

L/O/G/O



從大陸教師評鑑制度看台灣

何希慧

臺北市立大學

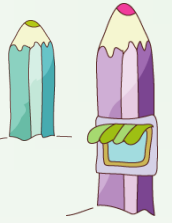
教育行政與評鑑研究所

師資培育及職涯發展中心





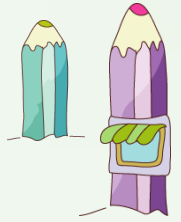
教師專業發展評鑑 vs. 教師評鑑



- ▶ 「教師專業發展評鑑」係指「教師專業發展導向之評鑑」，目的是以協助教師專業發展為主的形成性評鑑，其有別於「教師績效責任導向之評鑑」。
- ▶ 易言之，就評鑑目的言，教師評鑑之類型可以分為「教師專業發展導向之評鑑」與「教師績效責任導向之評鑑」。



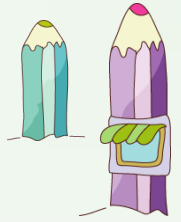
台灣的教師專業發展評鑑



- ◆ Teacher evaluation of professional development started in 2006
- ◆ Nation-wide Educational Congress in 2010, three main conclusions are made: (1) announcing **White Paper of Teacher Education**; (2) amending **Teachers' Act** and legislating **Teacher Evaluation Act**; (3) completing **standards of teacher profession and criteria/indicators of teacher professional performance**.



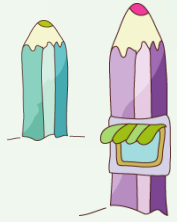
教師專業發展評鑑的理念與目的



- ◆ Establishing a professional, trusty, fair and objective teacher evaluation system and supportive mechanism.
- ◆ Leading teachers into **peer observation, feedback and dialogue, self-reflection, professional development, and effective teaching.**
- ◆ Enhancing student learning outcomes
- ◆ Target: **1-12 full-time teachers**



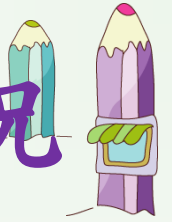
台灣教師專業發展評鑑的特色



- Founding on the **core value of student learning**
- Starting with **professional development and supportive mechanism**, like learning community and mentoring system, rather than evaluation
- Taking MOE, locals and schools into **partnership**
- Ensuring the quality of evaluators and mentors
- Making considerate support and professional guidance for teachers who do not pass the evaluation



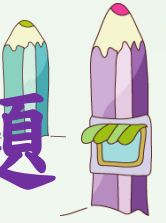
教師專業發展評鑑的推動現況



- **Number of schools** in Taiwan : 3,892
- Number of **participating schools**: 1,374
(35.27%)
- **Number of teachers** : 200,841
- Number of **participating teachers**: 41,762
(20.79%)
- After legislating **Teacher Evaluation Act**, all of the 1-12 teachers in Taiwan will be stipulated to fulfill the teacher evaluation in 2014



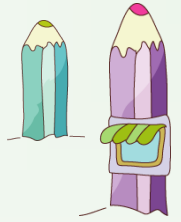
推動教師專業發展評鑑之問題



- ◆ 形成性評鑑 vs. 總結性評鑑
- ◆ 動力與目標不足
- ◆ 教師屬專業工作
- ◆ 面子問題和自尊
- ◆ 不信任評鑑制度與評鑑人員 Distrust with evaluation (including its standards and criteria, process and outcome application) and quality of evaluators



台灣推動教師評鑑之問題釐清



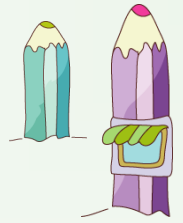
- 誰來評鑑我？（**評鑑人員**）
- 用什麼來評鑑我？（**評鑑標準、規準、指標**）
- 評鑑對我有什麼用？（**評鑑如何才能真正促進專業成長？**）
- 評鑑將增加我的負擔？（**如何有效整合教師目前正在做的工作？**）
- 評鑑如何有效執行？（**如何提供以證據為基礎的評鑑資料？**）
- 評鑑如何促進教師專業發展？（**如何結合教師評鑑、專業發展與教學輔導成為教師評鑑系統？**）
- 評鑑如何得以長久持續？（**如何落實相關配套？**）

資料來源：教師評鑑研發小組 國立台灣師範大學教育政策與行政研究所教師評鑑資源網

<http://www.ntnu.edu.tw/fp/teacher/index.html>



大陸教師評鑑制度給台灣的啟示



- ▶ **制度法令**：
 - (1) 三級管理系統的落實執行
 - (2) 結合支持獎勵系統、職級評聘與績效考核
- ▶ **文化心理**：身分尊重(執行端)與專業思維(受評端)； 建構本土教師評鑑
- ▶ **人性基礎**：需求的滿足→自尊自重的建立
→ 反思內省與欣賞接納
- ▶ **代價與補償機制**

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謝謝聆聽 敬請指教

