



# Newsletter



## Developing Schools through Self-evaluation

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Research Programmes

Evidence-based organizational change has become a very recent trend in the school reform and improvement movement. It is important that educational change should be based on objective and reliable evidence of school performance. Schools should have a self-renewal mechanism with the implementation of school self-evaluation for managing change, which can be built upon: (1) clear and appropriate diagnosis of the school as an organization, and (2) the role of administration in it. Experience in research and practice has shown that if school reforms are to succeed, organizational changes need active supports of school administrators. School administrators need to be active advocates of self-evaluation and be prepared to articulate a vision of self-renewal for the school (Gamage & Pang, 2003). School development cannot be copied and imposed from outside. School administrators need to understand the current situation, including strengths and weaknesses, opportunities and threats (SWOT) to the organization, to determine the goals to be attained within the next 1–3 years, and to develop the strategies to pursue in order to achieve them. Institutionalization of self-evaluation in the organizational framework and daily

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managerial practices allows school administrators to lead and manage the school toward effective educational change (Pang, 2003b).

### Developing Schools through Self-Evaluation

To successfully institutionalize a self-renewal framework in daily managerial practices as well as to lead and manage change effectively, school administrators first of all need to: (1) acquire appropriate knowledge and understanding of the theoretical framework and concept of school self-evaluation, (2) develop and acquire the necessary skills and attitudes in self-evaluation and manipulation of performance indicators, (3) think through the leadership role as a guide to action, and (4) clarify for themselves the strategic

elements that are essential for an effective implementation of the school development plan. Then, they should examine the types of knowledge, kinds of skills, and the attitudes that need to be developed for successful implementation of organizational change (Pang, MacBeath, & McGlynn, 2004).

### **The School Self-Evaluation Projects in Hong Kong**

After conducting the first few cycles of whole-school inspections since 1998, the Quality Assurance Inspectorate (QAI) of the Education and Manpower Bureau found that a self-evaluation framework was not commonly established in most Hong Kong schools and no appropriate school-based indicators were developed for use in school self-evaluation. In response to these weaknesses commonly found in Hong Kong schools, the author, since then, has launched a few school development projects to help schools to implement the practice of self-evaluation. The projects are listed in Table 1.

**Aims of the Projects.** The projects aim to help schools: (1) develop their own models of school-based management in the spirit of the recommendations of the *Education Commission Report No. 7*, (2) institutionalize a self-evaluation framework in daily practices for continuous improvement, and (3) develop their own sets of school-based performance indicators for use in school self-evaluation.

**Outcomes of the Projects.** The projects have benefited the participating schools in the following ways: (1) the schools have institutionalized a self-renewal strategy for continuous improvement through the establishment of a self-evaluation framework and the use of school-based performance indicators; (2) administrators' and teachers' professional competence, confidence, and performance in these schools have been promoted through a series of training courses well-designed for them; (3) students' school lives and learning in these schools are benefited since these schools' effectiveness has been enhanced and a quality culture has been established there; and (4) the schools are more accountable to parents and the wider community as the self-evaluation process has led to annual reports that contain fair, reliable, and objective information about the schools.

Table 1. Various School Development Projects Since 2000

Year	Project type	Project title	No. of participating schools
2000–2002	2-year project	<i>School Self-evaluation and School-based Performance Indicators</i>	10 primary schools & 10 secondary schools
2001–2002	1-year project	<i>Renewing Schools through Self-evaluation</i>	2 primary schools & 2 secondary schools
2002–2003	1-year project	<i>School Self-evaluation for Kindergartens of Hong Kong Catholic Church</i>	A training programme provided for the heads and senior teachers of 22 kindergartens of the Hong Kong Catholic Church
2002–2004	2-year project	<i>Developing Schools through Self-evaluation</i>	10 primary schools & 10 secondary schools
2003–2004	1-year project	<i>Initiating Organizational Change via Self-evaluation</i>	23 primary schools & 27 secondary schools
2004–2005	1-year project	<i>Self-evaluation, External Review and School Development (A foundation project)</i>	25 primary schools & 36 secondary schools
2004–2005	1-year project	<i>School Self-evaluation: Reinforcing Organizational Change (An advanced project)</i>	10 primary schools & 14 secondary schools
			Total: 22 kindergartens, 80 primary schools, 99 secondary schools

**Deliverables of the Projects.** (1) The schools have fostered a culture of self-evaluation and a culture of organizational learning for continuous improvement; (2) a few training packages on school self-evaluation and sets of performance indicators have been developed, which are useful for other schools to have similar endeavour; and (3) there have been publications to disseminate good practice in school self-evaluation.

