



在職校長 專業發展需要分析課程

香港校長專業發展需要分析辦公室



焦點一：
問責





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「問責」是現今學校的關鍵詞

標準可令人與人之間和諧共事，而問責則為各人提供安全感。

在職校長都有意識地明白問責的需要，他們及學校員工都需向教育統籌局及家長負責。現今，不論屬於津貼、私立或獨立辦學團體，所有學校都在體系中競賽，並日益以表現及用戶為競爭導向。為了滿足公眾監察要求，各校紛紛撰寫公開報告，而納稅人對教育經費能運用得宜期望更殷。

你是否一個有責任感的領袖？



「一個人受權力負累抑或享用權力、
受責任羈絆或由此而釋放、
受他人及外在勢力驅使或反之感染一眾心靈 -
這都屬於領導才能的本質。」

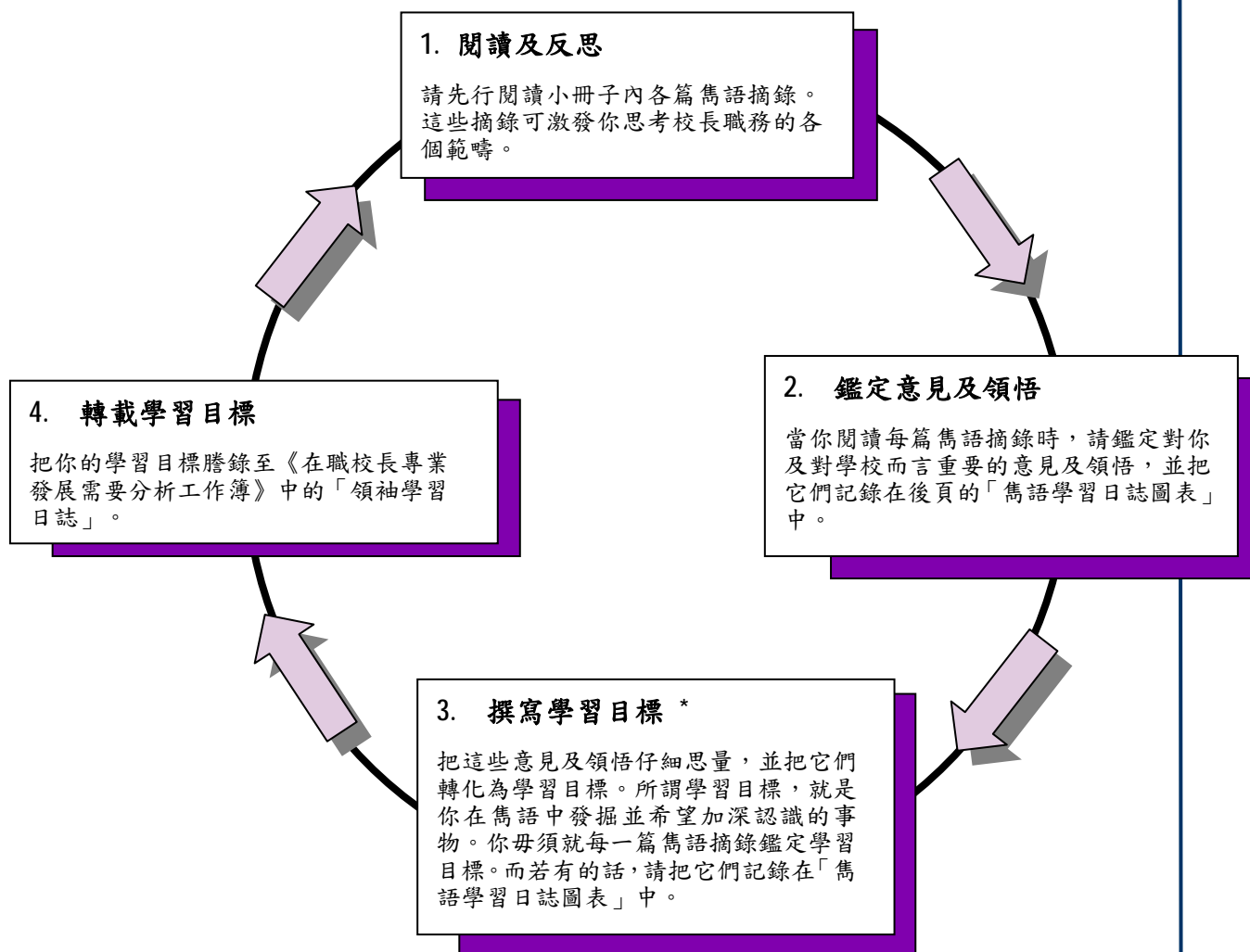
- 白修德《總統的產生 - 1960》

(Theodore H. White, *The Marking of the President*, 1960)

