



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



焦語三：

高效能的 學校領導





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焦語三·高效能的學校領導

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我是他們的領袖 - 他們往哪裏去了？

法律賦予軍官指揮權力，但是，校長就如大小機構的總裁一般，缺乏發號施令的權力。

這是一件憾事。身為校長，總有些時候渴望可以自己發出指令，部屬依從行事。可嘆的是，校長雖擁有職位上的權柄，他們也十分清楚，要成為能幹的領導，必須依賴感染力及良好的統御——即有效率及有效能地運用各項資源，以達到目的。



「今時今日，成功的領導乃繫於感染力，而非權力。」

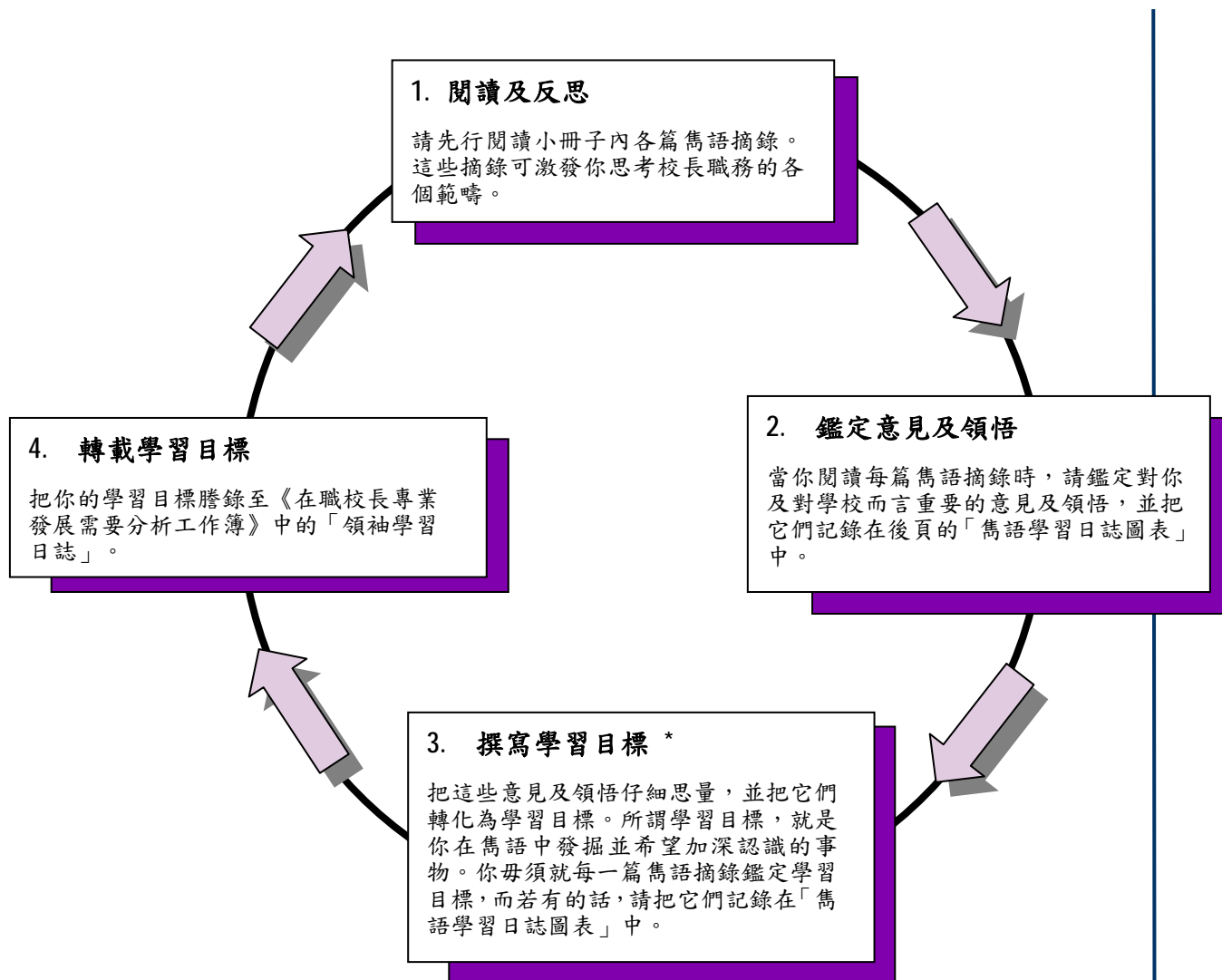
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(Kenneth Blanchard)

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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（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：探視在自己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，研究這個提議是否可以節省費用。

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：高效能的學校領導

日期	雋語摘錄	從雋語中啟發的意見及領悟	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」。

雋語學習日誌圖表：高效能的學校領導

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雋語摘錄一 • What School Leaders Should Do on Monday

Beare (2002) believes that the future begins now. He says that in order to be an effective school in a learning society you, as a school leader should:

1 Make explicit to yourself the life journey of each student cohort in your school.

Have you clearly reflected upon what lies ahead for your students?

