

考試科目	專業英文	所別	1631 教育行政與政策	考試時間	>月>5日(六) 第二節
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**1. Please translate the following English paragraph to Chinese. (25 pts)**

New Minister of Education Chiang Wei-ling said that the 12-year compulsory education system will surely be taken into practice, and should be done successfully. Chiang, who was sworn in as the new education minister yesterday after quitting his post as president of the National Central University, made the remarks when speaking at a national meeting of chiefs of local county and city education bureaus, held in Taichung. Chiang said the meeting is a very good platform for communications among education chiefs of local counties and cities, and therefore he hoped all the participants to contribute valuable opinions concerning how to secure a successful implementation of the 12-year compulsory education program. Accordingly, Chiang said that it's a must for the system to be put into practice in 2014 as scheduled, and concerted efforts are needed to upgrade the learning quality of students and help them establish solid foundation to pave the way for a better senior high school education. To the end, Chiang continued, teachers should step up efforts to boost their teaching quality and build accurate sense of values among students. Earlier, Chiang also noted in his capacity as education minister-designate that "teamwork, innovation, communication and accomplishment" would be the forces behind every policy carried out in the future. Chiang also noted that he had consulted many people in the field of education and promised to pick the right people for the right positions.  
(Excerpted from *New Minister Vows to Enforce 12-Year Education*, *The China Post*, February 7, 2012)

**2. Please answer the following question in English. Based on the aforementioned paragraph (Question 1), please provide the strategies to ensure that the 12-year compulsory education system will be done successfully. (25 pts)**

**3. Please summarize the following paragraph in Chinese. (25 pts)**

The role of the principal has evolved from being primarily that of a building manager (Sharp & Walter, 1994) to that of an instructional and curricular leader (Checkley, 2000; Cheng, 2004; Glatthorn, 2000; Huang, 2004; Wu, 2004) and, more recently, to that of a technological leader (Anderson & Dexter, 2005; Bailey & Lumley, 1994; Ford, 2000; Inkster, 1998; Kadela, 2002; Matthews, 2002; McLeod,

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註 試題隨卷繳交

考試科目	專業英文	所別	1531 教育行政與政策	考試時間	2 月 25 日 (六) 第二節
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2008; Scott, 2005; Seay, 2004; Stegall, 1998). Technological leadership is emerging within the increasingly diversified educational leadership world. Schools striving to excel in the information age need leaders that are well versed in the potential and in the pitfalls of information and communication technology. Many researchers (i.e., Anderson & Dexter; Byrom & Bingham; Gibson; Martin, Gersick, Nudell, & Culp) and educational organizations (i.e., the National School Boards Foundation; the United States Department of Education) note that strong leadership is essential to successful technology-based school reform (cited in Hughes, McLeod, Dikkers, Brahier, & Whiteside, 2005). Moreover, principals' technological leadership strongly correlates with teachers' integration of educational technology into their curriculums (Rogers, 2000). Technological leadership is vital for effective use of technology (Anderson & Dexter, 2005), and therefore, efforts to change and prepare schools and students for the information age demand effective technological leadership from principals (Ross & Bailey, 1996).

**4. Please summarize the following paragraph in Chinese. (25 pts)**

Hoy, Tarter and Woolfolk-Hoy (2006) developed a new structure to aid student achievement, with population control as a variable. Hoy et al. used a series of teacher attitudes (efficacy, academic emphasis and trust) to describe the new structure of academic optimism. Academic optimism is an effective way to explain the underlying structure of school performance. Additionally, academic optimism has a substantial impact on student achievement. Teachers with optimism can establish a learning environment for all students to achieve their goals and promote the positive beliefs of themselves, their students and parents. McGuigan and Hoy (2006) further indicated that efficacy, academic emphasis and trust on behalf of academic optimism were present in the cognitive, behavioural and affective characteristics, respectively. Academic emphasis can be confirmed by the clear, school-wide goal of academic success, representing the behaviour component. Efficacy is the cognitive component; teachers believe that they can teach successfully. Trust among teachers, parents and students represents the affective component.

*(Excerpted from School Leadership and Management, Vol. 31, No. 5, November 2011)*

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註 試題隨卷繳交

考試科目	教育行政	所別	163 教育行政與政策系	考試時間	2月25日(六) 第 三 節
<p>一、十二年國民基本教育即將於民國 103 年全面推展，這是臺灣教育史上的大事；近一年來，十二年國民基本教育相關議題深受中小學師生和家長的關切，尤其是「免試入學」、「特色招生」即將於今年 4 月公布，更是眾所矚目。十二年國民基本教育的內涵為何？對中小學教育的影響和因應發展策略為何？試就所知說明之。(25 分)</p> <p>二、近 20 年來，教育部局處和學校對校園建築和規劃甚為重視，並積極推動創意校園、永續校園、無障礙校園、友善校園、優質校園、活化校園(含閒置空間再利用)。試就前述擇一項，具體說明在中小學實施的規劃重點為何？(25 分)</p> <p>三、在現今多元與快速變遷之社會中，學校往往必須面對各種重大危機。在極不穩定與強大時間壓力之下，組織成員若不能對症下藥即時應對，就可能使情況更加惡化。針對於此，試以教育行政的觀點，分析說明學校當局在處理重大危機時的<u>流程階段與因應策略</u>，以即時能夠化險為夷。(25 分)</p> <p>四、為因應學校組織型態變化與教師爭取專業權之訴求，服務領導 (servant leadership，也可譯為僕人領導) 即成為學校經營中的新興領導模式。試以教育行政之相關理念，說明服務領導的<u>主要內涵</u>為何？並分析校長在進行服務領導時，應採取何種<u>作為</u>，才能符合服務領導的精神。(25 分)</p>					
備註	試題隨卷繳交				

考試科目	教育學	所別	1631 教育行政與政策所	考試時間	2月25日(六) 第四節
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- 一、 借鏡先進國家的教育政策乃是國內教育政策形成的必經過程，試以政策借鏡的四個階段，分析十二年國教政策形成的過程。
- 二、 試以 WTO 教育服務業的四種提供方式，分析境外專班、陸生來台、招收國際學生、雙聯學制等策略對大學經營的影響。
- 三、 何謂教育關鍵績效指標？試就追求各縣市教育績效責任的觀點，闡述如何建構地方教育關鍵績效指標系統。
- 四、 課稅後對於提高教師編制所衍生的人力問題，請根據政策工具(包括班級規模、教學負擔、學生學習時數、課程結構)觀點，提出有效的教師人力供需方案。

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註 試題隨卷繳交