### Conclusion

An effective leader plays a central role in placing the organizational development, or self-renewal, on a cycle of continuous improvement. The leadership role of a principal should be based on a clear understanding of the school's performance in the social systems. The principal needs to pay sufficient attention to the organizational culture and the organizational behaviour of its staff members, and how these elements impact on the management and school development (Pang, 2003a, 2004). The essential principle in school self-evaluation is to convert the organization into a learning community (Lam & Pang, 2003; Pang & Cheung, 2004). The central purpose of school self-evaluation is to improve the knowledge and skills of organizational members to diagnose and solve problems on an everyday basis. It is a process of acquiring skills in dealing with on-the-job problems. The experience gained in school self-evaluation should be utilized to track down other problems. The concept of school self-evaluation needs to spread to the whole organization and encourages all staff members to get involved in a cycle of continuous improvement or self-renewal, because individuals are linked to other groups. Institutionalization of self-evaluation in the organizational framework and daily managerial practices allows school administrators to lead and manage organizational change effectively and efficiently.

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## 學生活動教育文學碩士課程 Master of Arts Programme in Student Activities in Education

近年在香港推行的課程改革，極之重視中、小學生的全方位學習經驗，包括延伸課程活動、社區服務，以及工作實踐體驗。目前，香港大部分中、小學校都利用課外或聯課活動施行全方位學習。普遍認為，不論在課室以內或以外，以活動為本的學習有助學生的體驗學習。然而，學校所策劃的活動，是否切合校本需要，進而幫助學生盡量發揮潛能呢？在實施時又能否兼顧效率和效能？事實上，老師不單要有帶領學生活動的實際經驗，還要有紮實的專業知識，這樣，學生求知的熱忱才能茁壯成長。

基於此，香港中文大學教育學院、香港教育研究所和香港課外活動主任協會有限公司攜手合辦「學生活動教育文學碩士課程」。課程屬全港首創，理論與實踐並重，旨在增強中、小學教師及行政人員在學生活動方面的專業知識，並且擴闊他們的視野。

本課程的目標在於：

1. 讓學員更深入認識學生活動教育的理論架構；
2. 協助學員建立在教與學上應用學生活動的實踐知識；
3. 鼓勵在學校建立體驗學習的文化；
4. 培養學員從事有關學生活動教育的研究及專題研習的興趣；
5. 幫助學員發展出對學生活動教育的反思能力；及
6. 向學員灌輸全方位學習和終身學習的精神。

如對上述課程有興趣，可向香港教育研究所查詢：

電話：2609 6755

傳真：2603 6850

## 學位教師高級教育文憑 (「可持續發展」教育) 課程 Advanced Postgraduate Diploma in Education (Education for Sustainable Development) Programme

「可持續發展」教育和教育的可持續性成為二十世紀九十年代環境教育的重要元素。聯合國宣布 2005 至 2015 年這十年為「可持續發展」教育年。雖然環境的可持續性是當今全球關注的課題，其重要性亦見於本港的教育議程中，但它卻在正規學校和成人教育中備受忽略。

配合「可持續發展」教育年，香港教育研究所特別推出這項革新的學位教師高級教育文憑（「可持續發展」教育）課程，為有志投身環境教育的人士提供專業培訓。課程的對象包括常識科、科學科、人文學科、地理科、語文科、體育科及文化科目（例如音樂、美術與設計科）的老師；生態學習團導賞員；環境教育協調員及從事社區服務工作而對環境教育有興趣的人士。來自不同背景的學員在課堂上互相交流，能為在學校、工作場所及社區推動環境教育工作帶來新方向。

