

科目：教育文獻及時事

編號：212

考生注意：

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2. 答案必須寫在答案卷上，否則不予計分。
3. 限用藍、黑色筆作答；試題須隨卷繳回。

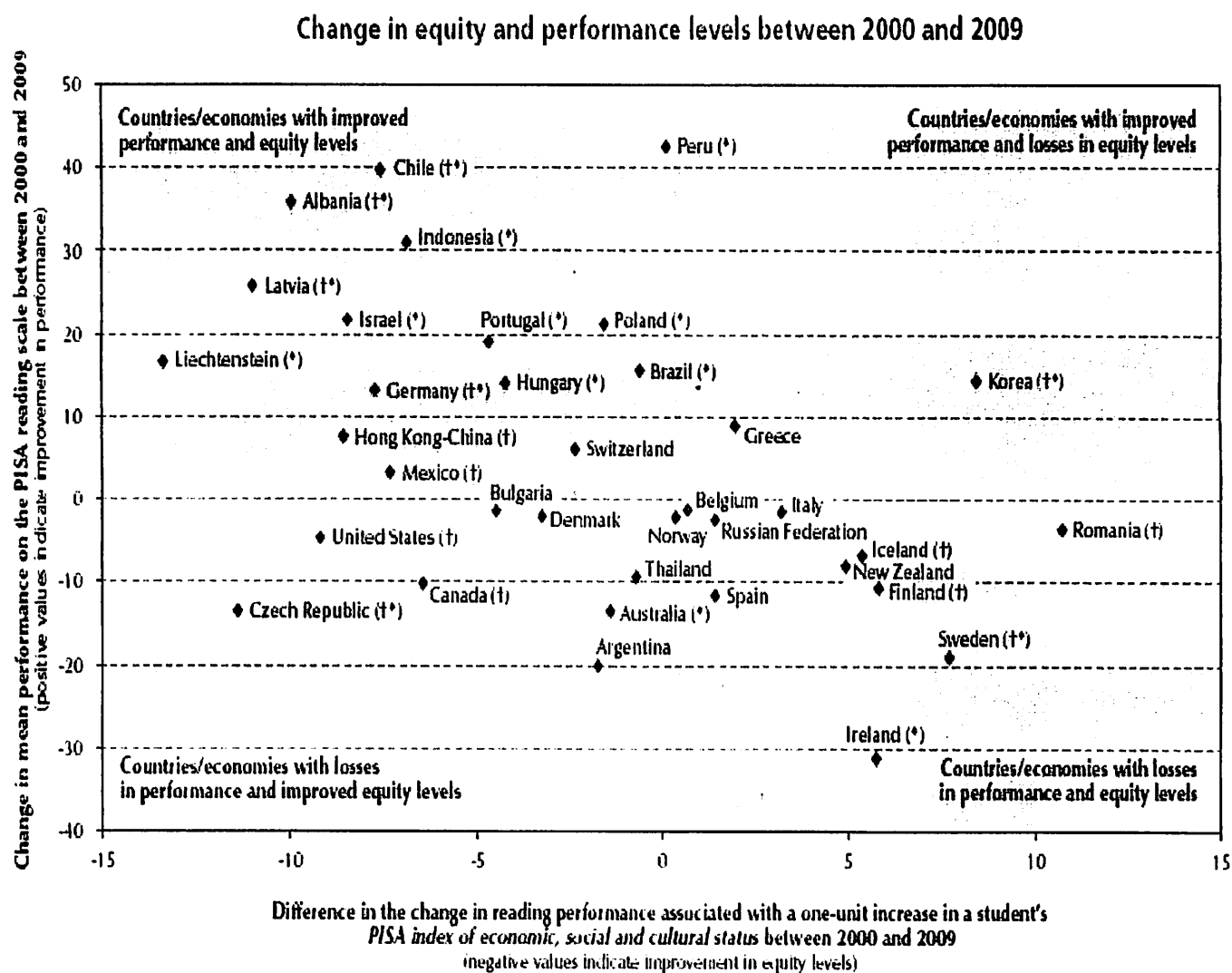
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第 1 頁

【本試題共四大題為申論題(4 頁)，滿分 100 分；以中英文答題皆可，考試時間 100 分鐘】

- 一、 以下為根據 2000 年至 2009 年間，各國學生在 PISA 上的成績所繪製的表現與公平之關係圖。整體學生的平均成績為其所稱的表現(Performance)，社經地位高低學生表現差距則視為公平(Equity)的狀況，差距越小則越公平。請依照此圖，論說追求卓越表現與追求公平兩者在教育決策上是否會有孰輕孰重的衝突?(10%)並提出自己的論點(15%)。



- 二、 有人說，十二年國教實施後的入學環節，超額比序會越比越簡單，也會打破明星學校的迷思。又有人表示，國中教育會考成績維持 3 等級不變；但為避免抽籤，針對有需求的就學區，成績單標示將更精確，以為分發之用。請以北北基考區為例，論說比序簡單與成績標示精確對打破明星學校迷思之影響(15%)，並討論兩者是否有衝突?(10%)

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第 2 頁

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三、俗民誌 (ethnography) 一直被認為是人類學與質性取向研究的重要方法論之一，然而比較教育學者 Masemann 卻先後於 1970 年代與 80 年代初期倡議將俗民誌與批判俗民誌 (Critical Ethnography) 運用於比較教育研究。