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使用說明



* 學習目標就是你在雋語中發掘並希望加深認識的事物，它應與你從雋語中所鑑定的意見及領悟相關。

雋語學習日誌圖表

日誌是一份記錄或日記，記載你在閱讀雋語後所取得的進展。

下列為「雋語學習日誌圖表」的結構及騰錄例子。

日期	雋語摘錄	從雋語中啟發的意見及領悟	學習目標
8/5/05	雋語摘錄六： 什麼是電子書？	什麼是電子書？它們是否合乎成本效益？	目標： 審視在我的學校中使用電子書的可行性 - 聯同英文科主任及圖書館主任發展一項計劃，研究這個提議可否節省費用。

當你閱讀小冊子內各雋語摘錄時，請填寫下頁的圖表，然後將學習目標騰錄至《在職校長專業發展需要分析工作簿》中的「領袖學習日誌」。

雋語學習日誌圖表：問責

日期	雋語摘錄	受雋語啟發而得的意見及領悟	學習目標

*將最重要的學習目標騰錄至《在職校長專業發展需要分析工作簿》中的「領袖學習日誌」。

焦點學習日誌圖表：問責

日期	焦點摘錄	受焦點啟發而得的意見及領悟	學習目標

*將最重要的學習目標騰錄至《在職校長專業發展需要分析工作簿》中的「領袖學習日誌」。

雋語摘錄一 • Rigorous Accountability System

Experts have suggested a framework for establishing local 'extra school infrastructures'. One of the four components required to make the infrastructure work is a *rigorous accountability system*. This element is both a policy and a capacity-building proposition. Such a system should generate and make available data on student achievement, but it must also be underpinned with an *explicit philosophy of decentralization*. The first goal of external accountability is to shape the terms of discussion among professionals and parents in the school and other officials in terms of:

- what educational goals for children are worth holding;
- what quality instruction looks like; and
- how overall school operations might be structured to create environments more conducive for student learning.'

In short, productive central strategy turns first to an educative tool, rather than direct regulation, to influence local action. At the same time, an important aim of external accountability is the 'identification of non-improving schools'. As long as governments sincerely believe in and invest in decentralization, there is room for intervention in persistently non-performing schools and districts.

The establishment of such a sophisticated accountability system is no easy task. The agencies responsible for generating and conducting accountability reviews should be at least quasi-independent of the government in order to preserve the integrity of the system. In addition to the availability of good data, the process of quality reviews must engage schools and districts in examining what they are doing and in developing corresponding actions. At the same time, this does not mean that the quasi-independent agency is responsible for acting on the results. Support for further development, and intervention in cases of continued low performance, is the responsibility of central agencies whether they act at a local or

national level. All of this will take some doing because the technology of assessment is complex, as is the balancing act required of a system that is simultaneously educative and evaluative.

In summary, one key role of the external accountability system is to help build local capacity for examining and taking action on assessment data – what is called 'assessment literacy'. Another role is to intervene in persistently failing schools and school systems. Combining these educative and evaluative roles requires great sophistication and judgment.

Extracted from:

Fullan, M. (1999). *Change forces: The sequel* (pp. 56-58). London: Falmer Press.

焦語摘錄二 · Three Takes on Accountability and Effective Schools

1. Accountability means:

- Strengthening the ability of schools to provide their local communities with information that explains their performance in providing high quality care, education and training against agreed benchmarks.
- Strengthening local school's ethical and professional use of performance information and benchmarks as part of their process of self-evaluation and continuous improvement in student learning outcomes.
- Strengthening the ability of schools to provide the people [of Hong Kong] with information about their performance in providing high quality care, education and training.