本課程的目標如下：

1. 闡釋「可持續發展」教育的理論基礎，以及與社會文化、經濟和環境方面相關的知識，豐富學員的知識基礎和技巧；
2. 為學員提供多樣化的學習體驗，著重理論知識、實驗和理論實踐的培訓，並強調在學校和社區中進行課程設計、教與學的工作，培養從業人員的反思能力；及
3. 協助學員培養在社區內終身積極推動「可持續發展」教育工作的熱忱。

有興趣報讀本課程的人士，可向香港教育研究所查詢：

電話：2609 6755

傳真：2603 6850

## 學位教師高級教育文憑 (學校改進及課程領導) 課程

### Advanced Postgraduate Diploma in Education (School Improvement and Curriculum Leadership) Programme

自教育統籌委員會發表「廿一世紀教育藍圖」、2000年9月教育改革揭開序幕，香港的教育景觀已經改變。如今正是時候總結改革經驗，並將未普遍認知的知識與個別零星的經驗整理成指引和程序，使學校改進得以落實。學位教師高級教育文憑(學校改進及課程領導)課程是對教育統籌委員會全面改革建議的直接回應，亦是就香港特別行政區課程發展議會《學會學習：課程發展路向》諮詢文件的積極實踐。

這項新課程的對象為現任及擬任學校領導、資深教師，以及參與學校發展及課程實施的課程統籌員，目的是在學校改進及課程領導方面提供專業進深培訓。本課程亦適合對學校轉化及改進有興趣的教育工作者修讀。

課程單元的設計建基於：(1) 學校效能與學校改進的穩固知識基礎；(2) 自我評估及自我改進機制的理解和實施；(3) 「真正」學校改進的關鍵因素；(4) 在教與學上課程領導的重要性；以及(5) 創新和有效的課程計劃。

本課程採互動教授模式，以提升學習過程的質素。課程除了旨在擴闊學員的學術知識和專業視野外，最重要是透過介紹課程領導的典範，讓學員認識學校改進的新觀點和可行方法。

本課程的目標在於：

1. 透過深入理解全方位學校改進的理論、社會和專業背景，深化學員的知識基礎；
2. 讓學員熟悉轉化本地優質學校的知識和方法；
3. 讓學員在學校和社會層面，汲取兼重教育理論應用、專業知識、在學與教過程中創新和實驗的學習經驗；
4. 培育學員成為具備所需知識、態度和技能的有效課程領導，以提升教與學的效能；及
5. 鼓勵學員成為具備反思能力的教育實踐者和終身學習者。

如對本課程有興趣，可向香港教育研究所查詢：

電話：2609 6960

傳真：2603 6850

## Preparation for Principalship Course (5th Cycle)

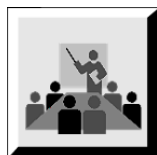
In July 2002 the Education and Manpower Bureau (formerly known as the Education Department) announced that from 2004/05 all newly appointed principals will need to attain the “Certification for Principalship” (CFP). One of the key components of the CFP is the completion of the Preparation for Principalship Course. The Chinese University of Hong Kong was the first institution accredited by the Bureau to deliver the course.

During 2002–2004, four cycles of the course were run, and 319 participants successfully completed the course. In November 2004, the 5th Cycle of the course will be offered, and its target participants include: those who have successfully completed or enrolled in the Needs Analysis for aspiring principals, serving vice-principals/deputy heads in government and aided schools or equivalent and serving senior teachers.

For enquiries, please contact Ms. Mavis Kwan at:

2609 6996 (tel.) or 2603 6850 (fax).





## 香港教育研究學會廿週年紀念研討會——「力臻世界一流教育」

香港中文大學教育學院、香港教育研究所將於本年 11 月 20 日，聯同香港教育研究學會、香港城市大學比較教育政策研究中心，合辦「香港教育研究學會廿週年紀念研討會」。

本屆研討會主題為「力臻世界一流教育」。研討會邀請到浙江大學副校長鄭造桓教授、淡江大學高等教育研究與評鑑中心主任楊瑩教授，及香港大學教育學院講座教授程介明教授擔任主題演講嘉賓，分享內地、台灣、香港三地的教育發展情況，並討論各地為力臻世界一流教育所採取的策略和方法。