2 Be a practical futurist.

Deliberately, in parallel with your own known life history, walk your way through the students' lives. Try to identify with them and the world they face.

3 Take a critical look at the curriculum they are involved with this week.

Knowing what you do about the lifespan of your students, what does their curriculum need to look like to ensure that they can be successful, contented and constructive in their lives beyond school? What scaffolding knowledge is essential for them to acquire now, what competencies, skills, attitudes and beliefs must they learn at school?

4 Ask yourself how wisely you are using the unique skills of each staff member.

By far the biggest slice of a school's budget goes on staff salaries. Are you getting value for that monetary outlay? If you cannot employ their particular gifts fully at your school, how could you share those gifts among other schools? There is a trend now in knowledge organisations to dispense with 'position statements' (or 'duty statements') and to design the organisation around the particular talents and expertise of the team's members. Contract statements yes, tailored to each staff member, but not 'position' statements.

5 Start to be ruthless about idle physical resources.

Some time on Monday and at other times during the week, walk around the entire school plant – its buildings and grounds. Look at every room, building, physical amenity and piece of

equipment and ask whether it is being given both maximum and maximal usage. Are you getting 100%, 24-hour-a-day value from each amenity? It is doubtful whether any part of your school could pass this kind of scrutiny. If so, then you need to ask why there are education dollars tied up pointlessly in this way, bricks-and-mortar money that could better be spent as learning program money.

6 Develop your own educational (and personal) mission statement.

During the week, as ideas strike you, jot down notes to yourself which could be called 'Desiderata' – 'If I had a choice this is what I would like to do with this piece of equipment, with this building, with this teacher, with the school and with my career'. Trivial and grandiose, mundane or idealistic, big-picture-item or intensely practical, write them all down on scraps of paper or on a sheet of butcher's paper. By week's end, spend an hour sorting the scraps into compatible heaps, combining and polishing; and you will come up with your new mission statement for the next five years.

7 The Longevity Factor.

You might like to ponder the longevity factor of the knowledge society. A chief executive on average holds the position for three- and-a-half years. What would you do if that were your tenure?

8 Facing the Real Crunch.

So that's what you might start to do next Monday morning. The real crunch will come on Monday week when you begin to put in place your plan (formal or informal) to do something with your new-found perceptions of the school, its physical fabric, its uniquely skilled staff, its future-oriented learning program and its current batch of learners.

Extracted from:

Beare, H. (2002). But What Should I do On Monday Morning?" *ICPOnline Journal Article*. (International Conference of Principals). Retrieved 9 October 2003, http://www.icponline.org/feature_articles/archive/

焦語摘錄二 • Leadership Intervention

Leadership is primarily concerned with bringing about change, while management focuses on managing change.

What does a leader do to bring about change? How can we describe the stages of a leader's intervention that leads to the achievement of successful school outcomes? The leadership intervention stages can be viewed chronologically as a four phase process.

1. *Trigger stage*, which relates to the identification of a problem or opportunity for change that impacts on, or is likely to impact on, the group or organisation.
2. *Initiation stage*, in which informal leadership processes come into play in order to mobilise resources to address the problem or opportunity.
3. *Development stage*, which relates to the implementation of formal processes, such as committees, to tackle the problem or develop the opportunity.
4. *Management and sustainability stage* involves the maintenance of the linkages (between partners) through processes and resources that have been put in place. These activities occur often simultaneously with the sustainability (*not* stagnation) of the leadership intervention outputs and outcomes. The group or organisation review and renew their vision and goals and scan for opportunities and new problems. Different aspects of collective, or group skills and resources (or social capital) are drawn on at different stages of the process.

