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In This Issue

Research Notes and Innovations

大學教師對工作的理解：中國內地九所不同層次大學的研究

研究員：黎萬紅教授、杜屏教授、盧乃桂教授

大學教師的工作生活和工作滿意度日益成為高等教育研究領域的熱點問題之一。本研究團隊與北京師範大學的杜屏教授合作，採用混合研究法，結合量化的問卷調查及質化的深入個案研究，探討內地大學教師對工作的理解和滿意度，以及兩者的關係和互相影響的複雜過程。

第一階段的研究以問卷方式調查了中國不同類型、不同層次大學中不同學科領域的1,770位大學教師。研究運用兩階段抽樣方法：首先，所選擇的九所高校覆蓋了綜合類、理工類和師範類三個主要類型，同時涵蓋了三種不同層次辦學水平的學校。第一類學校是指教育部直屬而參與「985」計劃的學校，它們的辦學目標是成為世界一流的大學。第二類學校是指地方政府主管的「211」院校，它們的目標是辦出100所最好的大學。第三類學校是指地方政府主管的普通學校。這九所大學的樣本代表了中國內地所有主要類型的大學。其次，在每所大學選取三個主要學科的大學教師進行調查：綜合性大學和師範大學選取社會科學、理學院和經濟工商學院三個領域，理工類大學則選取社會科學、理學院和工學院三個領域；每種類型擬分層抽取100名從事教學和科研的教師。

本研究發現大學教師工作滿意度的內涵進一步豐富了國際上相關討論的研究結果。中國大學教師對工資福利的滿意度不僅包括工資、福利（含單位住房、參與會議

的經費），還有學校的後勤服務，即大學的行政支援服務，具有中國特色。大學教師工作滿意度總的均值是3.25，八個國家大學教師工作滿意度總的均值是3.4，美國的教師工作滿意度最高（3.61），德國最低（3.13），澳大利亞的教師工作滿意度均值是3.35，可見我國大學教師工作滿意度總體上低於國際上一些國家，但呈現出基本滿意的水平，但對薪酬及行政支援的滿意度明顯較低。關於影響大學教師工作滿意度的因素，本研究所見，組織層面的影響因素較為突出，如教師參與學校決策等組織氛圍的程度愈高，工作滿意度就愈高；教師對課程設置的影響力愈大，工作滿意度愈高。假如大學教師感到行政人員對教師的配合愈好，工作滿意度亦愈高。這反映出教師普遍關心大學的管治模式及參與決策的機會，愈能獲賦予參與管理和課程設置等權力的教師，且不受大學行政部門不合理干預者，其工作滿意度愈高。

本研究第二階段採用質化研究法，對九所抽樣大學其中三所的60位教師進行了深入訪談，以深化對大學教師工作的理解。據深入訪談所見，大學教師的工作滿意度受多重制度及結構因素影響。首先，聘任制改革對教師工作造成很大的心理壓力，教師感到工作的穩定性備受威脅，聘任制重科研產出的硬指標牽引着教師的工作方向。面對聘任制這改革措施，不同教師有不同的對應策略：部分服膺於政策的要求；部分完成最低限的產出要求後，爭取空間做自己真正有興趣的學問；極少部分表現出較明顯的抗拒，寧願犧牲升職機會，都要全心投入於教學工作。其次，不少受訪者反映，在聘任制強調科研的硬指標下，研究與教學面對明顯矛盾，教師在無可選擇下，重科研輕教學，不少受訪者都提出對當前大學教育質素的憂慮。此外，為彌補高校經費的不足和教師微薄的收入，不少教師都參與橫向研究，爭取額外資源。然而，橫向研究強調對企業的適用性，不一定有助於發表高水平的學術文章，這一類型研究亦無可避免拉散了大學教師的精力。最後，對於大學教師的工作環境及條件，實質而言，大學教師在學院一級的決策參與是非常有限的。最近積極推動的教授委員會，暫時仍在較為形式化的階段；教授委員會大多只有給予意見的角色，並未真正備有決策權，大學教師參與校政決策的機會仍是相當有限。研究初步所見，大學教師的工作面對的情境日益複雜，在以上多重制度及結構的張力下，對其工作狀況的理解亦含意複雜。

