



# Newsletter

The Chinese University of Hong Kong

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## Research Programme on the Professional Development Needs of Newly Appointed Principals

*Project Coordinator: Allan Walker*

### Objectives

This research and development project aims to identify the strengths and development needs of individual and targeted groups of newly appointed principals in Hong Kong. The project is based on the principles of contextualized, needs-driven professional development, increased professional control and future-focused school leadership. Individual profiles provide the principals with information to design personal development plans for the first two years of their principalship. Cohort or group profiles inform the Education Department and other providers of the needs of the principals and subsequent professional development programmes. Aggregated cohort data provides valuable insights into the principalship in general in Hong Kong and more specifically into the lives and needs of beginning principals.

### Research Methods and Results

The research component aims to provide increased understanding of the transition from aspiring to practising principals, the development needs of newly appointed principals, and problems both predicted and

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faced by beginning principals. The project is overseen by a core group of academics and practising, experienced principals. We expect to collect data over a four-year period from all newly appointed principals in Hong Kong.

Data is collected from each cohort over a four-week period. To date, seven cohorts totalling approximately 170 newly appointed primary, secondary and special school principals have participated in the project. For each principal data has been collected from: teachers in their schools; their previous or current principal; the participants themselves; and experienced peer assessors. Data collection methods include psychometric testing, focused questionnaires,

scenario analysis, individual and group-focused discussion, a personal strengths and weaknesses audit, direct observation, and personal professional development plans.

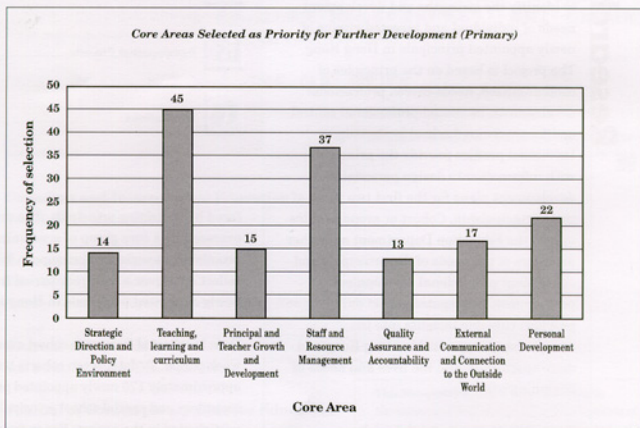
Most data collection and subsequent analysis is framed by the six core areas of school leadership (and the additional category of "Personal Development"), namely:

1. Strategic direction and policy environment
2. Teaching, learning and curriculum



3. Principal and teacher growth and development
4. Staff and resource management
5. Quality assurance and accountability
6. External communication and connection to the outside world

Results are generated for each cohort and entered into an overall database. Cohort data provide valuable insights into a number of important areas. For example, the figure below shows the core areas identified as any (1-6) priority by one cohort of newly appointed primary principals based upon the outcomes of the various needs assessment mechanisms. More detailed analysis within these core areas and crosschecking with other aggregated findings further detail these priorities.



## 「學校自我評估與校本表現指標」 的學校改進計劃

計劃負責人：彭新強教授

《教育統籌委員會第七號報告書》建議用一個「內外相控」的方法來保證學校教育質素。這雙管齊下的方法包括：(1)由教育署成立「質素保證視學組」到學校進行總體視學，評估學校表現及建議學校將來要改善的方向；(2)鼓勵學校對本身的發展進行「自我評估」，藉此制定自我完善的改進計劃。「質素保證視學組」的成立及其推行的總體視學措施，是公眾／政府問責模式的體現，而發展「校本質素文化」和提倡「學校自我評估」，則是專業問責和顧客／市場問責模式的實踐。

質素保證視學組在其首三輪的總體視學中發現，現在大部分學校最薄弱的環節就是缺乏自我評估的機制和文化，學校亦缺乏適當的表現指標以供自我評估之用。以現時學校的環境來看，若我們期望學校能自發地建立自我評估的機制，並能成功地制定供自我評估之用的校本表現指標，這想法是不切實際的，因為大部分學校都缺乏這方面的認識和適當的資源。

