



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



焦點五：
建立網絡





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焦語五·建立網絡

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無需藍芽，仍能為學校聯網

「聯網」一詞，現已代表使用創新發明（例如藍芽科技）來建立電腦及無線的環境。

在職校長皆知道，這個名詞本義是指建立人脈關係。

校長是有聚結力的領袖，其職份是確保其員工及領導團隊協力工作，從事教與學的過程。

你是否一個有聚結力的領袖？



「站在巨人肩上的侏儒，比巨人看得更遠。」

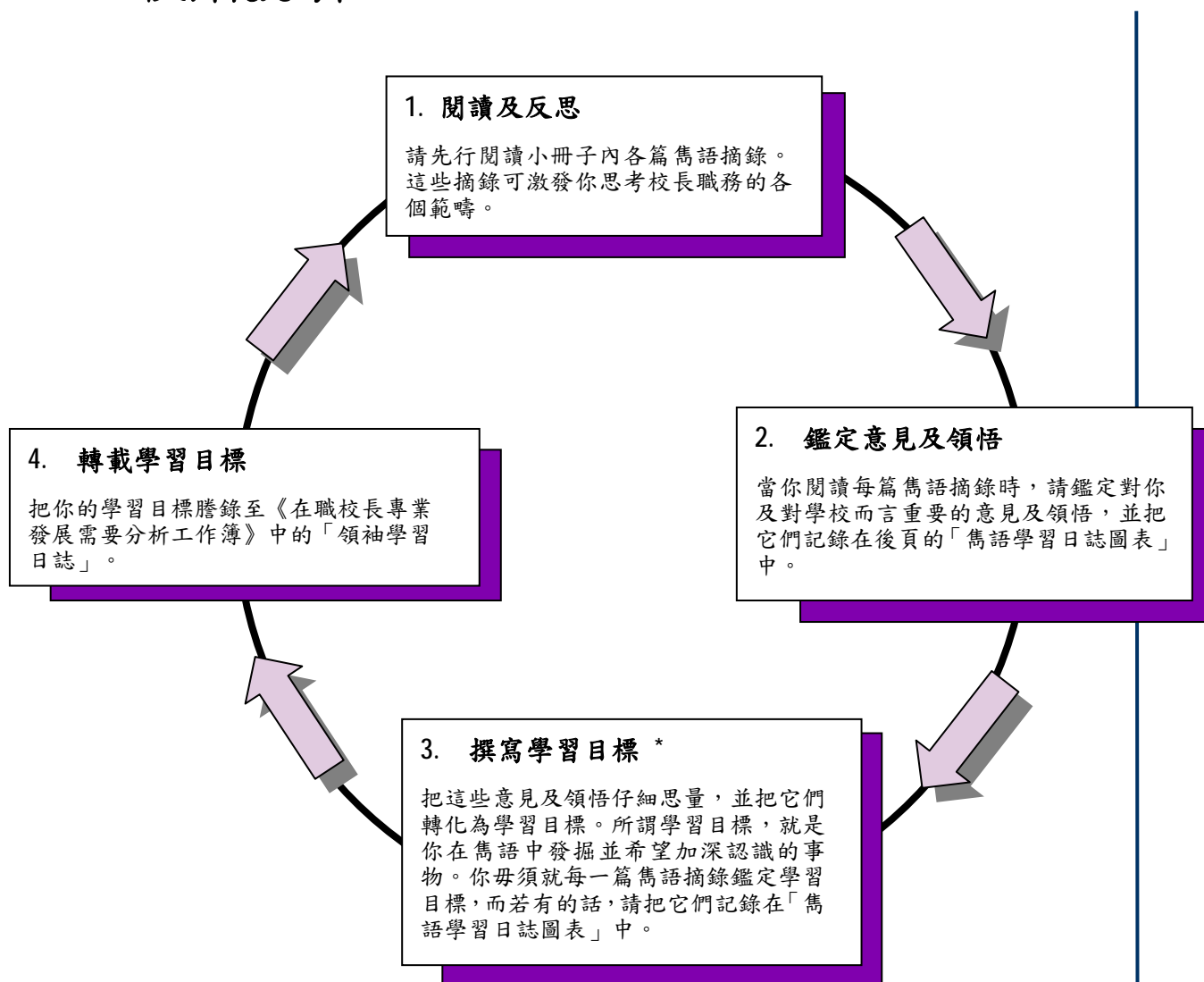
— 羅伯特·波頓

(Robert Burton)