中國內地中部一所地方大學上下課的熱鬧情況

中國內地中部一所「211」大學的畢業生合照

Research Programmes

Research Programme on Education Administration, Leadership and Changes

Dealing with Change in Hong Kong Schools Using Strategic Thinking Skills*

Principal Investigator: Nicholas Sun-keung PANG

Hong Kong, like many societies, has been undertaking a major restructuring of its school system (Education Commission, 1999, 2000). Complexity created by these waves of change requires that leaders act and think strategically. Change provides opportunities, growth, innovation, as well as threats, disorientation, and upheaval. Whether a leader is able to appreciate change depends very much on his or her attitude in perceiving it. As far as educational leaders are concerned, their abilities to deal with change lies entirely in how they think and how they help their members prepare for continuous professional development and school improvement.

The theoretical framework guiding this study builds on the earlier work of Argyris and Schön (1978) and Senge (1990). It is to assume that three cognitive processes of systems thinking, reframing and reflection will be potential distinguishers between successful and less successful leaders in Hong Kong. Leaders use information gathered through systems thinking and reframing during the process of reflection to make sense out of situations. These three processes assist leaders in (a) reframing situations so they become clearer and more understandable; (b) reflecting and developing theories of practice which guide actions; and (c) thinking in more holistic ways. They also aid leaders in seeing events and problems in terms of concepts, which are useful ways of thinking effectively about problems.

Aims of the Study

This research adapts Pisapia's (2009) study of the strategic thinking capabilities of leaders in the United States and development of the Strategic Thinking Questionnaire (STQ) to the educational context of Hong Kong (Pisapia, Pang, Hee, Lin, & Morris, 2009). The research seeks to determine if there is a relationship between the cognitive capabilities of educational leaders in Hong Kong and their success. The study was guided by three research questions:

1. What are the relationships among the three cognitive capabilities for strategic leadership in Hong Kong schools?
2. Is there a relationship between Hong Kong school leaders' understanding of system dynamics and their use of these cognitive capabilities?
3. Is there a relationship between Hong Kong school leaders' use of these cognitive capabilities and their effectiveness?

Brief Findings and Implications

Based on empirical data collected from educational leaders randomly selected in Hong Kong, the major statistical findings among the variables in the research framework are as follows:

1. The study shows that: (a) the three strategic thinking capabilities are positively associated; (b) there is a significant correlation between systems thinking and reflection, with a coefficient of 0.50; (c) other associations are only weak.
2. Hong Kong school leaders with strong understanding of system dynamics make greater use of the three strategic thinking capabilities (systems thinking, reframing and reflection) than those who have weaker knowledge. The finding indicates that knowledge of system dynamics and the practice of the three strategic thinking capabilities are highly associated and both will reinforce each other.
3. Reflection and reframing have no significant effects on perceived leader effectiveness. However, systems thinking has positive and significant effects on leader effectiveness in schools. That is, the practice of systems thinking is a strong predictor of leadership success and it matches previous propositions (Senge, 1990) and research (Pisapia, 2009). It might be concluded that systems thinking is

a crucial determinant of success in leadership and organizational learning.

The study of cognitive capabilities of leaders is in its infancy. Therefore, it is difficult to accurately assess the true impact of strategic thinking on leader success. The current study tends to support earlier work by Pisapia (2009) and Pang and Pisapia (in press) that improving strategic thinking capabilities can enhance leader effectiveness. Three major impressions of the way a leader processes information were gleaned from the statistical analyses presented above. First, the use of strategic thinking capabilities significantly (directly and indirectly) distinguished between more and less successful leaders. Second, there was a cumulative impact of the use of the three capabilities, which formed the strategic thinking construct. The strength of the relationship between strategic thinking and leader success increased as leaders used the three cognitive processes in tandem. However, systems thinking explained most of the variance of the impact of strategic thinking on leader success. Based on the findings, we conclude that successful leaders use the three strategic thinking capabilities differently from less successful leaders. Third, systems thinking presents greater explanatory power than reflection and reframing.