香港中文大學教育學院及香港教育研究所有見及此，於1999年推出一項名為「學校自我評估與校本表現指標」的學校改進計劃，並得優質教育基金資助，在十所小學和十所中學試行兩年。該計劃的目的是：(1)協助學校在「學校管理新措施」的精神下實踐校本管理；(2)在學校建立一套恆常的自我評估機制；(3)培訓教師，讓他們掌握發展校本表現指標的技術；和(4)提升學校的組織學習能力等。以下將與教育同工分享當中的理念，期望同工能藉此掌握自我完善的精神，共謀提升教育質素的良策。

### 學校進行自我評估的目標和動機

每所學校都希望能達至所預定的目標和提供優質教育予學生。能否達至目標或能否配合學生所需，學校就需要進行自我評估。自我評估的最終目的是要改進學生學習和提高教育質素。學校透過自我評估可以：(1)了解目前的狀況；(2)辨識自己的長處和弱點；(3)決定行動計劃，保持長處和改進弱點。

以下是學校推行自我評估的一些動機：

- 配合教統會第七號報告書的建議，建立校本質素文化；
- 學校面臨新挑戰和轉變；
- 學校面臨迫切需要或壓力；
- 學校的課程或教學未能為學生的出路或將來的生活作好準備；

- 希望重整學校在管理、課程和教學的環節，使各方面更能互相配合；
- 校董會重新檢討和釐定學校的政策，使學校教育更能配合學生所需；
- 學校要更有效地面對教育改革方案所帶來的衝擊和挑戰；
- 配合廿一世紀教育藍圖的發展需要；和
- 配合香港社會發展，保證教育質素，提高生產力和競爭力等。

很明顯，自我評估是為了切合學校本身的需要及為了改進學校而實施的。

### 自我評估的好處

- 使學校釐清目標，增強協作，邁向正確發展的道路；
- 將學校的資源集中在重點事項上；
- 增進行政人員、教師、家長及學生的溝通；
- 協助學校簡化架構，改進合作程度；
- 辨識弱點，令有關人士能提供適當協助；
- 建立高效率的決策架構和程序；
- 增加員工滿足感，使員工能為學校的改進而自豪；
- 提升員工對學校內外環境的警覺程度，使他們意識到轉變的需要；
- 向家長、社區人士和公眾發表學校各方面的成就；
- 為學校的每一分子提供公開議論的場地，使他們能就共同關心的議題交換意見。

### 誰應參與自我評估？

全校的成員(包括行政人員、教師、學生、家長)都應參與自我評估。公開、公平和民主式的參與，更能使自我評估發揮效用。

### 參與式自我評估的條件

- 溝通 —— 家長、教師和學生應多方交換意見和資料，而不是單向地由學校發家長信和通知書等。溝通應是「聆聽」多於「告訴」。
- 投入 —— 無論在學校或在家裏，家長、學生及教師都應對學習的過程作出貢獻。

若能簡單地用問卷調查徵詢意見，已可以引起投入作用。

- 參與決策 —— 若各有關人士能參與自我評估，將有助於找出評估的範圍、方法和行動。

#### 參與式自我評估的好處

- 提高評估的質素 —— 若有關人士能參與決策，提供適當的資料和意見，將能提高決策和評估的質素。
- 增加滿足感和投入感 —— 學校的每一分子均有權參與一些影響他們的評估和決

策。評估本身亦是一個學習過程，參與者能在評估中學習、成長及協助日後決策的施行。

學校改進應是持續不斷的。學校必須擁有與時並進的精神和態度，謀求進取，才可以提高教育質素，配合時代和社會變遷的需要。要改進學校，就必須進行自我評估、了解現況和展望將來，將學校的理想和遠景付諸實行，造福學生。