除主題演講，亦分別就「世界一流教育與教學語言」及「世界一流教育與教育私有化」舉行兩場論壇。此外，尚有講座和工作坊，與會者當可交流經驗、心得。

有關研討會詳情，可向香港教育研究所查詢：

電話：2609 6205 溫小姐或 2609 6963 黃小姐

傳真：2603 6850

網址：<http://www.fed.cuhk.edu.hk/~hkier/hkera2004>

## Co-organized Seminars (Past & Upcoming) 已辦或籌辦之研討會

Date 日期	Topic 題目	Co-organizer(s) 合辦單位/ Speaker(s) 講者
29/5/2004	輔導果效的關鍵——輔導員的個人素養	香港中文大學教育學院
5/6/2004	高等教育與中學學制改革和銜接： 問題與對策	香港中文大學評議會常務委員會 香港中文大學教育學院
10/7/2004	推行「校本家長教育計劃」個案分享會	陳廷三博士（香港教育研究所）
20/11/2004	香港教育研究學會廿週年紀念研討會： 「力臻世界一流教育」	香港教育研究學會 香港城市大學比較教育政策研究中心 香港中文大學教育學院
10-13/12/2004	「新世紀的學校改革：如何改善我們的 教與學」學術研討會暨香港中文大學 教育學院同學會第五屆年會	香港中文大學教育學院
11/12/2004	「課外活動領導：邁向更專業」研討會	香港課外活動主任協會 香港中文大學教育學院
29/1/2005	香港文學教育研討會	香港中文大學教育學院
22-24/4/2005	第七屆兩岸三地課程理論研討會： 「課程發展、教師專業發展與學校更新」	人民教育出版社 教育部課程教材研究所 台北師範學院 淡江大學 香港中文大學教育學院課程與教學學系



## **A Research-based Professional Learning Programme for Aspiring Principals in Hong Kong 2004–2006**



**Principal Investigator: Professor Allan Walker**

*Grant awarded: HK\$120,000 per cohort (10 cohorts are scheduled)*

*Commissioner: Education and Manpower Bureau*

*Duration: September 2004–August 2006*

This research-based project continues the implementation of a scheme specifically designed to identify and communicate a developmental needs analysis strategy for Aspiring Principals. The needs analysis strategy is an integral component of a broader policy designed to improve both the performance and preparedness of future school leaders in Hong Kong. The implementation strategy assumes that future leaders will be charged with implementing school-based management leading to school improvement and be dedicated to the notion of life-long learning. The scheme will be implemented under the NAFPhk[AP] name and will be formally known as “Needs Analysis for Aspiring Principals”. The overall aim of NAFPhk[AP] is to provide aspiring principals with an initial gauge of their strengths and developmental needs so that they can assess their own suitability for principalship, and to design a meaningful personal

professional learning agenda geared toward achieving leadership potential. More specifically, the objectives of NAFPhk[AP] are to identify the leadership potential of leaders interested in becoming principals, to help these participants to develop their leadership potential, and to contribute to their preparedness for the principalship.

Data associated with this project contributes to greater awareness of principalship supply and demand, and also to professional development and preparation needs. Ongoing analysis of data aids theory building, meaningful professional development, and policy making.



**Development Projects**

## **The Developmental Needs Assessment for Newly Appointed Principals in Hong Kong 2004**



**Principal Investigator: Professor Allan Walker**

*Commissioner: Education and Manpower Bureau*

*Duration: December 2004–February 2005*

The Developmental Needs Assessment for Newly Appointed Principals in Hong Kong 2004 is specially designed for a group of approximately 20 newly appointed principals who have started their principalship in 2004. As outcomes of the Needs Assessment process, participants will:

- ✧ receive feedback indicating their strengths and areas for further development,
- ✧ develop personal awareness of their leadership,
- ✧ reflect critically on the quality of their leadership and school-based management,
- ✧ connect their leadership with the improvement of student achievement and school performance, and

- ✧ decide an appropriate pathway for further professional development.

By the conclusion of the process, participants will have a comprehensive portfolio that identifies their strengths and development needs and a personal professional development plan to guide their development during their first two years as a principal. This programme bridges a new and revitalized approach to principal learning. Data collected through the programme will contribute to a growing database on principal learning, socialization, and leadership.