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Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.

Publications

Journals 學報

教育學報
第39卷第1–2期（2011）

Educational Research Journal
Vol. 26 No. 2 (2011)

Education Policy Studies Series
教育政策研討系列

No. 75   Hong Kong Students on Line: Digital Technologies and Reading in PISA 2009
Esther Sui-chu Ho

This paper uses the PISA 2009 database to examine Hong Kong students' digital performance in reading and to explore the nature and impact of students' ICT attitudes and behaviour at home and in school on their performance from an international perspective.

Although almost all 15-year-old students have access to computer and the Internet at home and in school in Hong Kong, the discrepancy of digital reading literacy is large, especially between schools (45.5%), which is higher than the OECD average of 38.0%. Results indicate that Hong Kong students who engage in computer use most frequently (every day or almost every day) for online forum, using e-mail, communicating with other students about schoolwork, and browsing the Internet for schoolwork perform better in digital reading. However, frequent users of computers who engage in maintaining blog and downloading entertainment materials perform slightly worse on average than moderate users.

Programmes for Professional Development

學校領導專業發展培訓課程

我們相信，學校領導是提升教育質素的關鍵人物。只有透過持續專業發展，確保學校領導的才能得以不斷提高，使他們成為專業行政人才，方能推動學生的全人發展。為使學校各級行政人員成為能幹且充滿幹勁的學校領導和專業學習社群，俾能面對不斷求變的知識型社會的挑戰，亦為建立學校領導之間互相交流和支援的氛圍，香港中文大學特別設計此學校領導專業發展培訓課程，讓學校各級領導有機會接受持續專業發展培訓，一展所長。

香港中文大學教育學院、教育行政與政策學系、香港教育研究所、香港教育領導發展中心接受深圳市羅湖區人民政府教師培訓中心邀請及委託，為深圳市羅湖區八所中、小學舉辦「學校領導專業發展培訓課程」。課程為期半年，由2012年2月至7月止。

學校領導專業發展培訓課程旨在：

1. 讓學校領導深入認識領導者的角色及相關理論與實踐；
2. 提高校長的專業知識、領導能力及研究能力；
3. 讓學校領導參觀香港境內學校，從而了解及反思自己學校的發展方向；
4. 擴闊學校領導的國際視野，開拓思路，以期提升學校教育質素；
5. 讓學校領導反思個人及學校現況，了解彼此關係，提升領導效能；及
6. 提供專業發展方向及顧問指導服務。

本課程旨在促進深圳、香港兩地教育領導的學術及實務交流，並為深圳羅湖區學校領導人員提供持續專業進修機會。學員包括每所學校四名領導人員，計有校長、副校長、書記及主任等。課程活動包括講授、參訪學校以了解香港學校校園文化、考察香港教育系統及文化、進行以學校改革為核心的行動研究、舉辦研討會及出版書刊等。學員反應熱烈，課程獲一致好評，敬希垂注日後更多活動消息。

學校領導專業發展培訓課程
2012年2月22日開學典禮後導師與學員合照

校董培訓課程

香港公營學校的法團校董會是按香港法例第279A章成立。在這法例下，法團校董會在學校管治上比以前享有更大自主權，亦可更靈活運用資源，以給予學生優質教育。與此同時，法團校董會亦須增加透明度，加強問責，並容許主要持份者參與校政決策。然而，現時香港公營學校的管治仍然存在很多問題，主要原因是不少學校校董只憑一鼓熱誠參與管治，但對於如何管治仍然未有清晰概念。有見及此，香港中文大學教育學院、教育行政與政策學系、香港教育研究所、香港教育領導發展中心和香港教育局合作，在2011–2012學年為香港中、小學校校董提供合共八個、每個十五小時的培訓課程，其中半數課程的對象是不熟悉學校運作的校董，另外半數則為熟悉學校運作者開設。課程內容包括學校管治的法律議題、財務管理與監控、有效決策等實務課題，亦有如何營建學校文化，以及如何促進學校、家庭與社區聯繫等前瞻性課題。任教導師包括本校教育行政與政策學系導師、現職或已退休資深校長和校董。課程推出後大受歡迎，申請者接近四百人，大部分擔任學校校監、家長校董和教師校董，當中不少是專業人士和機構行政人員。