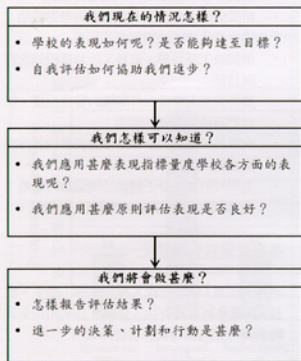
經過了為期一年的試驗，計劃已進入第二階段的鞏固期。有關該計劃的成果和詳情，或希望將來加入該計劃的學校，請與計劃負責人聯絡：

電話：(852) 2609 6920

傳真：(852) 2603 6761

電郵：nspkang@cuhk.edu.hk

圖一：自我評估的三個核心問題



圖二：自我評估的步驟



註：在未來施行每一個步驟時，應考慮到各有關人士，包括校董會、校監、校長、學生、家長或社區人士等在每一環節上的參與。

資料來源：Ministry of Education (1984). *School Self-Evaluation*. Victoria: Ministry of Education, pp. 10-21.

### Research Programme on Values in Education in Contemporary Societies


The place of values in education has been increasingly recognized by the *Quality School Education (Education Commission Report No. 7, 1997)*, the education reform led by the Education Commission (since 1998), and the curriculum reform led by the Curriculum Development Council. The research programme has been very active since its inception in January 1999. Besides running postgraduate study groups and interacting with important figures in the field of values in education in Hong Kong, it had played a supporting role at the International Conference on Values Education and Citizenship Education organized in June 2000. The conference has resulted in two volumes of selected essays upon revision, one in English and the other in Chinese, to be edited by members of the research programme. They will be published in early 2002.

### Consultancy Study on the Promotion of Parent Education

Values permeate education, and hence educational sites, including school, family, and community. Crossing these three sectors, parents are the common factor, including their embodiment of values. Two members of the research programme, Prof. Roger Cheng and Prof. Esther Ho, have joined hands with Prof. Frank Tam of the Department of Educational Administration and Policy, and two colleagues in the Department of Social Work, Dr. Lam Ching-man and Prof. Joyce Ma (chairperson) to form a research team in March 2001. This research team of five had successfully won a competitive bidding of HK\$992,241 from the Board of Education for conducting a Consultancy Study on the Promotion of Parent Education in Hong Kong (from April to October 2001). The final report was completed in October 2001. The study provides a wider context for the concern about values in education. Whether some sorts of development programme can be offered to values educators in these sectors is a worthwhile project to be deliberated.

### Storied Lives of Teacher Educators and Their Sources

There is little doubt that education has values but it is an essentially contested issue of how education adds values, including its conceptualization and measurement. Members of the research programme have taken their own lines of pursuing their deliberation. One line of inquiry is the employment of the narrative methodology that Prof. Roger Cheng has recently taken. As the Principal Investigator, Prof. Cheng has just been awarded a Competitive Earmarked Research Grants 2001-2002 (of HK\$291,000) from the Research Grants Council (Hong Kong) to conduct the research project "Storied Lives of Teacher Educators and Their Sources: Narrative Inquiry into the Qualities of Educators, Teachers and Educated Persons" from September 2001 to February 2003. This project tries to study the storied lives of five teacher educators, through which the narrative unifying qualities of educators, qualities of teachers, and qualities of educated persons could be constructed. This narrative inquiry into the sources of educators is shaped by the quest for answering these four questions:

1. How have they lived their lives in which the identity of educator plays an important part?
2. What qualities (and their sources of cultivation) they conceive themselves having in being educators?
3. How would they conceive themselves as agencies for teacher development (as teacher educators) in nurturing qualities in teachers?
4. What sort of qualities that educated persons should have? 




## Certificate Programme in Parent Education

The programme of study for the Certificate Programme in Parent Education is offered by the Hong Kong Institute of Educational Research in association with the Faculty of Education, The Chinese University of Hong Kong.

With the recent emphasis on the involvement of parents in education, administrators, teachers and social workers at primary and secondary levels are inevitably facing the challenges of not only working with parents but also "educating" them in order to enhance the partnership. The training of most teachers, and frequently social workers, neglects systematic training in the delivery of parent education. Piecemeal and lacking direction, it does not ensure quality encounters. The Certificate Programme in Parent Education is

designed to fill this void in the professional training of teachers and social workers in Hong Kong.

