香港教育研究所
Hong Kong Institute of Educational Research

News*letter*

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從國際視域看香港學校效能

「學生能力國際評估計劃」香港中心負責人
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前　言

「學生能力國際評估計劃」（Programme for International Student Assessment，下稱 PISA）是由經濟合作及發展組織（Organisation for Economic Co-operation and Development，下稱 OECD）於 2000 年策劃，旨在評估及比較各參與地區或國家的教育成效。現時有四十多個國家或地區參與。第一個PISA+計劃評估報告剛於 2003 年 7 月 1 日在倫敦作全球公佈，提供了跨國性的研究結果，使我們了解到香港及其他國家十五歲學童在日常生活上應用知識的能力，以及達到的水平。PISA評估分為三個領域：閱讀能力、數學能力及科學能力。

HK-PISA的正式測試於2002年1月至2月進行，採用二段分層隨機抽樣設計：第一階段，將香港中學分為官校、資助學校及私立學校三類；第二階段，在同意參與的學校裏隨機抽出35位十五歲學生。最後，用作國際比較分析的香港學生共4,405人，分別來自140所學校。

研究結果要點

香港學校的教育質素

以教育質素而言，表一列出在三個領域上前十名的國家。結果顯示：與大部分國家比較，香港學生表現出色。在41個參與國家或地區當中，香港在數學科排名首位，科學科排名第三，閱讀科則排名第六。在數學方面，香港得分560，除了日本（557）和韓國（547）的成績在統計學上跟香港

的並無顯著分別外，香港十五歲學生的表現遠比其他38個國家出色。在科學方面，香港得分541，僅次於韓國（552）和日本（550），但在統計數字上亦無顯著差異。在綜合閱讀能力方面，香港得分525，只有芬蘭（546）的表現顯著比香港出色，加拿大、紐西蘭、澳洲、愛爾蘭的成績雖然比香港高，但在統計學上亦沒有顯著差異。

香港學校的教育均等

以社經階層差距來　孜q教育均等而言，圖一除了顯示香港的成績優良外，學校的教育成效亦相當均等。社會經濟背景（Socio-economic Status, SES）對學業成績的影響常以「社經坡度」表示〔按：社經坡度顯示學習成果的不平等情況有多大程度可歸因於SES。坡度愈大，表示SES與學生表現的關係愈大；

坡度愈小，則表示SES與學生表現的關係愈小，亦即較少不平等情況〕。圖一說明了：（1）整體而言，香港的「社經坡度」小，意味著不同的社會經濟文化背景，對香港學生的表現影響很小；（2）與許多其他國家裏社會經濟背景相似的學生比較，香港的十五歲學生得分較高；（3）香港基礎教育的均等成果，顯示了香港的教育系統能有效地協助弱勢學生。

以學生能力差距來 孝q教育均等而言，表二顯示各國的能力差距變異數及校間差異百分率。進一步分析各國的能力「校間」差距變異數，PISA研究中香港學校閱讀成果的校間差距變異數爲36.6，與OECD平均值36.2相約，但遠高於瑞典、芬蘭、加拿大、韓國、澳洲、紐西蘭、英國、美國等。這結果提醒我們，若以校間能力差距來 孝q教育成果均等，香港只達一般水平，校間分隔較多個成績優秀的國家稍遜。

小 結

總體來說，根據香港十五歲學生在第一屆PISA評估的表現看，香港教育系統可說是接近優質及均等的目標。以教育均等而言，不同階層的香港學生成績的差異值相對較小，意味著香港絕大部分學生所接受的教育得益相當平均，可說是較接近教育成效均等的理想，亦即香港基礎教育的「社經分隔」並不嚴重，但學校之間的「學能分隔」遠遜其他成績優秀的國家。

表一：十五歲學童的基礎能力

閱讀能力			數學能力			科學能力		
國家／地區	平均值	標準誤	國家／地區	平均值	標準誤	國家／地區	平均值	標準誤
芬蘭	546	2.6	香港，中國	560	3.3	韓國	552	2.7
加拿大	534	1.6	日本	557	5.5	日本	550	5.5
紐西蘭	529	2.8	韓國	547	2.8	香港，中國	541	3.0
澳洲	528	3.5	紐西蘭	537	3.1	芬蘭	538	2.5
愛爾蘭	527	3.2	芬蘭	536	2.2	英國	532	2.7
香港，中國	525	2.9	澳洲	533	3.5	加拿大	529	1.6
韓國	525	2.4	加拿大	533	1.4	紐西蘭	528	2.4
英國	523	2.6	瑞士	529	4.4	澳洲	528	3.5
日本	522	5.2	英國	529	2.5	奧地利	519	2.6
瑞典	516	2.2	比利時	520	3.9	愛爾蘭	513	3.2