學校管治的改進與研究

除了提供培訓課程外，教育行政與政策學系的關譽綱教授和譚偉明博士亦合作進行一項「學校管治研究計劃」，目的是了解現時學校管治狀況，並搜集資料，探討哪些校董會具備高效能。研究計劃於本年4月底開始，為期一年。研究結果將有助香港的教育工作者和學校校董更清楚了解校董會的運作規律和常見問題，並汲取成功經驗。

Conferences, Seminars and Public Lectures

研討會及公開講座

日期	題目	合辦單位／講者
14/6/2012	照顧有不同教育需要學生的事業發展： 題目1：你做得到！為有特殊教育需要的學生提供事業輔導 題目2：非華語學生：從文化了解到事業輔導	胡嘉如女士 （前順德聯誼總會胡兆熾中學輔導主任） 史思明先生（香港基督教服務處融匯－少數族裔人士支援服務中心）
9/6/2012	課外活動專業發展研討會「服務遊學新領域」暨協會2011–2012年度會員大會	香港課外活動主任協會 香港中文大學教育學院
19–20/12/2011	2011兩岸四地生命教育論壇： 後現代及全球化下的生命教育 〔研討會：19日下午及20日上午〕	香港中文大學校友校長會 香港中文大學教育學院
16/12/2011	香港中文大學教育學院內地同學會第十二屆年會：變革情境中的「教育拼圖」──對中國教育改革前沿生態的觀察與反思 〔研討會：17日上午〕	香港中文大學教育學院
10/12/2011	第十三屆兩岸三地課程理論研討會： 課程與教學的探究基礎：為何與何為 〔內部研討：9日下午及11日上午〕	香港中文大學教育學院 人民教育出版社教育部課程教材研究所 國立臺北教育大學

價值教育講座系列

21/4/2012	在多元價值的世界裏要珍重甚麼價值？	價值教育文學碩士課程畢業生
10/3/2012	生命教育研討會： 生命教育需要怎樣的群體和怎樣的同行者？	龔立人教授（香港中文大學優質生命教育中心） 梁錦波博士（全人生命教育學會、香港神託會培敦中學）
25/2/2012	「林」中共舞：人本教育經驗談 後現代文化下價值教育的方向	林孟平教授（香港教育研究所） 林孟秋教授（香港中文大學社會工作學系） 鄧瑞強博士（香港中文大學文化及宗教研究系）
18/2/2012	性的疑惑・情的學習：性教育何去何從？	朱麗英女士、莊詠敏女士 （香港基督教服務處深中樂Teen會）

中學生價值教育系列

23/6/2012– 7/7/2012	思考價值2012 ◆ 感情・潮流・Rethinking ◆ 舊區・剪影・Recycling ◆ 自然・體驗・Reconnecting	香港中文大學教育學院 價值教育學會 香港基督教服務處深中樂Teen會 自然脈絡