2. Councils and Principal Accountability:

School Council	Principal
<p>Is accountable to the community and the Minister for meeting the objectives and targets of the governments education plan.</p> <p>Is responsible for consultation with the community and ensuring that decisions take into account the range of community views, with particular attention to the views and needs of disadvantaged and minority groups.</p> <p>Is accountable to the community for ensuring that the educational needs of students are addressed.</p>	<p>Is accountable to the Chief Executive for the education outcomes of students.</p> <p>Is accountable to the Chief Executive for the educational leadership and performance management of staff by:</p> <ul style="list-style-type: none"> • working with staff to develop and deliver quality educational programs which meet students' needs, • reporting to the school community on curriculum developments, • ensuring the provision of quality training and development for staff. <p>Is responsible for monitoring and reporting on student learning outcomes to the Chief Executive.</p>

3. Financial and Asset Accountability:

Feature	Effective accountability	Non effective
Funding and Accountability	A global budget based on a transparent, predictable and output-based formula. Accountability integrated into an accepted quality endorsed Accountability Framework.	Many different formulas for working out funding that are related to inputs. Each has its own separated and unrelated accountability measures.
Financial Management	An annual firm budget with a projected budget. Monthly and annual financial reports to assist planning and monitoring. Access and training to use cash flow plans and other tools that complement accountability framework.	Cash grants for each financial year received at different times, allocated by a range of formula and accounted for by different mechanisms.
Asset Management	Priority for the development of Asset Management Plans. Professional development related to asset management. Accountability for assets built into the quality endorsed Accountability Framework	No asset management plan. Assets 'written off' as they break down or simply stored somewhere in the school. Value of assets not assessed.

Extracted from:

Three educational reform strategic direction documents of departments of education: "Schools of the Future" (Victoria, Australia); "Tomorrow's Schools" (New Zealand); and, "Partnerships 21" (South Australia).

雋語摘錄三 • Principles of a Standards and Evidence-based Teacher Evaluation System

The following table summarizes the eight principles that underpin a standards- and evidence-based system of teacher evaluation.

Operationalizing the eight principles of high-quality teacher evaluation requires the development of a set of standards by which teacher performance can be judged and a system of procedures for collecting, compiling, and using data to make an evidence-based summative judgment.

Eight Principles for High-Quality Teacher Evaluation

1. Teacher evaluation should be comprehensive and attempt to account for all the duties that teachers are expected to perform.
 2. Effective teacher evaluation systems make use of a wide variety of data sources in order to provide an accurate and reliable portrait of teacher performance.
 3. Well-qualified, trained administrators are the appropriate personnel to make summative judgments concerning teacher performance.
 4. Ongoing professional development focused on the teacher evaluation system must be provided for all professionals in the organization.
 5. The process used to develop and assess the teacher evaluation system should be participatory and open to representatives from various stakeholder groups.
 6. The process used to evaluate teacher performance should emphasize the use of professional judgment informed by a deep understanding of both the research on teaching and the specific teaching context.
 7. The teacher's due process rights must be protected by the teacher evaluation system.
 8. The procedures used for the evaluation of veteran teachers who are performing at a satisfactory level or better should differ from the procedures used to evaluate pre-service teachers, novice teachers, or veteran teachers whose performance is marginal or worse.
-

Extracted from:

Nolan, Jr., J., & Hoover, L. (2004). *Teacher supervision and evaluation: Theory into practice* (pp. 209-210). New Jersey: Wiley.

焦語摘錄四 • Are We Accountable for Student Results?

Students, parents, teachers, as well as school principals, often feel victimized when test scores are used to make decisions that impact their lives. This feeling sometimes emanates from a lack of understanding and experience in using multiple forms of student performance data. If they understood the importance of collecting, analyzing and using different data, not only to measure student learning, but also to plot future education, they would be less likely to feel victimized. As leaders, principals face a dual challenge. One of acquiring the knowledge they need to understand data-driven decision making, for which their preservice and inservice training did not prepare them. As well as guiding their learning community through the changes in attitude and behaviour the *high-stakes accountability* environment demands.

Principals need not be *victims controlled* by this environment. There are seven guiding principles administrators can use to transform themselves from victim to victor, in order to harness the value of data-driven decision making, to empower their learning community in the process, and together, to improve their schools.

The guiding principles outlined in this critical issue are not intended to comprehensively address the many leadership issues, attitudes and behaviours required to effectively guide schools through the high-stakes accountability environment. Rather, the following seven guiding principles offer a starting point and potential springboard to bolster school principals' own initiatives as they confront the challenge and welcome the opportunities that lie ahead.

Guiding Principle 1

Vision: See the forest. Tend the trees.

Guiding Principle 2

Community: Let go of solo.

Guiding Principle 3

Professional Development: Mine the wealth within.

Guiding Principle 4

Governance: Policy.

Guiding Principle 5

Integrity: Stand and deliver.

Guiding Principle 6

Judgment: Expect the best. Forget the rest.

Guiding Principle 7

Assessment: Speak in data. Harness its power.