圖一：學生社經地位與閱讀成果的關係
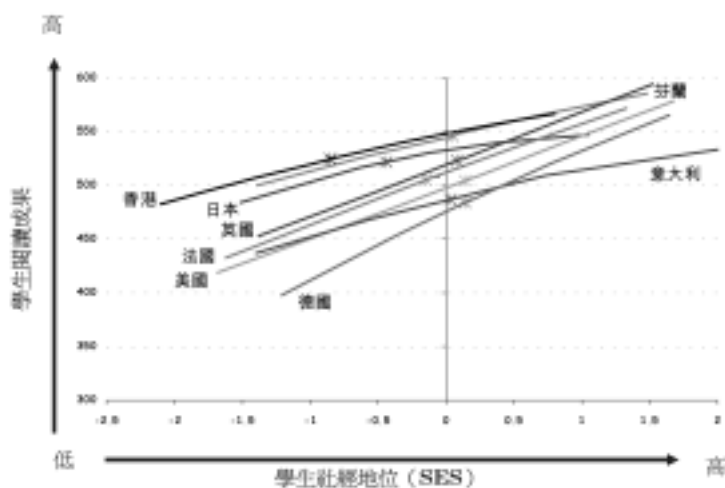
表二：*PISA* 各國的能力差距變異數

國家／地區	校間差異	校內差異	學生總差異
瑞典	8.90	83.00	92.00
芬蘭	10.70	76.50	87.00
加拿大	17.10	80.10	97.00
韓國	19.70	33.00	53.00
紐西蘭	20.10	103.90	124.00
澳洲	20.90	90.60	111.00
英國	22.40	82.30	105.00
美國	35.10	83.60	119.00
日本	36.50	43.90	80.00
香港，中國	36.60	39.30	76.00
德國	74.80	50.20	125.00
OECD 平均值	36.20	65.10	101.00

Vice Principals in Secondary Schools of Hong Kong: Their Work Lives and Preparation for the Principalship — A Longitudinal Investigation

The current educational reform environment in Hong Kong and elsewhere substantiates the importance of leadership in schools while, at the same time, expressing concern about the quantity, quality, preparation, and development of future principals. Over the last two years, the majority of new secondary school principals in Hong Kong have come directly from the ranks of vice principals. Despite this fact and policy concerns about the next generation of school leaders, empirical investigation and substantive theories into the work lives, motivations, and learning of vice principals remains woefully inadequate. This is particularly so in Hong Kong where research into vice principals, and particularly those who aspire to the principalship, is virtually nonexistent.

Given this void, this project proposes to investigate the work lives of vice principals in secondary schools in Hong Kong, and particularly those who openly aspire to the principalship. The study therefore also targets the important area of what vice principals consider as an appropriate preparation for the principalship, and how they conceive the relationship between the vice principalship and the principalship itself. As such, the study has three major purposes:

1. To construct a broad picture of the work lives of secondary school vice principals in Hong Kong, regardless of their aspirations toward a principalship.

2. To compare the work lives and motivations, as perceived by the vice principals themselves, of those who do and do not openly aspire to the principalship.

3. To study over an initial two-year period a group of vice principals who aspire to a principalship, in order to more deeply understand their present role and their quest for headship.

The study will combine qualitative and quantitative methods to compare vice principals who do not aspire to the principalship (career vice principals) with vice principals who openly aspire to become principals and to track a group of the latter over a two-year period. The major research question guiding the longitudinal phase of the study is: How do Hong Kong secondary school vice principals who aspire to a principalship manage their work lives over a two-year period as they strive to achieve a principalship.