研討會及公開講座（續）

日期	題目	合辦單位／講者
個人成長及家長教育講座系列		
2/6/2012	中港融合——反思訓導及輔導老師的角色	陳廷三博士（香港教育研究所）
14/4/2012	迎接初中兒	徐巧華女士（香港教育研究所）
	孩子，盼我可以放下你……	何麗英女士（香港教育研究所）
25/2/2012	摸着石頭育兒	劉翀先生（基督教香港信義會天水圍青少年綜合服務中心）
14/1/2012	家庭在子女學習上的貢獻與障礙	陳廷三博士（香港教育研究所）
學生活動教育講座系列		
21/4/2012	快快樂樂「創」科學！——透過學生活動提升科學創意	黃金耀博士（香港新一代文化協會科學創意中心）
7/1/2012	藉生態攝影活動引領學生關注環境議題	蘇毅雄先生（生態協會）
通識教育講座系列		
31/3/2012	準老師求職面試技巧講座：如何在雙學制結束後，覓一教席？	歐陽美儀老師、莊達成老師、何嘉謙老師（通識教育科專業發展學會）
17/3/2012	如何理解通識教育科的性質？	黃顯華教授（香港教育研究所）
11/2/2012	通識教育科第二份模擬試卷有何啟示？	鄭漢文博士（香港中文大學教育行政與政策學系）
14/1/2012	通識科教師的使命與職志	曾榮光教授（香港教育研究所）
田家炳訪問學人講座		
15/3/2012	中國的學術錦標賽制與學術等級系統	閻光才教授（華東師範大學高等教育研究所）
18/11/2011	教育促成人的發展——基於現場和模型的研究	孫杰遠教授（廣西師範大學教育科學學院）
7/11/2011	教師的社會角色困境	趙昌木教授（山東師範大學教育學院）
香港教育研究所訪問學人講座		
7/12/2011	北京地區普通高中技術教育現狀及思考	丁曉娜女士（中國教育科學研究院）
	中國教育決策機制重大創新——談國家教育咨詢委員會成立及其運作機制	馬延偉女士（中國教育科學研究院）
30/11/2011	中小學特色與品牌策劃的研究	方銘琳博士（中央教育科學研究所）
	中國農民工隨遷子女教育政策發展及新趨勢	張智博士（中央教育科學研究所）

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

Professional Learning Community in Hong Kong Schools

According to DuFour, DuFour, Eaker, & Many (2010), professional learning community (PLC) is "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (p. 11). In other words, PLC is a continuous job-embedded learning of teachers for the core mission to improve students' learning. Being guided by a shared vision of what a school must become to ensure students' learning, staff members make collective commitments clarifying what they will do to create such an organization and the effectiveness of the PLC is assessed on the basis of students' intended learning outcomes. Members of the PLC work collaboratively in teams that engage in collective inquiry to identify any discrepancies between the best practices in learning and teaching and the current condition of their school. This collective inquiry process facilitates PLC members to come to a consensus in developing strategies and competencies to build on strengths and address the specific weaknesses or concerns in learning and teaching (DuFour et al., 2010). Shared knowledge is then built by discussions, sharing of personal practices, or even organizing staff development programme(s) for teachers to acquire new skills and capabilities in order to address the issues concerned by the PLC (Hord & Sommers, 2008). Hence, after implementing the new knowledge and strategies, PLC members will analyze the changes and explore what was effective in improving their students' learning. An ongoing improvement cycle is then formed by applying continuously the new findings and knowledge in the school practices through the PLC (DuFour et al., 2010). Through teachers' working and

learning together in PLCs, changes and innovations in school are no longer in a top-down approach but rather bottom-up shared efforts initiated by teachers themselves. Gradually, this proactive attitude from teachers will transform the culture of school and encourage participation from every school member for shaping a better learning environment for their students to develop their potential to the fullest.

Although the essential characteristics of PLCs for enhancing the effectiveness of learning and teaching and for improving students' learning outcomes have been emphasized by the Advisory Committee on School-based Management (2000) in Hong Kong, it is found that school leaders are still generally weak in communicating their missions and goals clearly to their staff, whereas teachers were also reluctant to contribute to the establishment of the school mission (Pang, 2006). Thus, there is an urgent need for schools to transform themselves into learning organizations by means of PLCs so that they are more competent to cope with the challenges created by the current educational reforms and provide quality education for their students.

In view of the need mentioned above, knowledge and skills must be provided for principals and teachers for creating PLCs in Hong Kong schools. Professor Nicholas Sun-keung Pang, the leader of the School Development and Evaluation Team (SDET), has been working closely with international renowned experts and scholars in the field and exploring the opportunities to organize professional training programmes to assist school administrators and teachers in initiating, implementing and maintaining PLCs for sustained improvement for student learning in the near future. For updated information about such move, please refer to the SDET Website (http://www.fed.cuhk.edu.hk/sdet/).

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Hong Kong Centre for International Student Assessment

PISA 2012 Main Study in Hong Kong in Full Swing

Thanks to the participation of over 140 schools, PISA 2012 Main Study is now well underway. The field operation started on 18 April 2012 and will finish by 29 May 2012. In this PISA cycle, what are worth highlighting are the return of Mathematics as the major domain since PISA 2003, which offers an invaluable opportunity for comparing student performance over time, and the use of a computer-based platform in test delivery. As a token of appreciation, monographs with PISA released items and marking schemes were given to participating schools as teachers' references in teaching and assessment.