Extracted from:

Kilpatrick, S., Falk, I., Johns, S., & Smith, T. *Lifecycles and leadership: partnerships for VET*. Retrieved 9 October 2003, <http://www.avetra.org.au/2002%20conference%20pages/kilpatrick,falk,%20johns,%20smith.pdf>

焦語摘錄三 · 校長的天職

在教育實踐中，校長必須是教育家，因只有作為教育家的校長，才有可能培養教育家的教師。校長作為教育家應具下列元素：

- 有自己的教育思想，要使自己的學校在堅持方面，遵循規律，體現特點，把學校辦出特色。
- 把育人放在首要位置、中心位置，作為校長一切工作的出發點、立足和歸宿。在學校教育的實踐中，更新教育觀念，進行教育改革；在教育方針上，從重智育、輕德育、棄體育的畸形發展，轉向打好基礎、發展個性的德智體美勞的全面發展；在教育體系上，從教師中心、書本中心、課堂中心的封閉式教育，轉向面向現代化、面向世界、面向未來開放式教育；在教育觀念上，從單一教育觀轉向學校教育、家庭教育、社會教育相結合的大教育觀。
- 不把自己「神化」，自認為高人一等，勝人一籌，在行動上我行我行素，獨來獨往。否則那只能是損害教師、學生的利益，危害事業。
- 有良好的素質、較強的能力和崇高的精神。作為教育家的校長要熱愛事業，獻身教育；堅持方向，堅定信仰；掌握理論，熟悉規律；知識淵博，基礎扎實；光明磊落，胸懷坦白；嚴於律己，待人寬厚。
- 有了解情況，分析判斷，制定計劃，拿出辦法的決策能力；

提出任務，檢查落實，組織力量，知人善任的指揮能力；明察秋毫，反應敏捷，抓住時機，因勢利導的應變能力；調查研究，積累資料，確定課題，分析處理的科研能力。

- 有注重實踐，遵循規律，面對現實，客觀分析的科學精神；面向學生，依靠教工，集思廣益；學習政策，研究現狀，適應形勢，切合實際的求實精神、善於學習，勤於思考，勇於實踐，敢於改革的創新精神。

本文內容摘自：

丁浩生。【校長的天職：促進優良師德規範的形成和履行。】江蘇教育出版社。

焦語摘錄四 • The Changing Roles and Needs of School Principals in Hong Kong

Rather than being the most important figures in a school where their whims reign supreme, principals are fast becoming Chief Executive Officers who are held accountable by boards of directors for gains and losses and by customers for delivering appropriate and high quality goods and services. In an educational context that grows more complex and fluid by the year. Principals are now forced to perform a multiplicity of roles, many of which are unfamiliar and some of which can be more than a little intimidating.

The 1980s and 90s have seen a gradual paradigm shift in beliefs and policies of how schools should be run. Terms such as school-based management, school-based curriculum development and shared decision-making have become the catch-cries of an expansive education reform effort. Such reforms attempt to dissolve decision-making powers to schools and are unavoidably accompanied by new demands and expectations for principals. These demands tend to not only add to the principal's job but also to substantially shift their role. For example, principals are now expected to be innovative leaders as well as conscientious managers – they are called upon to have a farsighted vision and to share this with a wide range of school stakeholders.

As they enter the new millennium principals are also faced with increased accountability. They must be able to account for everything that is happening in their schools to both immediate stakeholders and the broader community. As schools are pushed further into the public domain, principals find themselves having to explain results to the media and to act as spokespersons for their schools. Fierce competition for better student intakes among schools has forced principals to become public relations officers. The opening up of school gates to parental and alumni participation has forced principals to become team leaders on parent-teacher committees and 'collegial' team players.

The radical role changes demanded of principals amplify the need for new beliefs, skills, knowledge and training. Principals now need opportunities that

can help them to develop specific knowledge and skills. Given that principals must now deal with interests both inside and outside the school and operate in a more open and participatory school climate, they need to acquire micro-political skills, such as negotiation, conflict resolution and consensus building. Principals also need the skills required to deal with the media and project a positive image of their schools. They also need to learn modern teaching and learning and to have a keen awareness of recent educational developments. To maintain personal sanity, principals also need emotional management, relaxation and self-enrichment skills.

In the face of such new challenges, principals can but re-chart their course for professional growth and development and seek value in many respects to attain a successful career. How to find more room and time for principals to metamorphose into a new breed that can lead Hong Kong's schools triumphantly into the new millennium is an issue that needs pondering and concern by both the authorities and the principals themselves.

Extracted from:

Cheung, R. (2000). The changing roles and needs of school principals in Hong Kong. In A. Walker, P. Begley & C. Dimmock (eds.). *School leadership in Hong Kong: A profile for a new century* (pp.61-62). Hong Kong: Hong Kong Institute of Educational Research

