

科目：專業英文

系組：教育政策與行政學系

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
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；試題不必隨卷繳回

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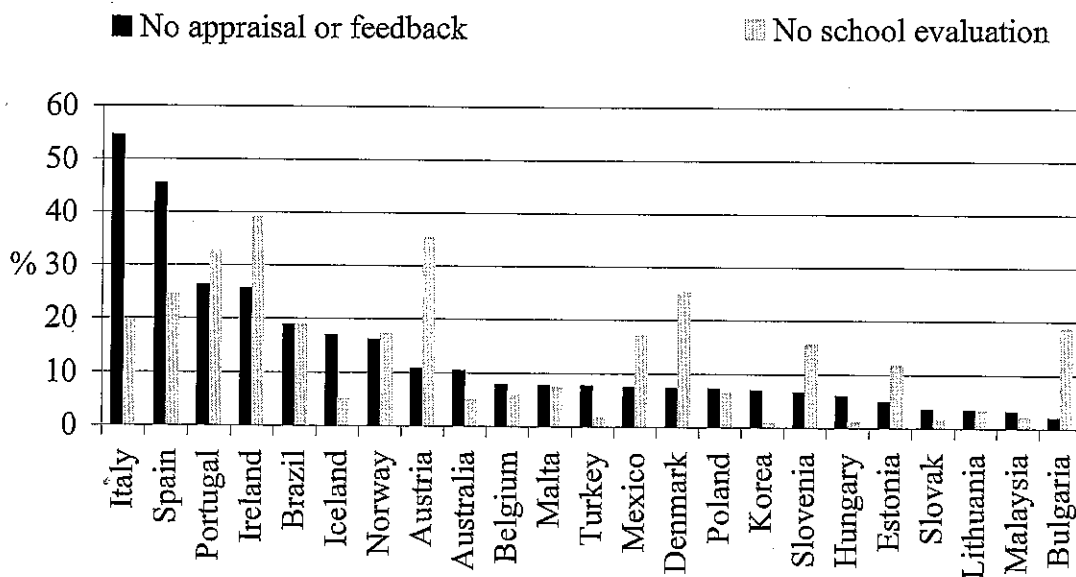
第 1 頁

一、請閱讀以下文章，寫出中文或英文評論。(25%)

This indicator focuses on the appraisal and feedback that teachers receive and the impact that this has on schools and teachers at the lower secondary level of education. Evaluation can play a key role in school improvement and teacher development. Providing feedback can help teachers to better understand their respective strengths and weaknesses which, in turn, can be an important first step towards the improvement of classroom practices. Identifying such strengths and weaknesses, informing resource allocation decisions, and motivating actors to improve performance are important features that can promote policy objectives such as school improvement, school accountability, and school choice. Data were collected from both school principals and teachers in TALIS (Teaching and Learning International Survey) on these and related issues such as the recognition and rewards that teachers receive. Analysis of this data has produced a number of important findings for all stakeholders in school education.

A number of countries have a relatively weak evaluation structure and do not benefit from school evaluations and teacher appraisal and feedback. For example, one-third or more of schools in Portugal (33%), Austria (35%), and Ireland (39%) had no form of school evaluation in the previous five years. On average across TALIS countries, 22% of teachers did not receive any feedback or appraisal in the previous five years. Large proportions of teachers are missing out on the benefits of appraisal and feedback in Italy (55%), and Spain (46%). Importantly, teachers working in schools that had no school evaluations over the previous five years were less likely to receive appraisal or feedback.

Chart 1. Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years (2007-08)



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二、請閱讀以下文章，提出個人評論。(25%)

Unemployment and non-employment among young non-students

Young adults represent the principal source of labor with new skills. In most OECD countries, education policy seeks to encourage youth to complete at least upper secondary education. Since many jobs in the current labor market require ever-higher general skill levels, persons with low attainment are often penalized.

The majority of the 15-19 year-old population is still in education. The 15-19 year-old population that is not in education is generally associated with being unemployed or out of the labor force. The situation of the 15-19 year-old population not in education varies substantially, from 18% not in the labor force or unemployed in Japan to 82% in the partner country Israel. On average among OECD countries, close to half of the 15-19 year-old population not in education were not in the labor force or unemployed. It is worth noting that there was a slight improvement in 2007.

Some countries are better able than others to provide employment for young adults with relatively low levels of educational attainment (indicated by the difference between the bars and the triangles). In Denmark, Iceland, Ireland, Japan and the Netherlands, 70% or more of those not in education find employment. Low unemployment levels among the working age population in general (25-64 year-olds) typically contribute to a smoother transition from school to work for young adults with low levels of education. The group of young adults aged 15-19 years old not currently engaged in employment, education or training (NEET) has attracted considerable attention in some countries. However, this group receives little or no support from the welfare system in most countries. The proportion of 15-19 year-olds not in education and not in the labor force ranges from over 31% in Turkey to 1.1% in the Czech Republic. On average across OECD countries, 4.8% of this cohort is not in education and not in the labor force.