Workshop for Science Teachers: Open for Registration Now!

It has always been our first priority to utilize the PISA results to inform schools and stakeholders in the field of education on teaching and assessment. Drawing on the PISA 2009 data, Dr. Victor Kwok-chi Lau and Dr. Terence Yuk-ping Lam, members of our Science Experts Team, will present a science teacher workshop entitled "The performances of Hong Kong students in the assessment of scientific literacy in PISA — Implications for the teaching, assessment and curriculum of sciences in Hong Kong". The workshop is scheduled on 2 June 2012 (9 a.m. to 12 noon) in Room B6 of Ho Tim Building, The Chinese University of Hong Kong. A science teacher guide was already published in February as a supplementary material to the workshop. All science teachers and other interested parties are cordially welcomed to attend this workshop. For details and registration, please visit HKPISA Centre's Website (http://www.fed.cuhk.edu.hk/~hkpisa/).

New Publication: *Hong Kong Students on Line*

Compiling the survey results of digital reading literacy in PISA 2009 study, Prof. Esther Sui-chu Ho, the Centre Director, published a monograph entitled *Hong Kong Students on Line: Digital Technologies and Reading in PISA 2009* in February. This occasional paper is the first comprehensive report which covers Hong Kong students' performance in digital reading and their attitudes towards information and communication technologies. For more information, see the "Publications" section in this Newsletter.

Coder Training Meeting in Salzburg, Austria

On 13–18 February, Prof. Esther Ho and the Centre staff attended the coder training meeting in Salzburg, Austria, in the midst of a frosty weather. National Project Managers and PISA colleagues from over 60 countries participated in this meeting to be trained on the coding exercise of PISA test items, which will commence soon after the field operation.

PISA Assessment Framework and Pedagogical Practice Series

Centre for the Advancement of Information Technology in Education

Throughout the past years, the Centre for the Advancement of Information Technology in Education (CAITE) endeavoured to promote collaborative learning, develop an exploratory outdoor learning environment, and enhance the integration of information technology in education.

Promotion of Collaborative Learning

With the invaluable support of principals and teachers and the active participation of students, the project "Cross-Region Game-based Collaborative Inquiry Learning" was launched successfully through the Learning Villages platform in this academic year. In addition to the usual pairings of schools between Hong Kong–Beijing, Hong Kong–Guangzhou, Hong Kong–Taiwan and Hong Kong–Singapore, a new matching pattern of schools in Hong Kong–Beijing–Taiwan and Hong Kong–Taiwan–Singapore has been implemented. The project has demonstrated how the game-based collaborative approach is able to broaden students' horizons, increase students' sense of achievement by the invest-and-reward mechanism in Learning Villages, foster students' development in their potential and specific abilities (including skills in analyzing, integrating and evaluating resources from the Internet), equip students with a variety of learning approaches, and cultivate students' team spirit.

Development of an Exploratory Outdoor Learning Environment

EagleEye is an outdoor learning system. With its specially designed features and the use of Global Positioning System (GPS), teachers can use the EagleEye content production system to design outdoor learning activities for students. Students are expected to explore and get the tasks done through treasure-hunting activities using the EagleEye client.

In order to develop students' skills for project-based learning (including collaboration, problem-solving and critical thinking) and to prepare junior form students to prepare for the New Senior Secondary Liberal Studies, CAITE recruited schools to join our new project "Love School, Hong Kong and the Earth".

To further promote the effectiveness of using outdoor learning systems, EagleEye was showcased in the InnoCarnival on 5–13 November 2011 in Hong Kong Science Park.