雋語摘錄五 · 從校長評鑑談校長的專業成長

擁抱校長一職，是榮譽、也是責任，更是挑戰。然而在我們規劃校長遴選制度的當下，必須同時考慮校長評鑑與校長的專業成長等相關配套措施，才能讓整個校長遴選制度更加完備。

根據台灣教育部的校長成績考核方法，現行校長評鑑制度的缺失如下：

1. **政策導向的評鑑制度：**評鑑制度被視為是「強化品質控制的程序」，縣市政府希望達到的教育目標，經常就成為評鑑校長辦學績效的規準，此舉大大違反學校本位管理的精神。
2. **忽略歷程的評鑑制度：**由於工作繁多，校長很少能進行深度的教學視導，令校長的辦學成績很容易被「數量化」。
3. **缺乏內部對話的評鑑制度：**目前大多數縣市缺乏自我評鑑及學校內部評鑑的回饋機制。
4. **單向度的評鑑制度：**評鑑如果要有公信力，一定要有多元化的工具與方法，才能從各種價值觀去搜集學校的各種背景資料與文件，綜合之後再來判斷校長表現的綜合分數。
5. **忽略專業成長的評鑑制度：**大多數的校長都需花大量時間周旋於人際的來往而忽略了自身的專業成長計劃。

當今的中小學校長是「位不高、權不重、責任更不輕」的職務。在行政制度的設計上，應該調整校長的角色功能。身處在這個「學習者生存」的時代，不但學校裡的學生要學習、老師要學習、家長要學習，當校長更要學習。因此，就一位專業校長的角色而言，可從五個面向來談：（一）共塑學校願景圖象、（二）提升行政規劃品質、（三）展開專業行動系統、（四）經營公共關係的運作，和（五）展現學校教學活動成果。

校長可從以下途徑體驗專業成長：（一）參加校長專業進修研習、（二）參加教師在職進修研習、（三）報考大學研究所學位進修，以及（四）參加專長才藝研習。但目前的校長專業成長計劃仍有不少問題存在，如無強制進修的規範、無完善的專業成長計劃、無「師徒制」的經驗傳承及無教學領導的成長要求。

為針對上述問題，在設計校長專業成長計劃的時候可考慮以下建議：

1. **建構多向度的校長儲備課程：**有關課程應包括專業知識與技能課程、專業精神的課程及專業組織和歸範的課程。
2. **建立校長見習或實習制度：**完成校長儲備課程之後，應透過見習或實習制度，讓校長有機會將學習到的專業知識轉化為實際應用的能力。

3. **建立校長證照制度：**校長需具備相當程度之學歷，經一定標準之儲訓合格，才能取得校長專業證書。
4. **建立校長進修制度：**校長的在職進修計劃，可依校長的年資，以及校長們的實際需求來規劃，希望進修的內容能落實到校務發展的實務層面。

本文內容摘自：

蔡書憲(2001)。從校長評鑑談校長的專業成長：一位基層教師的看法。
【中小學校長專業成長制度規劃】台灣：高雄復文。

雋語摘錄六 • Interpersonal Leadership

Leadership is increasingly understood as being concerned with 'higher order' activity. In essence this relates to the purpose of the organisation, the values it will work by and the capacity of individuals to contribute to it. Reference is often made to **leadership** being on the high ground – in fact this is an illusion. In reality, **leadership** is in the swamp dealing with the uncertain, the ambiguous and the problematic. The nature of the school in the future, the confidence that it translates its moral principles into the actual experience of every child and the belief that it is becoming an organisation in which all are learning, require **engagement** with people – not the ability to create structures and administer systems.

If leadership is seen as moving people from compliance to commitment, from acceptance to active engagement and from task completion to professional involvement, **interpersonal intelligence** is the vital medium. It is impossible to conceptualise any model of leadership that does not have interpersonal intelligence as a key component.

Schools are profoundly complex organisations – and becoming more so. The demands on schools and the dynamically changing environment in which they have to operate reinforces the importance of relationship-based leadership. If the world were linear, predictable and controllable then leading organisations would be relatively simple.

However, the world is complex, dynamic and driven by unpredictable relationships. Such a context generates fear and excitement, anger and hope, stress and fulfilment, engagement and rejection – in other words, emotional responses. At the heart of our understanding of leadership has to be the fundamental proposition that every leadership action will generate emotional responses.

The problem is that the same action may well generate contradictory responses within an apparently homogenous group. An early lesson of leadership development is that the responses of individuals are expressed through behaviour which is derived from subjective perceptions – which are,

by definition, private and unknowable. For all of these reasons it is argued that central to any definitions of leadership is the concept of **interpersonal intelligence**.

What is interpersonal intelligence? There are many models and definitions of interpersonal intelligence. In general, interpersonal intelligence is the authentic range of intuitive behaviours, derived from sophisticated self-awareness, which facilitate effective engagement with others. The specific behaviours might include: - the ability to respond with empathy - elucidating the motivation of others - effective listening, questioning, synthesising and explaining - emotional self-management, understanding one's responses - the ability to engage with others, to show genuineness and regard.