Together, the survey and longitudinal data will represent a major theoretical and methodological contribution to the field of Educational Leadership in a central but neglected area, especially in Hong Kong. Findings will also lead to improved understanding of the nexus between system policy and leadership preparation and our understanding of the transition from vice principal to principal. The study also has the potential to inform policy makers of the training and development needs, career aspirations, beliefs and motivations of vice principals and future principals, and the transition between the two positions. In even more practical terms, such information can be utilized to improve the pool and quality of future principals and career vice principals.

In short, the study expects to contribute to theory, practice and policy implementation in the area of the vice principalship and school leadership in general.

Programmes for Professional Development

Advanced Postgraduate Diploma in Education Programme in Educational Leadership

The Advanced Postgraduate Diploma in Education Programme in Educational Leadership is designed primarily for the professional development of all prospective school leaders, and for other educators who are interested in increasing their administrative knowledge and skills.

The programme consists of two parts, each containing six modules:

Part 1
a. Strategic Direction and Policy Environment
b. School Based Curriculum Planning, Design and Implementation
c. Teacher Supervision and Teacher Development
d. School Financial Management
e. School Self-evaluation
f. Building Home, School and Community Partnership

Part 2
a. Legal Ramification and Enforcement
b. Curriculum Change: Implementation and Evaluation
c. Personnel Management
d. Financial Planning and Change
e. Administration and Leadership in Schools
f. Managing Home, School and Community Relations

It is designed to:
1. assist potential school leaders to embrace a more global perspective, a realistic attitude and a comprehensive set of knowledge and skills in assuming the complex roles of school principalship;
2. prepare participants with the professional knowledge and skills necessary to face the rapidly changing school system; and
3. provide a solid basis for participants to move to graduate studies.

The programme also has an action research component designed to encourage participants to merge classroom learning with the implementation of school improvement plan. An overseas seminar will also be arranged to help participants: (1) develop a broader vision of education and a comparative perspective; (2) develop first-hand experience of appraising the relative success and failure of school reforms; and (3) transplant what is workable to one's own school in Hong Kong.

Advanced Postgraduate Diploma in Education Programme in Arts in Education

The Advanced Postgraduate Diploma in Education Programme in Arts in Education offers opportunities in advanced professional study in arts education. It is designed for visual arts teachers and arts education coordinators in schools, as well as potential arts educators, aiming to strengthen their knowledge base and professional orientation so as to bring about a new approach to arts education in schools.

Participants of the programme have to complete three compulsory modules and two elective modules:

Compulsory modules
a. Arts-in-Education in Professional Development
b. Arts and Arts Education in Society
c. Curriculum Studies in Visual Arts Education

Elective modules
a. Arts and Culture in Society
b. Learning and Teaching of Multi-media for Arts in Education
c. Overseas Study Tour and Report
d. Selected Topics in Arts Education
e. Projects in Arts Education

It is designed to:
1. enrich the knowledge base of participants through a deeper understanding of the theoretical, social, and professional contexts of Arts in Education;
2. provide participants with learning experiences that emphasize theoretical application, innovation, and experimentation in the process of teaching and learning and in the school and societal contexts; and
3. help support participants in their life-long endeavors to strengthen the developmental role of the arts and culture in the local community.

Subject to the approval from the university, the above two programmes will be offered in the 2004–2005 academic year. For enquiries, please contact the HKIER at 26096960 (tel.) or 26036850 (fax).

New Elective Module of the Master of Arts Programme in Information Technology in Education

The diffusion and transfer of information technology in education have continued and will continue to become increasingly widespread and intensive. Such emerging phenomena have created disequilibrium in the allocation and utilization of resources in education, ranging from conventional modes of schooling to unconventional modes of learning and education (such as e-learning). It is necessary for members (practitioners, researchers, policy makers, etc.) in the education sector and professionals in other related fields (such as information technology providers) to acquire economic understanding of the forces underlying these phenomena, the opportunities ahead, the limitations behind, the conditions required, and the striking of balance between equilibrium and disequilibrium. Thus, a newly introduced module, "Economics of Information Technology in Education," will be offered in the 2004–2005 academic year.