OECD countries	Age	In education	Not in education				Total in education and not in education (%)
		Sub-total(%)	Employed	Unemployed	Not in the labor force	Sub-total (%)	
Australia	15-19	79.6	13.9	3.3	3.2	20.4	100
Canada	15-19	80.2	12.5	2.8	4.5	19.8	100
Czech Republic	15-19	92.7	4.4	1.8	1.1	7.3	100
Denmark	15-19	84.8	11.3	1.4	2.5	15.2	100
Finland	15-19	92.2	4.3	1.5	2.1	7.8	100
France	15-19	91.1	3.1	3.4	2.4	8.9	100
Germany	15-19	92.2	3.6	2.5	1.7	7.8	100
Iceland	15-19	83.8	13.3	c	c	16.2	100
Ireland	15-19	82.6	12.3	2.8	2.3	17.4	100
Japan	15-24	58.4	34.0	3.3	4.3	41.6	100
Netherlands	15-19	88.1	8.3	1.1	2.5	11.9	100
New Zealand	15-19	73.1	17.6	2.6	6.7	26.9	100
Slovak Republic	15-19	90.2	4.4	3.6	1.8	9.8	100
Turkey	15-19	44.6	19.3	4.8	31.3	55.4	100
United Kingdom	15-19	76.2	13.0	5.1	5.6	23.8	100
United States	15-19	85.2	8.5	2.0	4.3	14.8	100
OECD average	15-19	84.3	8.6	2.7	4.7	15.7	100
EU19 average	15-19	87.7	6.6	2.6	3.3	12.3	100
Partner countries							
Brazil	15-19	67.0	18.3	4.1	10.6	33.0	100
Israel	15-19	68.5	18.3	4.1	10.6	31.5	100

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三、請將畫線的句子翻譯成中文，每題五分。(25%)

(1) Coordination may be exercised in both a procedural and a substantive sense. By procedural coordination is meant the specification of the organization itself—that is, the generalized description of the behaviors and relationships of the members of the organization. Procedural coordination establishes the lines of authority, and outlines the sphere of activity and authority of each member of the organization.

(2) Leadership as the moral and value underpinning for the direction of schools is being removed from those who work there. It is now very substantially located at the political level where it is not available for contestation, modification or adjustment to local variations.

(3) Researchers and commentators have consistently stressed the advantages of participatory collaborative structures, particularly in the technical core, as a response to the increased diversity of intake and the rapidity of curricular change. At the higher levels of school management, however, the case for implementing such strategies is less categorical, and the patterns of organizational change appear to be more indirect and gradual.

(4) School leaders who take seriously their instructional role are concerned to promote and develop their schools as learning systems or professional learning communities. In doing so, such leaders exemplify the qualities of good learners through undertaking themselves continuing professional development, and encouraging and enabling others to do the same.

(5) A common thread underlying much of Dewey's philosophy and theory of education is the dynamic interrelationship between diversity and cohesion. Whether discussing curriculum or the class structure of society, Dewey stresses integration, connection, relationship, and cooperation and criticized isolation, fragmentation, division, or separation.

四、請閱讀以下新聞並撰寫英文評論。(25%)

實現零體罰 全教會促補足輔導教師【聯合報／記者孫蓉華／台北報導】

北市校園再次傳出體罰事件，全國教師會指出，教育基本法已增訂零體罰規定，為落實零體罰，建議除了教師應發揮專業輔導知能，主管教育行政機關更應依法行政，儘速補足各校專任輔導教師員額編制，以減輕第一線教師的壓力。

全教會表示，以正向管教取代傳統的管教方式，不僅法有明文，也是各界的理想與目標，身為專業的教育人員，教師仍應該發揮其專業教育知能，掌握正向輔導管教原則，應該體認到一個情緒失控下的體罰，就有可能使得一個辛勤教學十多年的教師自此離開教職，足為全體教育人員借鏡。

全教會認為，學校應依法定程序處理不適任教師，教師若有體罰情事，要面對行政懲處與民、刑事責任之追究，包括可以被記大過、記過、申誡處分外，並將進入不適任教師處理流程，情節嚴重者，更將面臨解聘、停聘或不續聘的懲處。

至於不適任教師的處理，全教會指出，各級學校無論召開教師成績考核委員會或教師評審委員會時，都應依法定程序辦理，若情節嚴重、查証屬實，就應依法處理，只有確實依法定程序處理不適任教師，也才能重拾各界對現行機制的信任，全教會也會繼續辦理「疑似不適任教師處理流程」相關研討會，以協助相關承辦人員。

國中小學最為迫切需要的專任輔導教師，全教會要求教育部正視目前未能足額設置、無法減課等問題，早日解決。另外，校園教育問題與家庭問題、社會問題息息相關，是否應在校園引進心理師、社工師等諮輔支援人力，以協助學校教育人員，也值得主管機關考量。

資料來源：http://mag.udn.com/mag/campus/storypage.jsp?f_MAIN_ID=13&f_SUB_ID=33&f_ART_ID=245408