Interpersonal intelligence is essentially about being human – it is the most direct and public demonstration of values in action. Gardner (1995) expresses it thus: "I have in mind here individuals who are exquisitely sensitive to the needs and interests of others, and/or individuals who are correlatively sensitive to their own personal configuration of talents, needs, aspirations and fears." (p. 31) The inscription on the temple of Apollo at Delphi 'know thyself', might be extended to 'know thyself, know others, then act'.

Why is Interpersonal Intelligence important in educational leadership? The answer to this question rests in our understanding of the nature of education and the nature of **leadership**. In essence it is possible to argue that what is now described as interpersonal intelligence has always been understood as one of the central characteristics of the educated person. The ability to understand self and to make conscious decisions about one's responses to others would be seen by many as essential outcomes of an educational process. The direct relevance of interpersonal intelligence to educational leadership would therefore appear to have a number of manifestations.

First and foremost is the notion of the leader as exemplar, as a model of appropriate behaviour. The natural reticence and shyness of many senior staff in schools leads them to underestimate the importance of their behaviour both as a model and as a sanction i.e. implicitly condoning certain patterns of behaviour. If a school's values, for example, talk about notions of 'respect' and 'community' then these must be demonstrated by appropriate behaviour. There is therefore a moral imperative on school leaders to adopt a model of personal effectiveness which exemplifies the values of the school.

The second factor is both principled and pragmatic. Decision-making, even in a close relationship, is a problematic and complex process. In a school with an almost infinite number of social permutations, it is especially difficult. It therefore behoves leaders to work to create a culture, 'the way we do things round here', which optimises effective collaboration and enhances interpersonal relationships.

The final point focuses on educational leaders themselves. The discussion so far has tended to focus on the social environment. However, it is important to stress that the mental landscape of the individual is at least as important as the public arena. The definition of interpersonal intelligence offered above stresses that it starts with personal awareness and understanding and this dimension of **leadership** is often neglected.

Extracted from:

"Interpersonal Leadership" by John West-Burnham, Professor of Educational Leadership University of Hull.

References:

Gardiner, H. (1995). *Leading Minds*. New York: Basic Books.

Goleman, D. (1995). *Emotional intelligence*. New York, Bantam Books

Singer, P. (1997). *How are we to live?* Oxford, OPUS.

Stein, S. and Book H. (2000). *The EQ edge*. Toronto Stoddart.

雋語摘錄七 • Formative Leadership, the Chief Learning Officer

Formative leadership is a different leadership paradigm in which the school leader -- the Chief Learning Officer -- exhibits very specific behaviours. A formative leader:

- freely shares data, information and knowledge with the entire school team.
- develops systems to help remove any barriers to knowledge transfer.
- acknowledges that learning is the basis of change and improvement.
- encourages change and innovation.
- makes decisions based on data.
- recognizes meaningful conversations about teaching and learning as effective strategies for improvement.
- optimises the talents of all personnel.
- encourages thinking that drives the strategic planning process.

There are many actions school leaders can take to encourage and support personnel as they make their way through the change process. Several principals who are CLOs have created teams with areas of expertise to which others can turn. They have also developed systems and structures to collect and disseminate knowledge, benchmarked against other successful organizations and developed a culture that subscribes to and rewards learning for all. Some of the other specific actions they have implemented include:

- creating leadership teams and action teams
- tracking key performance indicators over time
- implementing an open-door policy for all
- soliciting parent and community input
- implementing joint parent-student-teacher conferences

- increasing release time for planning and collegial discussions
- initiating focus groups and book studies of relevant issues
- creating a professional-development library section
- developing methods to recognize and reward innovation.

Extracted from:

American Society of Training and Development . (2000). The school principal as chief learning officer: Seven exemplary schools. In *Action: Leading Knowledge Management and Learning* (pp. 205-220). CA: American Society of Training and Development.

National Association of Secondary School Principals. (2000). *The principal as chief learning officer: Developing teacher leaders* (pp. 15-22). Sydney: National Association of Secondary School Principals.

焦語摘錄八 • What is Servant-Leadership?

Servant-leadership encourages collaboration, trust, foresight, listening and the ethical use of power and empowerment. Spears (1995) describes servant-leadership thus, "As we near the end of the twentieth century, we are beginning to see that traditional autocratic and hierarchical modes of leadership are slowly yielding to a newer model – one that attempts to simultaneously enhance the personal growth of workers and improve the quality and caring of our many institutions through a combination of teamwork and community, personal involvement in decision making and ethical and caring behaviour. This emerging approach to leadership and service is called *servant-leadership*."