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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：建立網絡

| 日期 | 雋語摘錄 | 從雋語中啟發的意見及領悟 | 學習目標 |
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*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：建立網絡

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*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」。

焦點摘錄一 • Connective Leaders

To be effective, the new connective leaders will need to negotiate, persuade and integrate conflicting groups. Inspiring both supporters and opponents to work together will be an important strategy for bolstering the common good. Leaders will have to reach out to long-standing enemies in order to accomplish mutual goals. In the connective era, leaders will need to contribute to others' successes, to act as mentors and to collaborate – but without forgetting how to compete, take charge and do things themselves when necessary. Further, connective leaders will need to construct and call upon social networks and multiple, shifting coalitions. They also will find that entrusting their vision and major portions of their undertaking to others will be an important part of the new leadership paradigm.

Most importantly, leaders will need a connective eye to discern the connections between their own and others' visions. Connective leaders see connections everywhere—among people, among ideas and among institutions. Usually they see connections where traditional leaders see only chasms. Consequently, they are able to find the common ground on which former enemies can begin to move toward mutuality, toward solving common problems.

Connective Leaders

- *Connecting and combining:*
Linking vision with the vision of others.
- *Connecting as colleagues:*
Staff see themselves as colleagues.
- *Connecting through valuing difference:*
A sense of community where people are able to learn from each other.
- *Connecting people:*
Opportunities for networks
- *Connecting authenticity with action:*
Not accountability but authenticity where faith that decisions are made for the good of the organisation.

Some Strategies for Connective Leadership

- *Playground Duty:*
Do more than your share of playground duty, bus duty and 'before school' duty. Connect with students.
- *Reporting on your performance:*
Reporting on your performance to your staff is just as important as going to the meetings. Don't just circulate a report on what you have achieved or not achieved.
- *Taking someone with you:*
When attending an important committee or working party, take someone with you. Make sure that you spread the opportunity.
- *Inviting a staff member to share you work:*
When you are faced with writing a report, preparing a reply to the SMC or even writing a paper, personally invite one or two people to work on it with you.
- *Don't overuse email, talk to people:*
Tell individual staff members what you are working on at every opportunity. Be seen to be connecting with your staff.

Extracted from:

Lipman-Blumen, J. (1997). Connective leadership a new paradigm. *Drucker Magazine*, 1(1):12-19 & 38.

雋語摘錄二 · Come Together

In 1996, one of my colleagues, a middle school principal, was demoted to assistant principal. A short time later the replacement was also demoted. Shocked and concerned, a small group of middle school principals decided that we needed to get to know one another, so we invited our colleagues to a restaurant for dinner and conversation. The group decided that if we had communicated more, then there might have been something we could have done to help our colleagues who had been demoted. We came together to develop collaborative relationships to help principals feel comfortable enough to ask each other for assistance and support. We committed ourselves to collaborate, not agitate and reform, not conform.

We became the Milwaukee Public Schools Middle Schools Principals' Collaborative and established a mission: to take collective responsibility for our children and to help all of our students meet high standards of academic excellence. Our vision describes our commitment to collaboration and support. The middle school principals, working together in an environment of support, will develop a coherent vision of learning for students in their middle years and will function both to support each other and to push the system to change.

The 'Collaborative' was effective in implementing change in seven areas, including the development of a proficiency progress report, refinement of the district's proficiency requirements and assessment system and planning of staff development. We mentored newly appointed principals and assistant principals-in charge. The mentoring program was not formalized, but included personal school visits, regular telephone calls, e-mail communication and a list of the areas of expertise of each experienced principal.