### Aims and Objectives

This first Certificate Programme in Parent Education ever to be offered in Hong Kong is not concerned solely with Parenting Education. Parenting Education usually focuses on child-rearing practice and its effect on the wellness of children. This might create unnecessary frustration or guilty feelings for those parents who fail to produce the requisite skills. For Parent Education, the focus is on the subjective experience of parents, especially the effect of parenting children on parents themselves, emphasizing parenthood as a part of personal growth and development. The direction of parenting and effective parenting skills will be explored from this perspective and ways of designing appropriate programmes for children and parents will be examined. This Programme is offered to serving primary or secondary teachers, guidance teachers or social workers who are involved in the planning and implementation of Parent Education in their daily work, or parents, priests and community workers who are interested in working with parents. 



*A seminar to introduce the Programme and the direction of parent education was held on 13 October 2001*

## 「攜手更生校園」國際研討會

2001年5月22-24日，來自亞洲、澳洲、歐洲、北美洲不同國家或地區超過一百位專家、學者雲集香港中文大學，參加了由香港中文大學教育學院大學與學校夥伴協作中心、香港教育研究所聯合主辦，香港教育署和多個學校議會／聯會協辦的「攜手更生校園」國際研討會。

是次研討會邀請了多位國際知名的學者出任主講嘉賓，其中Per Dalin教授現任職於挪威奧斯陸大學，歷任經濟合作及發展組織（OECD）教育研究與創新中心的研究與發展部主管，及IMTEC基金總監，過去三十年先後在多個OECD國家及其他發展中國家從事教育發展的研究工作；Henry Levin教授現為美國哥倫比亞大學師範學院經濟學及教育學教授，亦為美國國家教育私有化研究中心總監，曾任本校偉倫講座教授，過去十四年致力推動和發展躍進學校計劃，使得這項計劃在美國、加

拿大、澳洲、巴西及香港等國家／地區的一千多所學校施行。另外，英國諾定咸大學教育學院院長 David Hopkins 教授、國立台灣清華大學通識教育中心謝小岑教授、上海市教育委員會基礎教育辦公室主任尹后慶先生，以及本校大學與學校夥伴協作中心副主任、「香港躍進學校計劃」執行總監、「大學與學校夥伴協作共創優質教育計劃」共同總監李子建教授，亦為是次研討會主講嘉賓。

在這次研討會上，宣讀的論文共 84 篇，無論對以協作方式進行的改革模式和改革計劃的反思，對教學改革與學校課程發展與調適的討論，對教學專業化與教師發展的探討，以及對學校與服務對象之間合作情況的論述，都有所報告和分享。



主講嘉賓：（左起）謝小岑教授、Per Dalin 教授、尹后慶先生、李子建教授、David Hopkins 教授、Pilar Soler 女士（代宣讀 Henry Levin 教授論文）



教育署署長張建宗太平紳士（中）、教育學院院長鍾宇平教授（左五）、香港教育研究所所長盧乃桂教授（左三）與籌委會成員及主講嘉賓等合照



### 第三屆普通話教育研討會 圓滿成功

由本校普通話教育研究及發展中心主辦的第三屆普通話教育研討會，已於2001年7月7-8日順利舉行，會上討論氣氛熱烈，研討會取得圓滿成功。

研討會由金耀基副校長、田家炳先生主禮，教育部副部長、國家語言文字工作委員會主任袁貴仁教授惠賜賀信，使大會的特刊生色不少。金耀基副校長致開幕辭時表示，本校教育學院致力培訓普通話科教師，面向新紀元，教育學院、香港教育研究所、普通話教育研究及發展中心仍會積極推廣普通話教育。預期普通話教育將會邁向新的台階，取得更好的成績。田家炳先生擔任特別嘉賓，並為大會題辭。作為工業家、教育家，田先生對推廣普通話教育也十分重視。他認為，普通話不但是工作技能之一，學習普通話還會加深對中國文化的認識，增強民族的認同感。