According to Covey (2002), to become servant leaders, executives need to take three steps:

1. **Build a new relationship.** The new relationship is horizontal, not vertical, and is based on the principle of mutual respect and equality—not on power and position within the organisation. Only when you have built relationships of trust do you have the foundation necessary to set up a meaningful performance agreement.
2. **Create a new psychological contract or Win-Win performance agreement.** The agreement represents a clear, up-front mutual understanding and commitment of expectations in five areas:
 - i. Purpose—specify the quantity and quality of desired results;
 - ii. Guidelines—focus on principles, not on procedures, policies, or practices;
 - iii. Resources—identify available human, financial and physical resources;
 - iv. Accountability—schedule progress reports and specify performance criteria;
 - v. Consequences—state both positive and negative rewards that reflect the natural consequences of actions taken.

The agreement gives the other person total freedom within the guidelines to accomplish objectives. The moment such an agreement is set, the leadership paradigm shifts from one of benevolent authoritarianism to one of servant leadership.

3. **With the transfer of power and responsibility for results, the leader becomes the servant and a source of help.** Once you establish performance agreements with a clear understanding of common purposes and a deep buy-in by all parties, then people can do whatever is necessary within the guidelines to achieve desired results. The leader then takes the position of a servant. He or she is no longer one who directs, controls or judges. Instead, he or she becomes a coach and resource who can interpret the data or lend experience, but the individual or team makes most decisions. If the person or team hits a brick wall or finds the resources and guidelines insufficient, they may have to revisit and renegotiate the performance agreement with the leader. In the mutual accountability sessions conducted by the person or the team, the servant leader asks four questions:
 - i. How's it going or what's happening?;
 - ii. What are you learning from this situation?
 - iii. What are your goals now or what do you want to accomplish?
 - iv. How can I help you?

These questions keep the person responsible and accountable for results. Without a new mindset and skill set, servant leadership won't work.

Extracted from:

Covey, S. (2003). *New Wine, old Bottles*. Retrieved 9 October 2003, <http://www.franklincovey.com/ez/library/wine.html>

雋語摘錄九 · 價值觀對理解及處理問題的影響

一個有關探討香港基督教中學的校長的研究發現，校長的價值觀將直接影響他們如何理解學校的問題、如何處理這些問題的方法及這些問題的最終結果。概括而言，對於抱有較清晰、較貫徹的價值觀的校長，學校問題往往是比較容易解決的；校長的價值觀清晰與否，將影響他們理解問題的難度，校長們的價值觀越清晰，他們就越認為容易解決問題。

此研究在釐清校長的價值觀跟處理問題方法之間的關係後，將五種類別的校長分辨出來：

- 一、**和平主義者 (Pacifists)** — 這類型的校長較注重和諧、容忍及服從的價值，因而對校內和平的氣氛以及同事之間的關係較為重視。
- 二、**改革派導師 (Progressive mentors)** — 他們價值觀的特質包括：1) 喜歡在校內推行全面化改革；2) 致力為教師提供專業發展和共同參與策略制定的機會。他們較注重持續發展和分享權力等價值觀。
- 三、**哲學導師 (Philosopher mentors)** — 這類型的校長很注重廣為人接納的道德倫理，對賦權及教師專業發展的價值尤其重視。他們對工作背後的原則和理念較為關注。
- 四、**實用主義者 (Pragmatists)** — 這類型的校長較注重一些提倡實用性的價值觀，如靈活性、應用性及市場價值等。他們一般都對即時果效較為重視。

五、**折衷主義者 (Eclectics)** — 這類型校長並沒抱持任何既定的價值觀。他們往往會因為視乎環境因素而決定處理問題的方法。

有關研究亦指出，雖然校長對問題的理解及處理方法會受他們本身的價值觀所影響，但其他個人和組織性的特質，亦可能同時影響他們的處理及處理問題的方法。

本文內容撮譯自：

Law, L., Walker, A. & Dimmock, C. (in press). The influence of principals' values on their perception and management of school problems. *Journal of Educational Administration*.

焦語摘錄十 • Personal Effectiveness Planning

Genuine career happiness comes from achieving personal goals in harmony with organizational goals. The objective of this conversation is to present some questions that a professional might address in order to plan for personal effectiveness.

1. How do you define success? (What is worthwhile? What is satisfying?)

Consider the six major areas of most people's lives: physical & mental health, spiritual, family, social, career and financial. Are there any conflicts or tensions between these areas? Set aside a time each week to review your goals in each of these areas. Remember 'what you focus on gets done', so be realistic. Some teachers may aspire to be a principal, while many others may not. Now that you are a serving principal, what do you aspire to? What are your aspirations within the principalship?