Moreover, through the process of collaborating, we:

- Developed a model for teamwork, communication and decision making.
- Mobilized and orchestrated resources for effective teaching and learning.

- Identified crucial issues such as staffing, teacher professional development and student support systems.
- Empowered teachers and students to become self-directed in the teaching and learning process.
- Created processes for using data to monitor student progress.

Experts have discussed the importance of teachers working together as effective teams, collaborating on issues, sharing successes and tackling challenges. Everything in schools should be about building teams. Relationships stand prominent. Leadership is modeling. Modeling is planned performance. Leadership requires the willingness to step back from a point of view and listen to someone else's. We learned to inquire as well as advocate. We learned to suspend assumptions and practice the art of listening. Principals are not known for shyness – as a result, opinions were plentiful. We have discovered the power and efficacy of collaboration and shared inquiry. We have internalized and constructed meaning on our own. We have shown that collaboration works.

Extracted from:

Onick, R. (2003). Come together. *Principal Leadership*. 4.1: 42-47.

雋語摘錄三 • Schools as Learning Organisations

There is no one generally accepted definition of a learning organisation. Leithwood and Aitken (1995, p.63) define a learning organisation as, “a group of people pursuing common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense and continuously developing more effective and efficient ways of accomplishing those purposes.”

The most commonly mentioned elements of a learning organisation can be summarised as: “coordinated group effort towards commonly shared goals; active commitment to continuous improvement and to the diffusion of best practices throughout the organisation; horizontal networks of information flow to help bring together expertise as well as links with the external world; the ability to understand, analyse and use the dynamic system within which they are functioning (Keating, 1995).

Four characteristics of schools as learning organizations are:

Trusting and collaborative climate refers to a school where collaboration is the norm. Teachers participate in most significant school-level policy decisions and help to establish the school's vision or goals. Discussions amongst colleagues are open and candid and information is shared with other members of the school community including parents. Staff are valued.

Taking initiatives and risks refers to staff being empowered to make decisions and feeling free to experiment and take risks. The school structures support teacher initiatives, the administrators promote inquiry and dialogue and are open to change.

Shared and monitored mission refers to a school culture that encourages critical examination of current practices and continuous learning for improvement. The school staff keep abreast of external events that may impact on their school. The curriculum is aligned with the school's vision and goals. Information from other schools and from professional associations is used to support learning.

Professional development refers to the engagement of staff in professional development. Professional reading is a source of learning and so are other schools. Developing skills of how to work and learn in teams is seen as important. External advice is sought as appropriate and school leaders provide all the support they can to promote professional development.

Extracted from:

Silins, H., Zarins, S., & Mulford, I. (2002) What characteristics and processes define a school as a learning organisation? Is this a useful concept to apply to schools? *International Education Journal*. 3.1:24-31.

Reference:

Leithwood, K. & Aitken, R. (1995). *Making schools smarter: A system for monitoring school and district process*. California: Corwin Press.

Keating, D. (1995). *The learning society in the information age*. Toronto: Canadian Institute for Advanced Research Program in Human Development, Working Paper No.2.

焦語摘錄四·走向「學習型組織」

在現實的管理中存在一些令人頭痛的問題，比如：一個組織的成員都有120的智商，而組織者的智商卻只有60；一些組織本來處於繁榮階段，卻突然衰拜了；有些組織表面上看井井有條，而背後卻隱藏著無限的危機...。據統計，20世紀70年代〈財富〉雜誌排定的全球500強大企業，到80年代已有1/3消聲匿跡。是甚麼使組織出現這些問題呢？這是因為，組織的智障妨礙了組織的學習與發展，使組織被一種看不見的巨大力量侵蝕，甚至吞沒。有一則煮青蛙的寓言說明了這種情況。如果你把一隻青蛙放在沸水中，它會立即試著跳出。而如果把它放進溫水中，不去驚嚇它，它會呆著不動。這時，如果你慢慢加溫，當水溫開始慢慢升高時，青蛙仍顯得若無其事，甚至自得其樂。可悲的是，當溫度繼續慢慢上升時，青蛙變得越來越虛弱，最後無法動彈。雖然沒有甚無東西限制青蛙脫離困境，但青蛙仍留在那裡，直到被煮熟。為什無會這樣呢？因為青蛙內部感應生存威脅的器官，只能對境中劇烈的變化作出反應。一個成功的組織應該能夠富有彈聖地及敏感地發現組織外界的變化，並能對這種變化迅速作出反應。20世紀90年代至新世紀最成功的組織將是『學習型組織』。對一個組織來說，未來唯一持久的優勢，是有能力比競爭對手學習得更快。

