康、洪楚英、朱惠玲合編

課外活動是學校課程的重要部分。本書收錄與課外活動相關的學術文章共 46 篇，內容包括管理策略探討、實務技巧分享、活動課程理論及學術行動研究等。現今，課外活動在觀念上已不再局限於上課時間表以外的非正規課程活動，而是泛指一切課堂教學以外的學生活動。這類學習活動可由教師安排或由學生自行籌劃，可由校方籌辦或由校外組織主辦、協辦，可在校內、校外甚至境外舉行，可以是學科活動或非學科活動，亦可以在上課時間或在課餘時間內進行。本書適合對課外活動作深入研究的人士，更對致力透過課外活動促進學生全面發展的教育工作者具參考價值。

(416 頁，平裝，80 元)



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