2. How do you define the qualities of a great school principal?

What do you believe are the characteristics of a great principal and how do you 'shape up' to your own list of standards. For example: Does the school principal understand the 'Big Picture'? Do they have vision? Are they systems thinkers? Are they able to empower, develop and lead people/teams? Are they able to react quickly and appropriately to each situation? Are they forward thinkers (proactive)? Are they well prepared and willing to learn? Are they willing and committed to taking advice and do they recognize the expertise of others? Do they need to be popular?

3. Where do you fit in the organisation?

As principal, how do you define your role in the current school? What tasks are better carried out by others? Do your values align with the school values (are there niggling doubts about the way some things are)?

4. How do you manage priorities ... "First things – *may not always* – be first".

How do you define priorities? Do you get 'stressed' if the goals you plan do not get achieved? As a serving principal, you know that your day is often 'kidnapped' by crises and events that you did not plan. As such identifying daily or weekly goals and time management systems that apply to other CEOs may not be effective in the principal's office. Which of the school's goals are your main concern right now? What goals would not be achieved if you did not personally take charge of them? Plan the week and manage the day.

5. How do you prepare (and stay on top of the 'game')?

How do you 'prepare' for your leadership? Do you exercise? Do you read? Do you network or attend conferences? Do you meditate? Do you study or attend PD courses? Do you start the day doing 'laps' of the school (talking to staff, observing the school)? Do you keep abreast of EMB changes through a website or mailing list? Do you teach a class (keeping 'your hand in' as a principal)?

雋語摘錄十一 • Leadership is About Learning

The schools that I have observed usually share a strong motivation to learn new teaching practices and a sense of urgency about improving learning for students and teachers. What they lack is a sense of individual and collective agency, or control, over the organizational conditions that affect the learning of students and adults in their schools.

That is, people in these schools believe that they can have little or no effect on the organizational conditions in which they work. Without a sense of control over their own learning, they are oblivious to the ways in which these conditions make it difficult or impossible to do the work that they are expected to do. It should not surprise us that students, who are also workers in these organizations, emerge from schools with a low sense of control over their own learning. If the adults aren't modeling the learning process, how can the students know how to take control of their learning?

That a school could design a schedule with ample time for collaboration and then allow the schedule to be used in a way that undermines this opportunity suggests that people in the organization have no shared concept of their task. No model of how their knowledge and skill bear on that task and no sense of agency about making the organization's structures and processes support their work.

School leaders engage people in shaping the content and conditions of their own learning in organizationally coherent ways. Distributed leadership is crucial for improving an organization's performance because it requires a deep understanding of the cognitive and affective skills needed to do the work and of the ways in which the school's organization enables or undermines learning.

Effective leaders make their own questioning — hence their own ignorance — visible to those they work with. They ask hard questions about why and how things work or don't work and they lead the kind of inquiry that can result in agreement on the organization's work and its purposes. Effective leaders model for others what it means to exercise control over the conditions of one's own learning and to make that learning powerful in the lives of others.

Extracted from:

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

焦語摘錄十二 • Principals as Decision Makers

Research demonstrates that nearly 88 percent of the principal's day is filled with human exchanges. The rest of the day is spent on paperwork. In addition, the principal engages in 50 to 100 separate events per day and up to 400 separate interactions may be attached to each event. A principal often processes over 150 events daily – each event lasts a little more than five minutes. The principal's day is unplanned, seldom aligned with any principles of time management and requires continual adjustments to the unfolding drama of the school day. The principal's world is uncertain. As Schultz (1994) indicates, "In an uncertain world, there are no neat formulas of programmed sequences of steps that guarantees successful outcomes" (p. 175).

The principal's world is hectic and unpredictable. In a sense, it is a chaotic wholeness that flows in a fluid fashion - one that cannot be fragmented. Each part is related to the other. The principal's experience is linked by a theme which holds all of its components together. This theme which undergirds all that principals do is decision making. It is through decision making that the parts of the characteristics model are given life. Decision making is the fine thread which is woven throughout the fabric of the school day. Each interaction demands a response. Each response dictates a decision. In effect, the principal's day is filled with the opportunities to create, in a metaphoric sense, a school with the clay of decisions.

The vast majority of the principal's decisions must be made quickly by responding to a teacher, a student, a parent or the superintendent. Successful principals do not allow themselves the luxury of delayed decision making. The nature of the job demands an acute ability to make good decisions in an environment which demands immediacy.

Principals, through each of their hundreds of daily decisions, attempt to do the right thing. Each of their interactions is driven by a decision. These decisions, there are literally hundreds of them each day, determine the destiny of the school, the course of the instructional program and the fate of the

teachers and students who, with the principal, participate in the school community. These decisions, over time, communicate a vision – these decisions implement a mission. The decisions display the integrity, courage and will of the principal. If decision making were simple, evidence would exist of brilliantly run organizations at all levels. It is deceptively difficult because it is risky and demanding.