『學習型組織』所指的「學習」不同我們一般所理解的學習。在日常用語中，學習主要指吸收知識，或是獲得訊息。真正的學習，涉及「人之所以為人」此一意義的核心。透過學習，我們重新創造自

我；透個學習，我們能夠做到從未能做到的事情。我們重新認知這個世界及我們跟它的關係，以及創造未來的能量。實際上，每人在心底裡都渴望這種真正的學習，因為這種學習能創造出生命的真正價值。

根據彼得聖吉(Peter Senge)在【第五項修煉—學習型組織的藝術與實務】所述，「學習型組織」是「能夠設法使各階層人員全心投入，並有能力不斷學習的組織」。台灣學者楊碩英對學習型組織進行了較為全面的歸納：「聖吉所希望建立的學習型組織，是一種不同凡響，更適合人性的組織模式，由偉大的學習團隊形成社群，有著崇高而正確的核心價值、信念與使命，具有強勁的生命力與實現夢想的共同力量，不斷創新，持續蛻變，有其中，人們胸懷大志，心手相連，相互反省求真，腳踏實地，勇於挑戰極限的成功模式，不為眼前近利所誘，同時以令成員振奮的遠大共同遠景，及整體動態搭配的政策與行動，充分發揮生命的潛能，創造超乎尋常的成果，從而由真正的學習中體悟工作的意義，追求心靈的成長與自我實現，並與周遭的世界產生一體感。」

在這樣的一個組織中，工作已不再是人們單純謀生的手段，而是一種目的，工作的意義在於追求內在價值。通過工作，人們體會人生，不斷學習，自我否定，自我創新，探求生命的真正意義。

本文內容摘自：

杜育紅 (2001)。走向「學習型組織」。【新課程與學校發展】。中國教育部基礎教育課程教材發展中心。教育科學出版社。

雋語摘錄五 • Principal as 'Boundary Rider'

As team structures become more common and leadership consequently more dispersed, strong and explicit leadership becomes increasingly important. Leaders can take the role of 'boundary rider' who positions him or herself around, between and above other leaders in the school.

The following propositions call for strong leadership to remain in schools to balance the promotion of shared leadership.

- 1) As traditional structures and relationships dissolve, schools need stronger leadership to replace the function served by the formal confines and 'rules'.
- 2) As school cultures become less binding because of more scattered structures and leadership, schools need stronger leadership to sustain values, norms and beliefs.
- 3) As formal hierarchies dissolve and informal hierarchies strengthen to replace them, schools need strong leadership to harness possibly destructive micropolitical behaviour.
- 4) As shared leadership becomes more expected, strong leadership is needed to confirm value of individual work and to ensure equity in terms of contribution.
- 5) As senior leaders resist sharing leadership, strong leadership is needed to balance individual values, ambitions and needs with demands for collectivism.
- 6) As the pressure for shared leadership increases, strong leadership is needed to ensure that the sharing of leadership is meaningful.
- 7) As contradictory pressure arises, strong leadership is needed to monitor how teams operate and to intervene when necessary.
- 8) As teams of leaders gain more discretion, strong leadership is needed to ensure that they have the required knowledge and skills to make a positive difference to student learning and demand accountability for 'leaders' action.

Principal as 'Boundary Rider'

In very simple terms, a boundary rider is responsible for overseeing the entire property, often from outside looking in. The metaphor of the leader as 'boundary rider', conjures a number of images.