Extracted from:

Bennett, A. (2003). Guiding principals — Addressing accountability challenges. Retrieved 9 October 2003, from <http://www.ncrel.org/sdrs/areas/le0cont.htm>

雋語摘錄五 • Evidence of Success

Definition

Evidence of success is found in the data related to student achievement, behaviours, demographics, programs and staff perceptions. It facilitates decision making leading to the improvement of teaching and learning.

Rationale

Successful schools gather and use a variety of information (data) to improve teaching and learning. Data gathered becomes a basis for identifying areas of excellence and areas of need.

Key ideas

1. Evidence both shapes a school's goals and documents progress.
2. Quality evidence uses multiple indicators to identify strengths or needs within a school.
3. Evaluate the quality of evidence according to recognized standards: reliability, validity, and generalisability.
4. While maintaining high standards for all students, monitoring achievement gaps for historically underserved students should be a primary goal; this gap should narrow significantly year after year. Closely monitoring disaggregated data and analysis are key to reducing gaps in students' achievement.

Successful schools have evidence of success that:

1. is directly related to preset goals and objectives.
2. is recent and relevant.
3. includes academic as well as other student behaviour-related information (for example, truancy, attendance, dropout rates and discipline referrals).
4. is derived from multiple sources.

5. brings about improved achievement results for all students.
6. is communicated in an easily understood way to the learning community.
7. is disaggregated and identifies achievement gaps relative to gender, race, ethnicity, disability or income.

Extracted from:

Wisconsin Department of Public Instruction. (2003). Characteristics of Successful Schools. Retrieved 9 October 2003, from <http://www.dpi.state.wi.us/dpi/dlsea/sit/cssintro.html>

雋語摘錄六 · Mutual Obligation and Lateral Accountability

*If you want to develop leadership, you should focus on reciprocity – the **mutual obligation** and value of sharing knowledge among organisational members. The key to developing leadership is to develop knowledge and share it. (p. 132).*

- Reciprocity can also be seen as the basis of **leadership** development and as the simplest definition of interpersonal intelligence.
- **Mutual obligation** entails a responsibility shared by individual employees, work groups, supervisors and the agency to ensure the achievement of agency priorities, including the effective management of human resources

Fullan also states that through focusing on outcomes (what students are learning), assessment literacy is a powerful coherence-maker. Focusing on outcomes clarifies for teachers and principals what they are trying to accomplish and drives backward through the process toward moral purpose. It helps schools produce more coherent actions plans.

This moral purpose-outcome combination will not work if we do not respect the messiness of the process required to identify best solutions and generate internal commitment from the majority of organization members. Within the apparent disorder of the process there are hidden coherence-making features. One of these features is what can be called **lateral accountability**. In hierarchical systems it is easy to get away with superficial compliance or even subtle sabotage. In an interactive system it is impossible to get away with not being noticed (similarly, good work is more easily recognized and celebrated). There is, in fact, a great deal of peer pressure along with peer support in collaborative organizations. If people are not contributing to solutions, their inaction is more likely to stand out. The critical appraisal in such systems, whether it be in relation to the performance of a peer or the quality of an idea, is powerful.

Extracted from:

Fullan, M. (2001). *Leading in a culture of change* (pp. 117-118 & 132). San Francisco: Jossey-Bass.

雋語摘錄七 • School Accountability Plans in Ohio

School Accountability Plan (S.A.P.)

The School Accountability Plan was implemented in the 1998-99 school year with the first categorization of schools occurring in August 1999. The plan was revised in June 2001. It is to be reviewed and revised if needed on a biannual basis unless special circumstances necessitate a more frequent review.

Schools are given targets annually. The school receives points for making the target and points for making 1/3 of the way to the target. The percentage of potential points a school can earn is calculated. Based on this performance improvement rating and an additional performance status rating, the school is categorized as **Achieving**, **Improvement**, **Intervention** or **Redesign**.

Schools in the Redesign category are subject to being closed and staff being made 'surplus'. A new comprehensive reform model is selected for the school and a new staff chosen. The school is then reopened.

The Redesign Committee, comprised of four members appointed by the Superintendent and four by the president of Teachers Federation, oversees the processes involved in the School Accountability Plan. The committee is appointed annually in mid-August. No principal or teacher in a Redesign school may serve on the committee.