Conversely, poor decisions bring harm to students and teachers, disrupt instructional programs and have the capacity to emotionally scar members of the school community. It makes sense that successful principals make consistently better decisions than marginal principals. Their good decisions are evidenced in the hiring of new faculty, the setting of direction, problem solving, the disciplining of students, communicating with parents and teachers, the mapping of strategies within the organization, the bonding together of people of diverse backgrounds, the tasks of classroom supervision, leadership and the underlying ethics that make schools effective.

In this sense, the literature related to school leadership and decision making explores affiliation activities but does not indicate attention to the assessment of the quality of decision making. Decisions are not made in a void; they are interdependent and have lasting impact. Those who grasp how to make quality decisions understand the dynamics of leadership. As a result, the selection, screening and development of principals can be significantly enhanced through the identification of the quality of decisions made by prospective or practicing principals.

Extracted from:

Calabrese, R. L., & Zepeda, S. J. (1999). Decision-making assessment improving principal performance. *International Journal of Educational Management*, 13(1): 6-13.

Reference:

Schultz, R. (1994). *Unconventional wisdom*. New York, NY: Harper Business.

雋語摘錄十三 • Knowledge Management

Traditional approaches to management are still required in areas such as planning, budgeting and staffing. Consistent with the emergence of the knowledge society, innovation in management calls for 'knowledge management'. This is not just a fad that will pass or a piece of jargon to describe what has always been a requirement in the organisation.

According to Bukowitz and Williams (1999) in *The Knowledge Management Fieldbook* "Knowledge management is the process by which the organisation generates wealth from its intellectual or knowledge-based assets" (p.2). In the case of school education, this may be re-worded as "Knowledge management is the process by which a school achieves the highest levels of student learning that are possible from its intellectual or knowledge-based assets". Successful knowledge management is consistent with the image of 'the intelligent school' and the concept of 'intellectual capital'.

Knowledge management involves a school developing a deep capacity among all of its staff to be at the forefront of knowledge and skill in learning and teaching and the support of learning and teaching. This is more than occasional inservice training or professional development. This is a systematic, continuous and purposeful approach that starts with knowing what people know, don't know and ought to know. It assumes an innovative professionalism, as already described, and includes a range of functions such as selection, placement, development, appraisal, reward, succession planning, contracting of services and ensuring that every aspect of the workplace is conducive to efficient, effective and satisfying work for all concerned.

Interestingly, Bukowitz and Williams (1999) see the recent loss of middle management as a loss of capacity in respect to these matters. "Once middle management was "out" it was not surprising that knowledge management was "in". Knowledge management represents an effort to repair past damage and an insurance policy against loss of organisational memory in the future" (p. 7). They

conclude that middle managers may be a good idea after all:

As organisations begin to restore some of these positions, they will do so with the revitalised view of the role of middle managers as orchestrators of knowledge flows. . . middle managers will increasingly be asked to look across the organisation. Their success will hinge on the ability to facilitate communication . . . leverage resources, transfer best practices, identify synergies and encourage knowledge re-use. (Bukowitz and Williams, 1999, p. 355)

Extracted from:

Caldwell B. (8 January 2000). Scenarios for leadership and abandonment in the transformation of school. *Keynote address at the 13th International Congress for School Effectiveness and Improvement on the theme 'Global Networking for Quality Education'*, Hong Kong Institute of Education, Hong Kong.

Reference:

Bukowitz, W. R., & Williams, R. L. (1999). *The Knowledge management fieldbook*. London: Financial Times Prentice Hall.

技能稽核

我是否一個高效的領袖？

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。請先閱讀一些焦語摘錄，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 我了解員工的個人生活。



第2題 我關心員工福利。



第3題 我願意協助員工解決個人問題。



第4題 我願意調解員工的問題。



第5題 我願意維護、支持員工。



第6題 我願意投放資源，改善員工的工作條件。



第7題 我具備人際聯繫技巧及與員工相處的能力。



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高效能的學校領導課題。

這些摘錄只是一個起點，希望觸發你思考各種有關高效能的學校領導問題。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高效能的學校領導事項。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
高效的學校領導： 雋語編號	1.	✓		✓	✓		
	2.	✓					
	3.			✓			
	4.	✓		✓			
	5.			✓	✓		✓
	6.			✓	✓		
	7.	✓		✓			
	8.	✓				✓	
	9.	✓		✓			
	10.	✓		✓			
	11.	✓	✓	✓			
	12.		✓	✓	✓		
	13.		✓	✓	✓		