試問，強調微觀、田野調查的俗民誌或批判俗民誌，在運用於跨國的教育比較研究時，可用以探究哪些議題 (7%)？為何適合探究此類議題？(8%) 方法上如何應用、研究上如何設計？(15%)

四、以下短文 (The 20 Hours (Free) Programme) 乃有關紐西蘭提供每週 20 小時免費學前教育的政策，文中提及此政策所引發的一些爭議。請摘要此政策所引發的爭議 (10%)，進而就此政策之利弊，提出你的評析與觀點 (10%)。

The 20 Hours Free programme was implemented in July 2007 after having been one of three new education policies announced in the Labour Party's 2005 election manifesto. The new programme was the brainchild of Education Minister Trevor Mallard and provided 20 hours of government-funded early childhood education (ECE) for all three and four year olds, regardless of family income. The most recent data indicate that 86% of eligible services participate and 93% of eligible children participate (Ministry of Education, 2008). With its tremendous success, the 20 Hours Free ECE programme has become the biggest, most expensive early education programme in the country.....

With the 2008 election, the National Party could have decided it would reign in spending on the new programme, but instead it chose to call for its expansion. The National Party's manifesto promised to expand eligibility to more services and to allow five year olds to participate. While this was politically expedient, National is now faced with the budgetary increases that will result from expanding access to the popular programme.

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The success of the programme makes it easy to forget how controversial it was to create 20 Hours Free. After the inclusion of the new programme in the 2005 Labour manifesto, three issues arose: opposition to the exclusion of private services, opposition to the exclusion of parent/whānau-led (*whānau is the Maori (an indigenous people) word for extended family) services and a restriction on 'top-up' fees. Only the first issue was resolved by the Labour Government. The other two developed into wedge issues, one of which the National Party resolved with the expansion of the programme to parent/whānau-led programmes in its 2008 manifesto. But the issue of 'top up' fees remains an important policy issue for National to consider.

Prior to the 20 Hours Free programme, the government already provided universal subsidies to all early childhood education services for up to 30 hours per week for each child from zero to five years of age. In addition, the Ministry of Social Development provided subsidies for up to 50 hours per week of child care for qualifying families. The 20 Hours Free programme was a stark departure from previous early childhood policies because (1) it limited participation to teacher/kaiako-led services, and (2) it marked a shift in funding policy from a subsidy to covering the entire cost of early education. Unlike the subsidy programmes, under which services could 'top up' the subsidy with parent fees, the 20 Hours Free programme prohibits top-up fees in exchange for providing a higher level of funding set to cover the average cost of care at the regulated quality level.

When the Ministry of Education was developing the proposal that ultimately became the 20 Hours Free programme, Minister of Education Trevor Mallard was firmly committed to universal access to free early childhood education in community-based services (Mallard, 2008). He believed that community-based services could expand to meet the demand; however, nearly a third of all ECE enrolments were in privately-owned centres and a backlash ensued. Despite Mallard's commitment to community-based provision, the political opposition in the lead up to the 2005 election was too great to sustain the exclusion of private services and ultimately they were allowed to participate. On a pragmatic level, expansion to private services increased the number of services that could potentially offer Free ECE by around half and thereby reduced the risk of a shortage of Free ECE spaces (Minister of Education, 2006).

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The parent/whānau-led exclusion was a particularly sensitive issue because in 2002 the Ministry of Education began implementation of its strategic plan for ECE that committed the government to improving the quality of early childhood education. One of the major parts of the strategic plan was to raise ECE quality by increasing the educational level of teachers and by providing an incentive to hire more qualified teachers through the linkage of reimbursement rates to the number of qualified teachers. Both Playcentre and Te Kōhanga Reo objected to the assumption that teacher qualifications equate with quality of care and countered that there are many pathways to quality (Pilkington, 2008, Tangaere, 2008). Both the Playcentre Federation and Te Kōhanga Reo National Trust wanted to participate in Free ECE, but they did not want to change aspects of their programmes that they felt were fundamental to their philosophies. Playcentres (9% of enrolments) are unique within the sector in that they are co-operatively managed and supervised by parents with support from experienced personnel in the 33 regional Playcentre associations under the Playcentre Federation. They provide sessional programmes for children from birth to school age in mixed-aged environments. Currently there are 466 licensed and 22 unlicensed Playcentres (Ministry of Education, 2007). Te Kōhanga Reo, literally translated as 'language nests', are designed to maintain te reo Māori (*Maori language) by introducing children from birth to the Māori language and culture. Currently there are 470 licensed Kōhanga Reo accounting for 5% of total enrolment in ECE (see Tables 1 and 2). The Playcentre Federation and Te Kōhanga Reo National Trust wanted the recognition, expressed in policy, that there are multiple pathways to quality and, on that basis, participation in Free ECE. But the Labour government maintained the exclusion of parent/whānau-led services from participation in the 20 Hours Free programme. The National Party promise to reverse this policy by expanding eligibility to parent/whānau-led ECE services in its 2008 manifesto. The funding scheme reflects a cost-driver approach, with the highest rates provided for ECE services with the highest costs. In this approach all-day, centre-based ECE with 100% registered teachers receives the highest funding rate, and services with sessional programmes, home-based and/or fewer registered teachers receive lower rates.

資料來源：Bushouse, Brenda K. (2008). The 20 Hours (Free) Programme: Important Choices Ahead for New Zealand's New Government. NZ: Fulbright New Zealand.