除研討會外，中心舉辦「名家名師談普通話教與學」系列講座。7月中系列講座之四由王福堂教授、鮑廣畑教授、佟樂泉教授、姚喜雙教授、詹伯慧教授主講；8月下旬系列講座之五由李如龍教授、湯志祥教授、伍巍教授、張銳教授、朱家珏教授主講。與會人士踴躍發言，就普通話的教與學進行了深入的討論。



金耀基副校長致開幕辭



主禮嘉賓與內地學者合影

### Forthcoming Conferences

#### The Associate Degree and the Community College: New Pieces in the Puzzle of Hong Kong's Higher Education System — A Symposium

Co-organized by the Faculty of Education, Hong Kong Institute of Educational Research, The Hong Kong–America Centre, and School of Continuing Studies of The Chinese University of Hong Kong, as well as Caritas Adult and Higher Education Service, the symposium will be held on 10 December 2001 and will discuss the following topics:

- The community college in the United States
- Employer expectations of associate degree graduates
- Implications for the universities
- Transitions from school to community college
- Providing associate degree programmes in a continuing education context

#### 第四屆兩岸三地課程理論研討會

香港中文大學教育學院課程與教學學系、香港教育研究所將於2002年1月25-26日，聯同人民教育出版社課程教材研究所，以及國立台北師範學院，舉辦「第四屆兩岸三地課程理論研討會」，藉以加強兩岸三地課程理論學者的聯繫，彼此交流實踐經驗。

研討會的主題為「兩岸三地課程統整比較研究」，將邀請內地、本港、台灣三地學者、教育官員及教育工作者就以下四個議題發表論文：

- 課程統整的理論、理念和概念
- 課程統整的模式與設計
- 課程統整的實踐、成果和問題
- 課程統整理論與實踐的展望

有關上述兩研討會的詳情，可向香港教育研究所查詢：

電話：(852) 2609 6205

傳真：(852) 2603 6850

電郵：vwancy2040@cuhk.edu.hk



## Co-organized Conferences 合辦之會議

Date 日期	Topic(s) 題目	Co-organizer(s) 合辦單位
22-24/5/2001	「攜手更生校園」國際研討會	香港中文大學大學與學校夥伴協作中心 香港教育署
7-8/7/2001	第三屆普通話教育研討會	香港中文大學普通話教育研究及發展中心

## Co-organized Seminars 合辦之講座

Date 日期	Topic(s) 題目	Speaker(s) 講者
9-12/7/2001	名家名師講座（四）： · 北京話兒化韻的產生過程 · 實驗語音學概說 · 普通話與第二語言學習  · 播音藝術語言與普通話教學  · 從實際出發思考香港的普通話教育問題	王福堂教授 北京大學中文系 鮑懷超教授 中國社會科學院民族研究所 佟樂泉教授 國家語言文字工作委員會 語言文字應用研究所 姚喜雙教授 國家語言文字工作委員會 普通話培訓測試中心 詹伯慧教授 暨南大學中文系
20-24/8/2001	名家名師講座（五）： · 普通話書面語和口頭語的區別 · 香港詞匯的使用和價值 · 普通話正音教學中的幾個誤點與相關理論、方法的探討 · 普通話教師的聆聽能力 · 教師普通話課堂語言的運用	李如龍教授 廈門大學中文系 湯志祥教授 深圳大學中文系 伍藏教授 暨南大學中文系  張銳教授 北京師範大學中文系 朱家珏教授 北京師範大學中文系
13/10/2001	發掘潛藏的寶庫： 校學家長教育的方向	鄭漢文教授 香港中文大學教育行政與政策學系 陳敏儀女士 資深社工、教育工作者 陳廷三博士 香港中文大學香港教育研究所
20/10/2001	英文拼音基本法	唐德隆先生 曾任電台、電視台英文節目主持 專欄作家
8/11/2001	從國際視域剖析香港學生基礎能力：HK-PISA 研究計劃	何瑞珠教授 香港中文大學教育行政與政策學系 石泰家慧教授 香港中文大學課程與教學學系 葉殿恩教授 香港中文大學課程與教學學系 黃家鳴教授 香港中文大學課程與教學學系 趙明明教授 香港中文大學教育心理學系
17/11/2001	直資學校——辦學新趨勢？ 精英教育？	李國生先生 教育署助理署長 丘日謙校長 真道書院 張均祥校長 拔萃男書院 羅錦麗校長 保良局陳守仁小學 曾榮光教授 香港中文大學教育行政與政策學系 孔繁盛教授 香港中文大學教育行政與政策學系