Enhancement of the Integration of Information Technology in Education

To promote the application of information technology in teaching, CAITE, commissioned by the Education Bureau, organized two professional training courses for school teachers. "Using Free Web-based Applications for Learning and Teaching with Focuses on Project-based Learning (PBL) and Independent Enquiry Study (IES)" aims at introducing the basic concepts of free Web-based applications that schools may adopt to facilitate learning and teaching of PBL and IES while "Effective Use of Google SketchUp in the Learning and Teaching of Geometry in Secondary Mathematics" introduces online visualization tools that teachers and students may use to create 2D or 3D models.

In the coming years, CAITE will continue to collaborate with the academic communities in organizing educational activities.

Teachers guided students in learning activities and distributed tasks to them.

Students were introduced the use of EagleEye and the learning objectives.

Students were doing an outdoor learning activity.

普通話教育研究及發展中心

研製《普通話拼音卡》即將出版

普通話教育研究及發展中心於2011年中開始籌劃《普通話拼音卡》（下稱《拼音卡》）出版項目，並成立編寫小組，展開工作。2012年3月，中心已跟三聯書局（香港）簽訂出版合約，《拼音卡》預計於今年內出版。

出版《拼音卡》的宗旨，是為學習普通話的小學生提供一套「漢語拼音」的學習輔助工具，用以提升拼音學習的興趣和效能。目前，香港小學的普通話科教學，根據課程綱要建議，小四才開始學習漢語拼音（聲母、韻母相拼），但隨着「普教中」在小學的實施和逐步推廣，拼音教學在很多學校都出現提前講授的趨勢（在小一或小二進行），而現行教科書仍未能完全配合學校的課程調整，老師們需要自行開發教學資源，尋求教學支援。出版《拼音卡》，可以為教師提供一套拼音課程的教具，輔助課堂教學，活動和遊戲的設計更可與合作學習（小組）模式配合。

研製這套《拼音卡》，主要的設計理念是：培養視讀音節的習慣，加強拼音運用的能力。《拼音卡》共400多張，包括普通話的所有音節，每張卡的音節都配插圖，並有發聲功能，同時列有每個音節不同聲調的常用字，幫助學習者練習和記憶。

中心一貫提倡拼音教學採用音節整體認讀原則，在師資培訓課程中，亦貫徹此理念。近年「普教中」學校迅速增加，拼音課程傾向在初小集中快速完成，要求學生真正掌握運用拼音能力，以配合中文科學習的需要。中心研製的《拼音卡》，將有助推進拼音教學的發展：

1. 《拼音卡》呈現普通話所有音節，有利整體記憶和操練。
2. 《拼音卡》按照音節類型分成若干組，並於說明書中列出各組音節表，這些音節表可用作普通話音節（拼音）練習的材料，彌補現行教科書忽略音節訓練的缺陷。
3. 《拼音卡》的遊戲設計，是通過活動形式給學生提供運用拼音的機會，在「用」中強化記憶，提升學習效能。

在課堂以外，《拼音卡》同樣適用於課後學習（興趣）小組、個人（親子）複習，以至補習學校等使用。

Development Projects

優質學校改進計劃

「優質學校改進計劃」（下稱「計劃」）及前期計劃自1998年起於本地推動全面學校改進，至今已發展成本地最具規模及具代表性的大學與學校夥伴協作計劃。「計劃」持守着目標一致、賦權承責、發揮所長的核心價值，所提供的專業支援已先後覆蓋逾450所本地中、小學及特殊學校。繼往開來，「計劃」反思及總結目前各項學校改進工作的演進，正朝兩大方向穩步邁進：深化課堂教學和學生學習效能，以及建構學校改進的協作網絡。

深化課堂教學和學生學習效能

優質學校改進計劃：學習差異支援（2010–2013）

在過去的支援歷程中，「計劃」不斷強調任何學校改進的效益必須落實到優化課堂教學效能之上，讓學生學得有效、學得愉快。回應近年教育界對照顧學習差異的殷切訴求，「計劃」在教育局撥款三千萬元支持下，於2010–2011學年開展為期三年的「優質學校改進計劃：學習差異支援」（Quality School Improvement Project: Support for Learning Diversity, 2010–2013），分階段為100所本地中、小學提供處理學習差異的專業支援。這方面的工作不單要向學校教師傳遞一套足以應付不同學能學生的教學法，更要讓教師對不同潛能、才華、學習速度、學習習慣的學生有正確及正面的認識，從而使學生在現有的能力基礎上持續有動機學習。為此，支援工作當要回歸到機構文化、教師信念及專業增能之上，這與「計劃」行之多年的整全式學校改進工作一理共通。