The module aims to provide participants with an economic analysis of the use of IT in education. Specifically, important issues such as technology diffusion and transfer, innovation and invention, and production, investment, and consumption will be discussed with respect to their characteristics, effects, and interrelationships. It is expected that participants will be able to understand, analyze and evaluate the economic possibilities and limits in IT in education. In particular, the module will address relevant and basic economic concerns as follows: (1) efficiency and cost-effectiveness analysis; (2) the market for IT in education: producers, consumers, market structure and the role of the government; (3) the services trade in IT in education: globalization in education services trade, the terms of trade, and the supporting environment and agreement; (4) the impact of IT technology transfer and invention: economic performance, growth, productivity, and innovation; and (5) the emerging opportunities and frontiers in the economy and business environment: commercialization and globalization of knowledge, packaging of learning and knowledge, and selection of information.

For enquiries, please contact the HKIER at 26096963 (tel.) or 26036850 (fax).

典 禮

擬任校長課程開學典禮上
主禮嘉賓與導師合照

2003 年度各項課程畢業同學與導師合照
上：各項證書課程
中：學位教師高級教育文憑（資訊科技教育應用）課程
下：學位教師高級教育文憑（學生輔導）課程

Conferences

Seminars and Public Lectures

Conferences

PISA International Conference: What Do the PISA Results Tell Us About the Education Quality and Equality in the Pacific Rim?

The PISA International Conference is the first large-scale conference ever held among the countries participating in the PISA-Plus (Programme for International Student Assessment). Jointly organized by the Organisation for Economic Co-operation and Development, Education and Manpower Bureau, HKSAR, and The Chinese University of Hong Kong (CUHK), and sponsored by the Quality Education Fund, the Conference will be held on 21–22 November 2003 on the CUHK campus.

At the Conference, international experts will share their findings and experience in the PISA project and conduct an in-depth discourse on education quality and equality of the societies in the Pacific Rim, whereby the policy implications for curriculum development, instruction, and assessment will be explored. In addition to two keynote addresses, there will be four paper sessions in Reading, Mathematics, Science, and Policy Research to cater for participants' interests in specific areas. It will be a valuable opportunity that brings together educationalists, scholars, and policy makers in the related fields from all over the world, providing an international platform that should bear scholarly and educational fruit through sharing of ideas and experience. For enquiry, please call (852) 2609 6963 / (852) 2609 6205 or email to pisaconference@cuhk.edu.hk.

第四屆海峽兩岸美術教育交流會

第四屆海峽兩岸美術教育交流會由香港美術教育協會、香港教育研究所及其他多個團體合辦，並得教育統籌局和香港藝術發展局資助，將於本年12月19–21日假香港中文大學舉行。本屆主題為「視覺文化」，將探討視覺文化與傳統的美術教育的分別，並討論如何透過視覺媒介、視覺學習和視像紀錄進行探究和創作活動。

交流會將分為專題研討和教學觀摩兩部分。專題研討將圍繞美術教育中的「視覺文化」進行討論，而教學觀摩則旨在讓兩岸四地的前線美術教育工作者，分享具創意的「視覺文化」教學計劃、實踐經驗與反思。查詢請電（852）2234 6096，或電郵至 hksea@hknet.com。

家長親職講座

香港中文大學教育學院和香港教育研究所原定於2003年3至4月期間舉辦的一系列家長親職普及教育講座，因非典型肺炎襲港而在3月只舉行了首場講座，其餘三場講座則延至7月舉行。講座的參加人數由90至130多人不等，四場講座的主題分別是：（1）從「談情說愛」到「生兒育女」；（2）從「養育目的」到「教養方法」；（3）從「子女長大」到「父母成長」；及（4）從「社會要求」到「重享家庭自由」。

講者陳廷三博士幽默風趣，帶出養兒育女是愛情的延續這個信息，並指出子女就好像我們身體的一部分。我們不會因為照顧自己的「手」「腳」而感到煩厭，所以照顧和培養子女就等同愛自己，而愛自己就是邁向對生命的尊重和成長。

參加者聽完講座後需填寫一份問卷，而問卷回收率平均達77.8%。超過八成參加者認為講座內容有啓發性，能幫助個人反省，並對為人父母的角色有更深的體會。從參加者的回應中，反映出講座能令參加者達到重整父母角色在人生中的個人意義，重拾父母與子女間的聯繫和深情，以及重獲家庭給予人的祝福。

中文訊息輸入及檢索系統
──妙筆、神筆、電筆、易筆

要做到中文訊息的輸入、貯存和提取，首先是要解決中文輸入法的問題。可是，有人說，華人是拿著拐杖進入資訊網絡的世界，因為目前尚有很多華人不懂得中文打字，以致望「機」興歎。