## Export Potential of Hong Kong's Education Services



**Principal Investigator: Professor Hung Fan-sing**

*Grant awarded: HK\$410,000*

*Sponsor: Trade Development Council*

*Duration: August 2004–January 2005*

This study aims to assess the export potential of Hong Kong's education services on a commercial basis, particularly with the Chinese mainland as the primary market and with higher education as the primary export of education services, while recognizing the competition from other education-exporting economies. The exports can be in the form of establishing schools or offering educational courses/programmes in markets outside Hong Kong (outbound mode) or enrolling non-resident students to study in Hong Kong's educational institutions, schools, and universities (inbound mode). The study also aims to recommend marketing priorities and strategies for Hong Kong as a

whole and education services providers in particular in promoting Hong Kong's exports of education services. Policy recommendations and institutional adjustments will also be made based on the findings of the study.

The study is significant to the future development of Hong Kong in terms of the importance of education exports to the economy as a whole, the development opportunities of the education sector in Hong Kong, and the international importance of Hong Kong in the educational and cultural exchange. It is hoped that the results of this study can help education services providers identify the potential market segments and formulate their marketing priorities and strategies, while making relevant policy recommendations to the government and promotion recommendations to the Hong Kong Trade Development Council.

## Transforming Schools into Learning Organizations



**Principal Investigator: Professor Pang Sun-keung**

*Grant awarded: HK\$2,890,000*

*Sponsor: Quality Education Fund*

*Duration: September 2004–August 2006*

In order to survive in an ever-changing environment, Hong Kong schools have no exception and are required to transform themselves into learning organizations. This school development and research project aims to allow principals and teachers to acquire the skills and techniques in the five disciplines of organizational learning and to transform schools into learning organizations. When schools are learning organizations, they are more able to: (1) shift their paradigms in daily managerial and teaching practices, (2) initiate organizational change for continuous development, (3) cope with the challenges created by recent educational reforms, and (4) provide quality education for their students and quality services for stakeholders concerned.

A sample of 10 primary schools and 10 secondary schools will take part in this project from September 2004 to August 2006. A "fan" approach of organizational change will be adopted in these schools, in which concepts of organizational learning will first be initiated at senior management level. Afterwards, changes and transformation will spread through to middle management and gradually throughout the entire school organization when the project is implemented. Intensive training programmes for the members of School Development and Evaluation Committees (SDECs) — the senior/middle management will be provided. Four half-day workshops will also be conducted for each school within the two years. Changes and transformations should occur not only at the managerial level, but also at the teacher/classroom level. The workshops will invite the participation of all staff members of a school and a whole-school approach to initiate change will be adopted.



## Programme for International Student Assessment 2006 in Hong Kong (HKPISA 2006)

NEW

**Principal Investigator: Professor Esther Ho Sui-chu**

Grant awarded: HK\$8,600,000

Sponsor: Education and Manpower Bureau

Duration: September 2004–September 2008

The Programme for International Student Assessment (PISA) is a study to assess the preparedness of 15-year-olds for full participation in society. PISA is organized by the Organisation for Economic Co-operation and Development (OECD). The purpose of PISA is to develop regular, reliable, and policy-relevant indicators of student achievement. The assessment is administered in three 3-year cycles. PISA 2006 is the third cycle with the participation of over 50 countries or regions.

PISA assesses primarily three domains of literacy, namely Reading, Mathematics, and Science. Each domain will be the major focus of one assessment cycle. The major domain of PISA 2006 will be Scientific Literacy.

HKPISA 2006 will continue the investigation of the previous two cycles (i.e., PISA 2000 and PISA 2003) to develop a longitudinal database for the study of several issues confronting students in Hong Kong secondary schools. This international assessment, by establishing a timely and multi-level database, will enrich our knowledge of the effectiveness of Hong Kong's basic education.

Findings in HKPISA can provide direction for schools' instructional efforts and for students' learning as well as information about curriculum strengths and weaknesses. This research also renders valid and reliable tools for the educational authority to monitor educational achievement levels. Policy makers will be able to view local development in the context of global change in meeting the challenges of the new millennium.