建構學校改進的協作網絡

不少學者指出，網絡與協作已成為近十年學校改進和教育改革的中心議題。由此，「計劃」一直致力推動教師之間、學校之間以至地區之間的協作網絡，促成大大小小的學校改進實踐共同體，擴闊機會、共享資源。

跨校學習社群

「計劃」自2005年首辦小學數學科跨校學習社群「信心教師計劃」，參與教師都十分肯定學習社群的效能。是以針對不同學科、不同工作範疇的學習社群先後成立，透過定期聚會，聚集不同成員學校中工作崗位、專業背景相近的教師，共同就特定主題進行學習和分享。2011–2012學年所設跨校學習社群共六個（見表一），涵蓋小學不同學科及學校領導崗位的工作，嘗試為學校的發展傾注多元能量。

聯校教師專業發展日

「聯校教師專業發展日」為「計劃」最大規模的年度跨校專業交流活動，就教育界關注的議題及成員學校的共同需要，於同日進行多場針對學校不同層面、學科及工作範疇的講座及工作坊，讓教師按個人專長、興趣和需要報名參與，各取所需。本年度的中學「聯校教師專業發展日」於2011年12月9日假樂善堂余近卿中學順利舉行，主題為「照顧學習差異」，旨在將「計劃」針對學習差異所總結和沉澱的經驗廣作傳播。參與本年度發展日的中學共23所，人數多達1,300人，規模為歷年之冠。「計劃」團隊共編排45節多元化講座及工作坊，與參加者交流學習差異的理論、不同學科的課堂教學實踐、學生培育、領導角色與責任等不同範疇的改進經驗及理論知識。

表一：跨校學習社群活動概況（2011–2012學年）

學習社群	對應範疇	目標
雙乘計劃	小學中文科	透過工作坊、經驗分享等，讓教師交流中文科教學與科組管理的理念，推動中文科發展及學校改進
信心教師計劃	小學數學科	豐富數學知識基礎和教學能力，透過實踐、觀課、評課、分享，應用所學和反思，鼓勵教師自我優化
小學常識科學習社群	小學常識科	探討常識科不同範疇的課程內容和教學策略，並透過社群網絡的交流分享，擴闊教師視野，提升教師的教學能量，推動學科發展
小學課程統籌主任學習社群	小學課程統籌主任	分享教育發展最新趨勢及專業知識，安排跨校觀摩交流，提升領導角色，推動學校發展
小學副校長學習社群	小學副校長	透過有關教育及領導的專題探討、訪校等活動，提升副校長對領導角色的理解
小學校長學習社群	小學校長	透過抽離式學習培訓，提升小學校長的管理角色及效能

兩岸四地「學校改進與夥伴協作」學術研討會

踏入21世紀，學校改進工作於華文地區的發展漸趨蓬勃，定期交流有助同業反思自我，讓各地學校改進工作的前線智慧及經驗得以豐富。香港中文大學在推動華人社會學校改進工作的交流上一直不遺餘力，自2006年發起主辦第一屆兩岸四地「學校改進與夥伴協作」學術研討會，中國內地、香港、台灣及澳門的學校改進學者、專家團隊及前線教育工作者都踴躍參與並爭取主辦研討會，繼香港、上海、澳門及北京，第五屆研討會由蘭州西北師範大學主辦，並已於2011年9月17及18日順利舉行。研討會以「基於大學與中小學夥伴協作的教師專業發展」為題，交流各地觀點與經驗。「計劃」執行總監趙志成博士及學校發展顧問黃顯華教授分別獲邀作主題報告及專題演講；「計劃」團隊亦主持論壇，與參加者分享「計劃」於香港中、小學開展全面及可持續學校改進工作的歷程。歷屆研討會成果甚豐，有關團隊曾發表的文章，請瀏覽 http://www.fed.cuhk.edu.hk/~cthk/