School Accountability Plan 3

I. Indicators

Ohio Proficiency Tests (Grades 4, 6, and the 9th-Grade test at grades 8 and 10)

- Percentage of students passing each test and percentage passing all five tests
- Longitudinal data

Off-Grade Proficiency Tests (Grades 5 and 7)

- Percentage of students passing each test and percentage passing all five tests
- Longitudinal data

Off-Grade Proficiency Tests (Grades 2 and 3)

- Percentage of students passing reading, writing and mathematics tests
- Longitudinal data

Reduction in achievement gap between racial groups

In schools with at least ten students in each racial category (black and non-black) in the grade levels affected and an achievement gap between the two groups of ten percentage points or more in the previous year, points will be earned by reducing the gap by 15% and partial points earned by reducing it by 5%. The school will not gain these points if the gap was closed or reduced by a decrease in the group scoring at the higher level.

Student Attendance K-12

Total attendance on days other than those where there is a delayed school start due to weather

Student Dropout Rate (Grades 7-12)

End-of-Course Exams (Common Exams) in Senior High Schools

II. Targets

In September of each year, schools are given improvement targets for each indicator. The baseline for most targets is the school's average score for that indicator over the past three years.

III. Measurement of Indicators

- A school will earn points by meeting the target established for each indicator.
- A school will earn points on most indicators if it makes 33% of the improvement toward the target specified.
- If no target has been established, then the improvement must exceed the previous year's result by a pre-established minimum amount which varies for each indicator.

Note: A school that meets its target will also receive the points for meeting 33% of the improvement.

IV. Threshold Scores

Definition: For the purposes of the School Accountability Plan, threshold scores are the score values at which a school receives all possible points on a measure – even if improvement has not occurred.

Current Threshold Scores:

Ohio Proficiency Tests90% Passing
Off-Grade Proficiency Tests.....90% Passing
Student Dropout Rate.....2.5%
Student Attendance.....93%

Example: A total of 92% of the grade-four students at a school passed the reading section of the Ohio Proficiency Test in March 1999. A target of 96% was assigned to the school for the 1999-2000 school year, but only 91% of the grade-four students passed the reading test in March 2000.

The school was given credit for all possible points for grade-four reading for 1999-2000 because the passing rate stayed above the threshold value of 90%.

Extracted from:

Cincinnati Federation of Teachers. (2003). School accountability plan. Retrieved 9 October 2003, <http://www.cft-aft.org/prof/sap.html>

雋語摘錄八 · 教育表現指標的誤用與誤解

香港教育界曾經對一些教育指標測量的準確性、含義、以至應用，掀起了一些討論及爭議，並揭示了近年香港教育政策取向中，一種強調「可記賬性」(accountability)及追求客觀測量的表現指標、強調消費者權益和對市場效率的迷信以至膜拜。本文將透過以下兩宗事例，去揭示教育表現指標的誤用與誤解：

一、「教育語言組別評估」：漠視家長的知情權

教育委員會主席在二千年一個記者會上，聲稱由於「教育語言組別評估」不準確，因此「教署決定停止向家長發放此資料」。但分析顯示，「教育語言組別評估」在應用到整體制度層面上是相當準確，令「教育語言組別評估」不準確的說法，不可能充當不向家長發放資料的原因，並漠視了家長的知情權。

二、「增值指標」的偏差

教統局在二千年完成「增值指標」計算，並在《中學選校概覽》內公佈。這樣的「增值指標」導致全港各大報章大肆報導甚麼「中學名氣榜」、「中學實力榜」。這些都並非準確的排名榜，導致一種追逐「名氣」的群眾心理以及膜拜文化籠罩著整個香港教育體系。再者，分析顯示，所謂的「增值指標」計算並非甚麼絕對準確的「科學化」測量。

事實上，「增值指標」以及其他各種追求準確教育指標的政策措施，正好體現近年香港教育制度內盛行的一種可稱之為「消費者主義」的政策取向，即首先把學校教

育界定為私人財貨 (private goods) (Levin, 1993)，因此重點就是強調消費者權益 (consumer sovereignty)。具體而言，就是強調家長的知情權、選擇權，以至參與決策權等。而為了滿足家長的知情權，就必須建立一套簡單、易明而又準確的指標。這既可作為消費者的市場訊號 (market signals)，又可成為官僚機器的「管治效能」之根據。其後果是產生了林林種種貌似科學 (pseudo-scientific) 而客觀的測量指標，以強化教育制度內「可記賬性」的取向。但這樣的政策取向卻同時體現了一種官僚的管治效能與監控權力的工具主義。

