# 臺北市立大學

# 109 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】

總　　分：100 分

不得使用計算機
或任何儀具。

※ 不可於答案卷封（背）面上作答或註記符號及文字（包含於答案卷封面作答後塗改者），否則不予計分。除非試題卷另有規定，否則作答時限用藍色或黑色鋼筆或原子筆於答案卷上書寫，用其他顏色或鉛筆作答者，所考科目不予計分。

※ （每題 25 分，共 100 分）

## Ⅰ. Essay writing （閱讀短文後，請以<u>中文</u>寫出本文之重點摘要） (25%)。

**Five elements of modern governance for complex school systems**

Modern education governance must be able to juggle dynamism and complexity at the same time as it steers a clear course towards established goals. And it must do this as efficiently as possible, with limited financial resources. Successful modern education governance:

(1) **Focuses on processes, not structures**. Almost all governance structures can be successful under the right conditions. The number of levels, and the power at each level, is not what makes or breaks a good system. Rather, it is the strength of the alignment across the system, the involvement of various stakeholders, and the processes underlying governance and reform.

(2) **Is flexible and able to adapt to change and unexpected events**. Strengthening a system's ability to learn from feedback is a fundamental part of this process, and is also a necessary step to quality assurance and accountability.

(3) **Works through building capacity, stakeholder involvement and open dialogue.** However it is not rudderless: involvement of more stakeholders only works when there is a strategic vision and set of processes to harness their ideas and input.

(4) **Requires a whole-of-system approach**. This requires aligning policies, roles and responsibilities to improve efficiency and reduce potential overlap or conflict (e.g. between accountability and trust, or innovation and risk-avoidance).

(5) **Harnesses evidence and research to inform policy and reform**. A strong knowledge system combines descriptive system data, research findings and expert practitioner knowledge. The key is knowing what to use, when, why and how.

Source: OECD (2016). *School governance, assessment and accountability*. PISA 2015 Results (Volume II): Policies and Practices for Successful Schools.

## II. Translation (請將英文翻譯成中文) (25%)

### Goals of Educational Leadership

Leading to the empowerment of other individuals to make significant decisions is regarded to be the primary goal of the leaders when the accountability mechanism includes, providing the members of the community, with the opportunity to speak about their issues and concerns. The other goals of educational leadership have been stated as follows:

(1) **Creating and sustaining a competitive school** - This is a goal for district and school leaders when they find themselves in competition for students, for example, in the education sector that include alternatives to public schools such as charter, magnet and private schools, which are supported through tuition tax credits. The educational institution has to conduct its operations so that it is able to maintain a good status within the community.

(2) **Empowering others to make significant decisions** - This is a primary goal for the leaders when accountability mechanisms include making provision of greater voice to the members of the community, as in the case of school councils, in which parents also have a say, encouragement of data informed decision making should be a part of this goal. The leaders are required to generate capability amongst the individuals, so that they are able to make significant decisions, which may prove to be beneficial to the institution even in the long term.

Source: Kapur, R. (2018). *Educational Leadership.* Retrieved from: https://www.researchgate.net/publication/323691649_Educational_Leadership

## Ⅲ. Essay Writing（閱讀短文後，請以中文寫出對本文之看法）(25%)

Advocates frame school choice policies as beneficial because they create education markets, reduce government oversight of schools, and create more efficient education systems over the longer term (Chubb & Moe, 1990; Friedman, 1955). When parents have the freedom to act as consumers, schools will improve as they compete for students (Carlson, Lavery, & Witte, 2011; Chubb & Moe, 1990). On the supply side, markets release schools from bureaucratic control, which will allow them to be nimble and competitive (Friedman, 1955). Critics argue that school choice creates winners and losers in a commodified education system because such policies tend to favor students and families with greater access to information and resources and may provide incentives for schools to exclude students who require more resources or are more difficult to teach (e.g., Lacireno-Paquet, Holyoke, Moser, & Henig, 2002).

(Excerpt from Potterton, A. U. (2019). Parental Accountability, School Choice, and the

Invisible Hand of the Market. *Educational Policy,34*(1), 166-192.)

# IV. Essay Writing （閱讀短文後，請以中文闡述如何運用下述之核心價值於學校管理事務中）**(25%)**

Being culturally proficient requires people to be vulnerable, curious, humble courageous, open, and reflective. The cultural proficiency framework is composed of four tools, one of which are nine guiding principles that serve as core values:

1.Culture is a predominant force in society.

2.We all belong to cultures.

3.People are served in varying degrees by the dominant culture.

4. People have group and individual identities.

5. Diversity within cultures is vast and varied.

6. Each cultural group has unique cultural needs.

7. The best of both worlds enhances the capacity of all.

8. Schools systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.

9.Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

(Excerpt from Brion, C. (2019). Cultural Proficiency: The Missing Link to Student Learning. *Journal of Cases in Educational Leadership*, *22*(4), 99–114.)