

**臺北市立大學**  
**105 學年度博士班入學考試試題**

所 別：教育行政與評鑑研究所博士班

科 目：教育英文

考試時間：90 分鐘【10：30—12：00】

不得使用計算機 或任何儀具。
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總 分：100 分

※ 注意：不必抄題，作答時請將試題題號及答案依照順序寫在考試試卷上；限用藍色或黑色筆作答，使用其他顏色或鉛筆作答者，所考科目以零分計算。（於本試題紙上作答者，不予計分。）

**申論題（每題 25 分，共 100 分）**

一、請以中文先摘述說明下文的要旨，並加以申述評析之。

We know that to change teaching, we must truly understand it and the people who do it--rather than forcing through simplistic solutions based on or justified by one-side stereotypes of what the job entails. When the classroom door is closed, the teacher will always be more powerful than principal, the president, or the prime minister. Successful and sustainable improvement can therefore never be done to or even for teachers. It can only ever be achieved by and with them.

We are at a new crossroads in educational reform, let us remember, and the solutions can go either way-- getting through on teachers, or figuring out how to realistically develop a profession that becomes more inspiring, tough, and challenging in itself. This still requires leadership, but it is the kind of leadership that reconciles and integrates external accountability with personal and collective professional responsibility. It is the leadership that focuses on developing teachers' professional capital- as individuals, as teams, and as a profession.

(Excerpt from Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press. (p.45)

二、請以中文先摘述說明下文的要旨，並加以申述評析之。

The first important thing to understand about uplifting leadership is that it demands consistency between what you lead, why you lead, and how you lead. In uplifting leadership, the ends and means are inseparable.

Second, uplifting leadership raises the spirits, hopes, and performance of the professionals and other adults in a community so that they will uplift all those they serve. We are uplifted by the inspiring words and actions of others, and our own deeds uplift others in turn. Like laughter, uplifting leadership is infectious.

Third, uplifting leadership is a journey—a narrative quest that people pursue together to be part of something greater than themselves. Uplifting leadership begins from firm foundations; it gets lift and takes flight from the resistance that it encounters; it has a clear sense of where it is headed; it has good instrumentation and piloting to ensure that it stays on course; and it strategically conserves its fuel and resources to ensure it will reach its destination. Uplifting leadership doesn't just connect the dots of a list of competencies; it also makes them flow in a positive direction.

Our research revealed six factors crucial for uplifting leadership in all sectors. These factors are paradoxical combinations of opposites—bringing together the hard and soft skills that are often set against each other in leadership practice.

- Counterintuitive thinking combined with disciplined application.
- Dreaming with determination.
- Collaboration with competition.
- Metrics with meaning.
- Pushing and pulling people into change.
- Long-term sustainability with short-term success.

(Excerpt from Hargreaves, A., & Boyle, A. (2015). Uplifting leadership. *Educational Leadership*, 72(5), 42-47. )

三、請以中文先摘述說明下文的要旨，並加以申述評析之。

Today, schools struggle with the growing problems of school safety and absenteeism while striving to raise the level of academic achievement. In order to cope with these problems, school administrators and teachers are required to work in collaboration with each other and they need to develop new strategies for several topics including teaching practices such as effective classroom management (Makiewicz & Mitchell, 2014). On the other hand, the current reforms towards social and economic change are observed to be insufficient for the transformation of schools. There is an increasing awareness that such a transformation can only be enabled by teachers with the support of the school administrators (Darling-Hammond, 1996). Therefore, there is an increase in the number of studies on concepts related to the continuity of professional development and changes in the way school administrators, especially teachers, do their jobs (Berger & Forgette-Giroux, 2012). Of these, the concept of teacher leadership is seen as a key element among initiatives with the purpose of reformatting schools and specializing teachers (Sergiovanni & Starratt, 1998; Smylie, 1995; Wasley, 1991).

(Excerpt from: Demir, K. (2015). The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools. *Educational Sciences: Theory & Practice*, 15(3), 622.)

四、請以中文先摘述說明下文的要旨，並加以申述評析之。

School leadership has never been easy; however, practitioners and researchers alike agree that current-day school principals face particularly complex challenges. Allan Walker and Haiyan Qian (2006) figuratively wrote, ‘The dominant modern myth portrays the school principal as an underpaid workhorse tangling with the conflicting demands of instructional leadership, bureaucracy, official mandates and adverse interest groups’ (p. 298). Eller (2010) added that the public expects schools and their leaders to be able to work through this chaos and operate in a focused and effective manner. In this regard, the contents, rigour and relevance of educational leadership programmes are currently undergoing reevaluation by a professorate which is external to the educational leadership (e.g. Hess and Kelly 2007) as well as by educational leadership staff (e.g. Murphy et al. 2008). The widespread criticism of leadership training programmes focuses mainly on the inadequate preparation for the exigent demands of principalship (Copland 2001; Hale and Moorman 2003; Levine 2005) and on their failure to provide prospective principals with the capacities to generate change in their schools (Grogan and Andrews 2002).

(Excerpt from: Shaked, H., & Schechter, C. (2013). Seeing wholes: The concept of systems thinking and its implementation in school leadership. *International Review of Education / Internationale Zeitschrift Für Erziehungswissenschaft*, 59(6), 772.)