然而，一些在教育政策議論中被遺忘的政策取向，亦有必要重提。其一是「社區主義」(communitarianism)，即把學校教育界定為公共財貨，強調整體社群合作，充分發揮社區的潛才。其二則是「解放教育」(emancipatory education)，即從個人層面出發，把學校教育視為釋放個人潛能的途徑。

總括來說，如何權衡或取捨學校教育應具備怎樣比重的經濟主義功能、僚工具主義功能和民主解放的可能，正是所有教育政策議論的核心課題所在。

本文內容撮譯自：

曾榮光 (2000)。【教育表現指標的誤用與誤解—表現指標與排名榜膜拜文化的批判】(教育政策研討系列之三十四)。香港：香港中文大學香港教育研究所。

焦語摘錄九 • The Unexamined Wallpaper

People who work in schools do not pay attention to the connection between how they organize and manage themselves and how they take care of their own and their students' learning. The structure and resources of the organization are like wallpaper—after living with the same wallpaper for a certain number of years, people cease to see it.

In the present political and social environment of schooling, this lack of attention is dangerous and irresponsible. Schools are under pressure to be more accountable for student learning. Too many educators cannot account for the basic elements of their organization and how these elements affect the learning that teachers and students engage in. Further, most educators would argue that they need more resources to do the work they are being asked to do under these new accountability systems. But why give more resources to an organization whose leaders cannot explain how they are using the resources that they already have?

How the work of learning gets organized and implemented is as important as the issue of resources. Clearly, successful learning for adults and students in schools is a cumulative process over time. We expect, or should expect, adults and students to demonstrate higher and higher levels of expertise and responsibility for their own learning the longer they are in the organization called school.

Yet, as the examples illustrate, the design of the organization often embodies a model of learning that is anything but cumulative. The organization chops knowledge into discrete bits—classrooms, grade-levels, pull-out programs, and subjects—and then organizes the work of adults and students around those bits without paying attention to what is going on in other bits. So, not surprisingly, the experience of adults and students as learners in schools is anything but cumulative and continuous.

Nor is there anything about the form of the organization that encourages people to exercise

more responsibility for their own learning as their experience increases. The work of people is organized around their own bit, and the bits don't connect in any meaningful way. Students are rewarded for mastering whatever the adults are trying to teach them at any given time, not for developing expertise around their own learning. Teachers are rewarded for delivering content, not for increasing their own knowledge and skill around how to reach more students at higher levels of understanding.

Extracted from:

Elmore, R. F. (2002). Beyond instructional leadership: Hard questions about practice. *Educational Leadership*, 59(8):22-25.

雋語摘錄十 • Features of School Accountability

Most people subscribe to a simple but powerful principle of justice: *Accomplishments should be rewarded*. The best student should get the "A"; the best worker should get the raise.

Thus, the call for greater school accountability has found a receptive national audience. At a time of rising costs and declining achievement, Americans thought it only common sense to hold educators responsible. Educators themselves may question specific policies but rarely argue that they should *not* be held accountable.

During the past decade, virtually all states have reengineered their accountability systems, not only setting more rigorous expectations, but also changing the focus from inputs to results. School leaders now must not only do well, but also demonstrate that they are doing well.

What are the features of today's accountability systems?

At one time, principals and teachers could satisfy the demands of accountability simply by working hard and following accepted professional standards. By contrast, the current accountability movement emphasizes results. The Southern Regional Education Board (1998) identifies five essential elements in today's accountability systems. Rigorous content standards are established; student progress is tested; professional development is aligned with standards and test results; results are publicly reported; and results lead to rewards, sanctions and targeted assistance.

These elements work together to provide a coordinated effort to improve student learning. Standards provide a clear, unambiguous target that lets teachers know where their attention should be focused. Carefully designed assessments provide concrete evidence of progress toward the goals. Professional development is aligned with the standards to help schools develop the capacity to meet the targets. Public reporting of results puts pressure on individual schools to meet the targets. Finally, rewards and sanctions render an official

verdict on the school's efforts.

Susan Fuhrman (1999) sees several additional features in the newer systems: a focus on the school rather than the district as the unit of improvement; the use of continuous improvement strategies rather than a one-time fix; and more sophisticated measurement that goes beyond pass-fail.

How do today's accountability systems motivate teachers?

Current accountability systems are based on the belief that people perform better when they have a clear goal and when their performance has well-defined consequences. The desire to attain rewards or avoid sanctions will thus keep teachers focused on student improvement.