## 普通話教育研究及發展中心

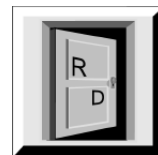
普通話教育研究及發展中心獲語文基金贊助120萬元，為2004年度普通話節舉辦推普活動，項目包括「學生普通話大使培訓計劃」、「校際普通話辯論比賽」、「普通話辯論講座」、「全港18區挑戰普通話遊戲」及「普通話公開講座」，目的是培養社會各界人士對學習普通話的興趣，以及提升市民應用普通話的水平。

普通話節各項活動已於9月初陸續展開，並吸引不少中、小學生及市民參加。在「大使培訓」方面，報名情況非常踴躍，參與學校的數量遠超活動的名額上限；辯論比賽及講座皆邀得資深演辯、教育工作者擔任講者及評判；公開講座亦深受市民歡迎，會場每座無虛席。在「18區挑戰普通話」方面，各區參與人數已達1,000人次，市民扶老攜幼來參與活動的場面已成假日各社區的點綴。

普通話教育研究及發展中心承擔的普通話節活動將延續至2005年5月，估計參與活動的公眾人士及中、小學生將近萬人，打破過去紀錄。



市民正透過有趣的電腦遊戲軟件  
測試自己的普通話水平



Research and Development Centres

## Hong Kong Centre for the Development of Educational Leadership (HKCDEL)

### Serving principals Needs Analysis Programme

A team at HKCDEL has recently developed an innovative self-learning and analysis package (SpNAP) specifically for serving principals in Hong Kong. Serving principals are leaders who have been working as school heads for more than two years. The interactive electronic programme is designed to encourage principals to examine issues of leadership, school culture and school-based improvement within increasingly complex expectations for good schooling. The package includes practical avenues for rigorous self-reflection, goal setting and peer interaction. These aim to help principals identify their own learning priorities and inform their overall continuing professional learning agenda. The programme is designed for maximum flexibility. Principals can select the starting point, pathway and timeframe of the analysis to suit their own circumstances, school context and stage of development.

SpNAP was developed to contravene two of the most common misconceptions held about learning effective school leadership. These are that it stems exclusively from either a broad “academic” knowledge base or from personal insights which can only be learned through years of experience as a principal. Behind the first notion is a belief that reading textbooks and articles, and absorbing what these say, will lead a person to acquire the knowledge and understanding required to be an effective leader. Behind the second is that the simple accumulation of years “on the job” makes an effective principal.

While it is self-evident that increasing knowledge and gaining experience can increase leadership effectiveness, on their

own, neither is sufficient to sustain ongoing growth and development. For example, much knowledge when viewed in practice looks very different from that found in books. The architecture of SpNAP is based on the premise that if principals are to enhance their effectiveness in meeting the challenges of the contemporary workplace, they must shift their focus from simple content-centred or experience-dependent approaches to a *goal-based* approach which firmly locates their learning within their own contexts.

The SpNAP programme is based on a belief that principal needs analysis requires principals to clarify their own personal and workplace values and beliefs; look deeply within themselves, their schools and the broader educational context to identify their needs; and set goals to guide their further leadership development. Goal-based learning holds that an understanding of one’s needs comes through interaction with authentic cases that stimulate curiosity and internal tension, or a form of cognitive conflict. In other words, SpNAP asserts that learning and change is more likely when school leaders are asked to explain, elaborate and defend their positions to themselves and to others; and that this gives rise to cognitive conflict. Cognitive conflict occurs when learners confront a discrepancy between their existing knowledge and beliefs and new beliefs and information. They then move to resolve this conflict through new learning. Such learning can include new skills and knowledge, or even changing values and reassessing attributes. The programme is built around four key elements — “What I am dealing with now,” “What others think of me,” “What I believe is important,” and “What the experts say.” For more information on SpNAP including trial copies, please visit [http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk\\_SP.asp](http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_SP.asp) or email to [NAFPhk@fed.cuhk.edu.hk](mailto:NAFPhk@fed.cuhk.edu.hk).