能夠解決中文訊息的輸入及檢索問題，將是全球華人共同關心的課題。何萬貫教授與何嘉敏及何嘉倫在內地開發了四項發明：

1. 妙筆──中文輸入法
2. 神筆──教育測試系統
3. 電筆──中文電訊系統
4. 易筆──中文檢索系統

上述四項發明，蒙香港中文大學工程學院遴選為香港中文大學四十周年校慶「創新科技發明展覽」展品之一。在2003年10月20–26日展覽期間，與會者多肯定它們在中文訊息輸入及檢索方面的價值。

中文訊息輸入及檢索系統簡介海報

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教育及研究常務委員會資助 80 萬港元，為本年度的普通話節舉辦連串活動，包括「挑戰普通話」、「普通話速遞──每日一句」、「校際普通話戲劇創作比賽」、「普通話公開講座」等。活動由 6 月 1 日開始，11 月 16 日結束。

「挑戰普通話」活動於全港四區商場舉行，讓各界人士藉著電腦遊戲，測試自己的普通話水平。「普通話速遞──每日一句」視像光盤介紹普通話的日常用語，由中心主任何偉傑教授主持。該光盤同時上載於「香港普通話大聯盟」網址，供各界人士瀏覽。

「校際普通話戲劇創作比賽」的參賽學校達34所，本港戲劇界名宿如鍾景輝先生、張秉權博士、馮祿德先生、蔡錫昌先生、許樹寧先生等應邀主持戲劇專題講座，並擔任決賽評判。

「普通話專題講座」由普通話教育研究及發展中心提供，何偉傑教授、林建平教授、張勵妍女士、余京輝先生主持，講題圍繞普通話的學習、規範和測試等，參加者包括教師、學生及其他行業的人士等。

去年語文教育及研究常務委員會舉辦「普通話月」，中心獲該會撥款舉辦「學生普通話大使培訓計劃」，自本年 1 月至 10 月，共進行三期培訓，受訓中小學生計340人。該計劃將延續至明年6月。

本年10月17日，中心正式遷往李慧珍樓。中心新址辦公地方更為寬敞及集中，預期可為各界人士提供更佳服務。

Publications

專業學會續邀本所合作出版

香港教育研究所出版之《教育研究學報》和《亞洲輔導學報》，分別屬香港教育研究學會和香港專業輔導協會之會方刊物。本年中，該兩專業團體繼續邀請本研究所為該兩學報安排審稿、編校及出版工作。這無可否認代表著研究所在學報出版質素方面得到認可。研究所會繼續努力，在出版工作上力求更臻完善。

Journals 學報

Asian Journal of Counselling
Vol. 9 Nos. 1 & 2 (2002)

Education Journal
Vol. 30 No. 2 (Winter 2002)

Educational Research Journal
Vol. 18 No. 1 (Summer 2003)

Journal of Basic Education
Vol. 12 No. 1 (2003)

Academic Titles 學術書籍

課程發展與教師專業發展的夥伴協作
黃顯華、孔繁盛（編）

本書探討兩岸三地在課程發展、教師專業發展和夥伴協作三方面的經驗，對三地教育發展的專家學者及中小學和幼稚園教師，十分有參考價值。

國際統一書號：962–996–098–2
平裝　296頁　港幣138元

Education Policy Studies Series
教育政策研討系列

No. 50　從人生之艱難、罪惡之根源說儒家返本開新的道德教育進路——當代新儒家唐君毅的啓發
劉國強

本書從當代新儒家唐君毅先生的一些觀念和體驗得到啓發，說明從體驗人生的艱難和了解人類罪惡的起源或本質，可以使施教者與受教者（尤其是施教者）了解返本開新對道德教育的重要意義與功效。

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本書建基於「優質學校計劃」的經驗，總括出香港學校改進的關鍵因素，並特別就收到不同類別學生的學校提供具針對性的建議。最後更提出較宏觀的教育政策建議，協助學校改進。

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湯才偉

學校的中層由於同時兼負行政與教學的責任，他們的領導能力對學校改進工作的成敗起著關鍵作用。本書主要根據一些學校中層領導在推展教學改進過程中的表現，分析中層在學校改進工作中的角色和作用。

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