This kind of extrinsic motivation is familiar and intuitively plausible to most people, who can easily recall instances when their behavior was shaped by a desired reward. However, critics argue that extrinsic motivation, while successful in the short run, may eventually undermine the long-term goals of educational reform. Sheldon and Biddle (1998), for example, cite evidence suggesting that intrinsic motivation built on trust will lead to more meaningful learning than extrinsic motivation built on control.

What role do leaders play?

In responding to the demand for accountability, as when dealing with most complex educational issues, leadership is crucial. For example, Abelmann and Elmore (1999) note that the schools best prepared to respond are those with strong principals willing to nurture and develop a common vision.

The Association of Washington School Principals (1998) lists seven key responsibilities for school leaders:

- promoting a safe and orderly school environment
- sustaining a school culture of continuous improvement

- implementing data-driven plans for improving student achievement
- implementing standards-based assessment
- monitoring school-improvement plans
- managing human and financial resources to accomplish achievement goals
- communicating with colleagues, parents and community members to promote student learning. In turn, districts and states must provide principals with adequate support and authority.

Beyond the school, district officials must provide a policy and planning framework as well as resources for professional development and school improvement. For example, the Sacramento, California School District provides assistance teams for low-achieving schools and trains principals to work with teachers in one-to-one instructional improvement sessions (Law, 1999).

Extracted from:

Lashway, L. (1999). Holding schools accountable for achievement. *ERIC Digest*. 130. Retrieved from <http://eric.uoregon.edu/publications/digests/digest130.html>

References:

Abelmann, C. & Elmore, R. (1999). *When accountability knocks, will anyone answer?* Philadelphia: Consortium for Policy Research in Education.

Fuhrman, S. H. (1999). The new accountability. *CPRE Policy Briefs* RB-27: 1-11.

Kennon, S. M. & Biddle, B. J. (1998). Standards, accountability, and school reform: Perils and pitfalls. *Teachers College Record* 100(1), 164-180.

Law, N. (January-February, 1999). Value-added assessment and accountability. *Thrust for Educational Leader*, pp. 28-31.

Southern Regional Education Board. (1998). *Getting results: a fresh look at school accountability*. Atlanta: Southern Regional Education Board.

焦點語錄十一 • Compliance vs. Performance

Over the last two decades five interactive 'trends' appear to be altering the way that we resource and organise education.

1. Increasing Reliance on Multiple Sources of Revenue

In the education sector in general, and the school sector in particular, leaders have traditionally relied on a small number of revenue sources, but as these reach their natural limits, leaders seek alternative sources. The likelihood of collecting significantly increased tax revenues to fund increases in education provision, is at best problematic and, at worst, impossible.

Already schools in the US and UK are involved in a number of initiatives that mix private resourcing, often from business or non-educational state sources. The role of the for-profit and not-for-profit business sector is increasing in education, as is the role of parental contribution.

2. Changing Organisational Frameworks: From Hierarchy to Markets

Schools themselves have traditionally used their own hierarchical organisational structures to provide most of the services that they require. There is now an increasing movement toward contracting-out as an alternative to providing all educational services from within the school. This debate originally centred on contracting out school services such as cleaning, catering, etc. but now it has moved rapidly forward. For example, in the UK there is talk of contracting out of whole schools to private contractors (e.g., companies such as 3Es and Nord Anglia) with some Charter Schools being run by business (companies such as Edison). The same is true in the US.

3. Changing Relationships Between the 'Policy End' and the 'Operation End' in the Movement from Compliance to Performance

Changing relationships are becoming apparent

between the 'policy end' and the 'operational end' of the educational process, i.e., between the central authorities and the schools. Policy-end leaders are giving up control over compliance in exchange for enhanced student performance. The operating end is less constrained by compliance and more concerned with performance, gaining freedom from some compliance, in exchange for greater accountability for student performance.

It may be that centralised control puts a 'floor' under standards but cannot raise the 'ceiling' of achievement by central dictate. This probably signals a move from professional autonomy models of education to performance management models of education: *'I grant you resources based on how you promise to behave'* becomes: *'I grant you resources based on what you promise to achieve'*.

The key issue is whether central authorities have this belief in autonomy and will sacrifice compliance over the process and inputs for increased performance. Indeed, a more accurate analysis may be how far the two systems are moving along the compliance-performance continuum.

The challenge that faces the current Australian, UK and US governments, in their attempt to improve educational performance, is how best to capitalise on the tension and the balance between compliance and performance. For example, a basic entitlement to ensure that every child receives the fundamentals of literacy, numeracy and technological skills that will allow her to function in a modern society provides a tension between a policy-end 'one-size-fits-all' approach and organisational autonomy that allows variation in delivery, as long as performance targets are achieved.