## Hong Kong Centre for the Development of Educational Leadership

### Development Projects

#### Collaboration with Local School Principals

As one of the main objectives of the Leadership Centre is to develop a close liaison with the social community, there has been a continued search for a network that is constituted of many schools. Lately, this comes in the form of the Chinese University Alumni Association of School Principals (CUAASP), with membership close to 200.

We have attempted to involve our new partner, CUAASP, to improve our programmes so that they become user-friendlier. In our recent revision of the Ed.D Programme, for instance, we had sought the input from the executives of CUAASP, so that the programme could be more appealing to prospective students.

We have another recent meeting with the CUAASP executives to go over a joint QEF project which aims at generating a set of comprehensive professional training packages for the principals and their staff members. A specific approach adopted in the project is to collect the problems encountered in schools related to recent reforms. These problems would then be merged with the related theoretical framework to constitute new modules for professional development. This problem-based approach — representing one of the latest trends in the field of educational administration — will greatly enhance

the relevancy of the professional programmes to the needs of the school. Preliminary planning, programme development and delivery will likely span over a period of three years.

#### Collaboration with Overseas Universities

While not directly falling under the jurisdiction of the Leadership Centre, a QEF project entitled "Enhancing English Proficiency through School-based Learning" is further utilized to consolidate the connection between the Leadership Centre and the CUAASP. This project involves the invitation of education graduate students from overseas — University of New England and Brandon University, Manitoba, Canada to come to Hong Kong to do their practice-teaching. Some of the explicit objectives of this project include providing greater chance of professional exchanges between local and overseas teachers in terms of teaching English at both the primary and secondary schools. The implicit objective of this project is to rectify the problem of the current NET programme where mismatch between schools and overseas teachers sometimes occurs. Thus, instead of a brief interview with prospective teachers overseas, which was found to be totally ineffective in selecting good candidates for teaching in Hong Kong schools, this project emphasizes prior

matching of students' profiles and school needs. Their eight weeks of teaching should provide a more reliable basis for judging their teaching abilities, their potential and actual contribution to schools, and their overall adjustment and performance within the period of their stay. If all turn out to be successful, it

should provide useful insight into the revision of the NET programme, which has been slated for expansion into the primary sector by the Chief Executive in his recent Report.

In retrospect, through a series of activities and projects, it is hoped that the Leadership Centre should evolve into a strong basis for bridging the gap between the Faculty of Education and the school community. This is consistent with other projects like School University Partnership etc. in rendering our services to the Hong Kong educational community more meaningful and rewarding.



*A shot with CUAASP executives*

## 資優計劃

### 暑期資優課程 2001

「暑期資優課程」——「資優計劃」每年暑假的盛事——已於本年7月15—21日在香港中文大學順利舉行，有近一百五十名來自香港各所中學的初中學生參加。今年的「暑期資優課程」分為住宿和非住宿課程兩部分。住宿課程招收中一及中二學生，非住宿課程則為中三學生而設。兩個課程的學員於日間一同修讀主修科目和工作坊，而住宿課程的學員還會參與黃昏及晚上的團體活動和小組分享。

一如以往，參加「暑期資優課程」的同學除了修讀主修科目之外，還選修了一個課程內容比較濃縮的工作坊。今年「暑期資優課程」為學員提供的科目選擇種類繁多，除了有以嶄新手法來教授的傳統學科，包括英語、經濟、電腦等科目之外，大會還開設了一些在學校課室內比較少機會接觸的科目，例如遺傳學、食物營養學、天文學、建築學、中醫藥學以及人類學等等。工作坊方面更是包羅萬有，由美術、音樂、體育、數學遊戲，以至填詞、漫畫創作、珠算、時裝設計及電腦動畫製作等式式俱備，以滿足不同學員的興趣和需要。