*Serving principals Needs Analysis Programme  
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本書通過文獻的閱讀與理解，提出理解中國內地教育權力下放政策的觀點，旨在呈現在某一特定時期中國內地教育改革的現象，以期充實對有關理論的理解及政策發展的思考。

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湯才偉

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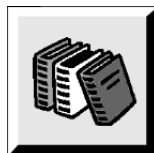
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湯才偉

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## 校本家長培育計劃—— 檢討與分享

香港教育研究所於 2003–2004 學年在基道中學開展了校本家長培育計劃。計劃已於本年 5 月初完成，當中的內容包括主題為「認識親子意義」和「重歷親子情」的兩項課程，分別各佔三堂，每堂三小時；另有為關顧及支持家長工作的核心小組成員開辦的「拾起自己的故事」工作坊共三次，每次五小時。兩位負責家長教育的同工已於本年 6 月前完成家長教育證書課程，而整個計劃的檢討工作亦於 6 月中完結。研究所獲基道中學同意，於 7 月 10 日舉行了一次公開聚會，邀請到其中兩位家長、負責的老師、正、副校長，及計劃的策劃人陳廷三博士，分享推行計劃的整個過程中的掙扎與體會。

分享會主席首先公布計劃的參與人數。核心小組中的 20 位家長，有 15 人出席全部課堂和工作坊，4 位只缺席一堂，只有一位未能完成第二項課程。這反映了家長的投入，並認同培育課程的幫助。至於課程的出席人數方面，則由第一項的 109 人次增加至第二項的 145 人次，所增加的出席者都是第一項課程參加者的親友。這顯示課程參加者感到課程令他們獲益良多，希望親友也能分享。

兩位家長中，鄭妙玲女士在課程當中發現，自己很注重扮演供應者的角色，「給他〔兒子〕物質的需要，安排學習不同的東西，……自己沒有的兒子都有，期間更以『他的將來』為理由，不斷要求他學習，弄得關係很緊張，母子之間好像只有將來，沒有現在」。她反省後嘗試停下來，聽兒子說話，不趁機教訓，竟發現「原來兒子對自己非常了解，自己已遺忘的片段，兒子卻記於心中，……現在重新享受與兒子之間的情」。

另一位家長胡惠儀女士分享她當初的掙扎，擔心若參加課程便要找人照顧年幼的兒子，自己的休息時間又減少，而且憂慮不知如何和其他家長相處。在她上完第一堂課後，她已發覺自己能全情投入，心態也有所改變。她說：「自己表達愛兒子的方式是為他計畫好一切，然後努力督導他按時完成，但卻在忙碌當中及為完

成目標而遺失了愛。……現在曉得停下來，多聆聽，發現家庭氣氛改變了，多了歡樂和溫暖，溝通的模型也由資料、事務的交代轉為關心對方的需要。明白孩子的成長是他個人的經歷，不能從父母口述轉移。期間，意外的收穫是和一班家長有深入的溝通，更能互相支持。」

參與的老師董綺琪小姐起初擔心時間的分配，參加課程後要全程跟進在校內推行的家長教育計劃，發覺自己最初是疏離的活動策劃和推動者，後來看到家長在教育子女過程中的孤單和無助，需要重新尋找為人父母的意義，要有同路人的關心和支持，漸漸和家長建立了同行者的關係，對家長的感覺就如朋友般可以坦誠相處。

陳廷三博士回望整個計劃，強調計劃是否成功取決於家長參加課程後：是否更喜愛當父母；與子女之間所誘發的情能否推展至對下一代的關心和提攜；能否體會幼吾幼以及人之幼的情懷；在付出的同時自我是否得到再肯定、生命能否豐足。對於這個計劃，陳博士最擔心的是參與的老師需要付出莫大的心力和時間，若校方未能相應調節這些老師的工作量，則更好的計劃只會令老師的能量更快耗盡，結果將會無以為繼。

周耀堅校長在回應與會者發問有關財政和人手分配的問題時，強調只要認定這計劃能有效幫助家長，學校方面是有足夠的空間去調配資源的。

分享會結束後，有二十多所學校希望有所跟進，探討在自己學校推行有關計劃的可行性，其中一所小學則決定在 2004–2005 年度推行這計劃。基道中學則會參加第二期計劃，即於 2004–2005 年度繼續培育 10 至 15 位核心家長成員，並跟進上一屆的家長成員，以協助在校內推行家長教育活動。



This Newsletter is published twice a year in November and May by the Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, Hong Kong.  
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