Extracted from:

Davies, B., and Hentschke, G. (2002). Changing revenue patterns: The challenge of resourceing education in the 21st Century. Retrieved from CPOne Journal, http://www.icponline.org/feature_articles/f8_02.htm3.

焦語摘錄十二 • On Reporting Outcomes – the Audiences

Accountability is the process you adopt in order to report improvements especially those which you have deliberately planned to announce publicly. Accountability means that you are able to give an account of yourself.

Who should the school tell others about its performance, including its success? Four sets of people come readily to mind:

- First, the school needs to tell its students certain information, systematically and regularly, because they are the client-learners. Encouraging learning should transcend everything else the school does. The school needs to arrange its affairs in such a way that the students being served by the school receive constant, understandable, helpful feedback about how well they are progressing.
- Second, the school needs to give similar feedback to parents. This feedback to them will differ from that given to students in that it will be less detailed and framed more holistically. Parents want feedback which is more general and comes in a form which answers their questions clearly and reliably. Parents are likely to want statistics about the school's, the students' and their own child's academic performance.
- Third, the community served by the school has a right to receive carefully constructed feedback. This kind of accountability is usually met through various forms of annual report. A wise school will ask its supporting community the type of regular information they need. Once it has this, the school can decide what data the school can supply to prove that it is achieving what the community wants it to achieve.
- Fourth, the school is accountable to those who sponsor or fund the school.

Extracted from:

Beare, H. (2001). *Creating the future schools* (pp. 128-129). London: RoutledgeFalmer.

技能稽核

我是否一個有責任感的領袖？

我們建議你使用這裏提供的「工具」，作為一般全方位回饋問卷調查的一部份，以便向員工、家長或其他人士收集與你個人學習需要相關的資料。請先閱讀一些雋語摘錄，再使用這項工具。

請按這個評量等級，為下列各題評分。

十分不同意	不同意	部份同意	同意	十分同意
1	2	3	4	5

第 1 題 我積極參與，確保適當部署學校的資源。



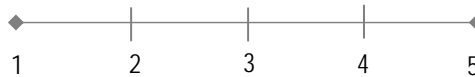
第 2 題 我潛心管理員工績效。



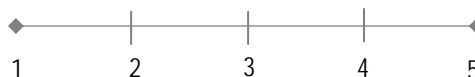
第 3 題 在監察老師的教案及職業道德方面，我展現了有效及靈活的領導才能。



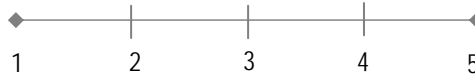
第 4 題 我參與日常監察學生的學習成果。



第 5 題 我給予員工有關其工作表現的回饋。



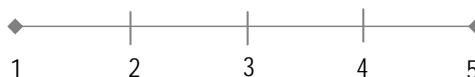
第 6 題 我能有效回應教育統籌局的匯報要求。



第 7 題 我願意維護學校及／或員工，免受外來壓力。



第 8 題 我能有效設定及保持恰當的標準。



總分：

總結

我們希望你喜愛這本小冊子，並希望這小冊子帶給你來自認知衝突的一些張力。

小冊子中的雋語摘錄未臻完備；其中並未涵蓋所有在職校長需要認識的問責課題。

這些摘錄只是一個起點，希望觸發你思考各種有關問責的問題。我們希望這些摘錄已催動你對領導才能的求知慾，由此思考你認為應該知道的問責事項。我們也希望這些雋語所表達的意念，可促使你開展個人專業發展需要的敏覺易位反思。

至此，你已經完成你的雋語學習日誌圖表，並設定了一些學習目標。如你仍沒有把這些學習目標記錄在「在職校長專業發展需要分析工作簿」上，你應立即把最重要的目標騰錄至你的「領袖學習日誌」中。

		核心範疇					
		策略性導向 及 政策環境	教、學 及課程	領袖、教師 成長 及發展	員工及 資源管理	質素保證 及問責	對外溝通 及聯繫
問責： 雋語編號	1.		✓		✓	✓	
	2.				✓	✓	✓
	3.			✓		✓	
	4.	✓			✓	✓	
	5.	✓	✓			✓	
	6.	✓		✓		✓	
	7.		✓			✓	
	8.	✓				✓	
	9.	✓		✓	✓		
	10.	✓			✓	✓	
	11.				✓	✓	
	12.					✓	✓