「宇宙探索」的同學，正在參觀物理系的天文望遠鏡設施

修讀「生活與建築藝術」的同學，合力製作一座建築物模型



在團體活動「最後晚會」裏，學員發揮無限創意，演出一齣齣生動有趣的「創意戲劇」

除了學術發展之外，「資優計劃」亦很重視學員的個人成長。故此，學員除了參加科目和工作坊之外，大會還為住宿課程的學員安排了一連串的集體活動和小組分享，讓學員在吸收知識之餘，亦能認識自己、學習朋輩相處之道，全面照顧學員的身心發展。今年，我們的課程人員精心設計了一系列的活動，希望透過遊戲、討論和比賽，來加強學員的個人內省及人際溝通能力，同時培養學員的創意和團隊合作精神。

經過七天的緊密課程和活動，學員之間都建立了一份深厚的情誼，大家懷著依依不捨的心情參加「暑期資優課程2001」的結業禮。今年的結業禮由香港中文大學教育學院院長鍾宇平教授擔任主禮嘉賓。結業禮中，學員輪流表演和匯報，分享上課時學到的知識和感受。表演方式非常多元化，包括話劇、舞蹈、大合唱、網頁介紹、動畫短片播放、問答遊戲、模擬拍賣會、建築模型介紹、時裝表演等等，足見學員的創意和心思。結業禮後，大會還設置了一個作品展覽，展出學員在主修科目和工作坊的功課。當中包括色彩繽紛的面譜、精緻的中藥盆栽、生動有趣的電腦動畫、網頁，以及詼諧創新的歌詞等等。整個「暑期資優課程2001」，亦在一片歡樂的氣氛下圓滿結束。

### 週末資優課程 2001 (冬季課程)

完成「暑期資優課程」之後，「資優計劃」隨即推出新一期的「週末資優課程」。今期「週末資優課程」共有六個科目，包括：

1. 「知」味營養教室
2. 天文學
3. 從香港自然景觀學習地貌學
4. 探索奇妙的數字世界
5. 運動與健康
6. 疾病與基因

「週末資優課程2001」(冬季課程)已於10月上旬截止報名，並已完成有關的甄選程序。各個課程將於11月下旬起逢星期六於香港中文大學上課，為期六週。有關「週末資優課程」的上課花絮，請繼續留意「資優計劃」的報道。☒



## Education Policy Studies Series 教育政策研討系列

### No. 44 算是甚麼樣的專上教育機會？——《增加專上教育機會》政策的批判 曾榮光

2001年4月，教育統籌局公布了《增加專上教育機會》的政策方案。認定的政策目標是：「在十年內，60%的本地高中畢業生有機會接受高等教育」。其具體措施是：（1）未來十年增加30,600個專上教育機會，但只限於副學士學位課程；（2）提供的形式是自資經營；（3）參與形式則是用者自付。本文將論證該項政策建議不單在政策目標的論證上存在明顯的不足，更在政策措施設計上有顯著的缺陷。

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### No. 45 教育改革的橋樑：大學與學校夥伴合作的理論與實踐 王建軍、黃顯華

20世紀80年代中期以後，通過大學與學校的夥伴合作以提升學校教育和教師教育的素質，既在理論上引起關注，也在實踐上進行過不少嘗試。本文簡單回顧了這一課題出現的背景，闡述了支持大學與學校夥伴合作這一理念較具影響力的團體或學者（如Holmes Group和Goodlad）的觀點，並從學校教師的角度（如合作可能為教師帶來的好處、教師面臨的衝突、教師的專業發展與變革等），總結了一些實證研究。文章亦對大學與學校夥伴合作中的一些問題（如合作式的探究）作了分析。

國際統一書號：962-8077-56-2 平裝本 64頁 港幣15元

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Vol. 30 No. 1 (June 2001)

### Educational Research Journal

Vol. 16 No. 1 (Summer 2001)

*Special Issue: Education Reform in Hong Kong*

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