- The principal as a leader who knows firmly that the students are the only reason for the schools existence.
- The principal as someone who 'protects' and sustains the integrity of the school.
- The principal as a leader who is able to move between the different professional groups within the school.
- The principal as a leader who can see between and across different perspectives.
- The principal as a keeper of 'fences' who interfaces between teams with the school and the school with the wider environment.
- The principal as a leader who knows the intricacies of the school.
- The principal as a forward scout who seeks directions and pathways and guides toward these.

Proposed roles of 'Boundary Riders':

- Provide a protective shield for students, which guarantees their access to high quality learning opportunities regardless of organisation forms.
- Build an environment where professional trust is important but is something which is earned rather than blindly given.
- Replace weakening organisation structures and cultures with coherent frameworks to enable co-ordinated and focused action.

- Build a sense of purpose, a way forward and shared values across teams.
- Support shared leadership through teams only when the focus is firmly on shared accountability, school improvement and improved student outcomes.
- Support shared leadership and teamwork but attempt to manage micropolitical activity toward the productive rather than the destructive.
- Maintain elements of a stable and predictable environment in order to make change more meaningful.
- Create and maintain a positive mood and look after the welfare of teams.
- Sustain the power of collectivism to create and change but don't dismiss individuality, implementation and routine.
- Forge pathways in the wider environment, whilst simultaneously protecting teams and fighting for greater resources.

Conclusion

A good leader needs to consider the followings: 1) create teacher trust; 2) create certainty through building a stability platform; 3) create the insulation that used to be provided by bureaucracy; 4) create connections between leadership, teams and individuals who take on shared leadership roles; 5) create the conditions within which the shared leadership that occurs in schools still allows teachers to actually teach.

Extracted from:

Walker, A. (June 2003). *The strong among the shared: Principal as 'boundary rider'*. A keynote address at the Queensland Secondary Principals Association. Gold Coast: Australia.

雋語摘錄六 • Setting Up a Principal's Network

The interminable day-to-day challenges that confront urban principals continue to create barriers not only to their success but to their very survival. Even as they struggle under the weight of high-stakes testing, strict accountability and a lack of resources, urban principals must do double duty in meeting the many and varied needs of an increasingly diverse population. Little wonder that so many burn out or opt to leave the principalship.

What can be done to prevent this "principal flight" and increase the number of qualified replacements for urban schools? A 1998 exploratory study by the Educational Research Service, in collaboration with NAESP and the National Association of Secondary School Principals, noted the importance of principal networking as a means of sharing ideas and resources.

The idea of establishing a network for principals received further impetus following the Principals' Leadership Summit in July 2000. At this summit, the participants were charged with addressing the increasingly complex difficulties inherent in leading America's schools by working in collaboration with the nation's 10 regional educational research laboratories. In keeping with this commitment, the Northeast and Islands Laboratory at Brown University (LAB) convened a regional principals' summit in October 2000. More than 80 principals from the region served by the LAB--New England, New York, Puerto Rico, and the Virgin Islands--focused their discussions on the changing leadership role of the principal, particularly the urban principal. It was agreed that a region-wide network was desirable "to define and promote the collaborative leadership roles of K-12 principals, especially in the low-performing schools."

The Birth of a Network

The result was the formation of the Principals' Leadership Network (PLN) which was "for principals, by principals and of principals," and dedicated to addressing three areas of concern:

1. How can the many roles of the principalship be operationally defined (i.e. manager, facilitator and instructional leader)?
2. What constitutes an effective and comprehensive mentoring program for aspiring and practicing principals and how can it be implemented?
3. How can the complexity of the role and work of the principalship be communicated to the community and other constituencies?

During the spring of 2001, the PLN organized a number of regional focus groups to seek answers to these questions. The principals who participated generally agreed that the role of instructional leader was paramount. Also that a good mentoring network, both direct and online, is an essential support mechanism for principals, especially in their early years. As one principal remarked, "The feeling of isolation that principals feel will be reduced...Principals will stay on the job longer." Because of the level of interest in mentoring, the PLN is developing an action plan to identify the best mentoring models and make them available to districts across the nation.

A recurring issue throughout the focus group discussions was the increased accountability demands being placed upon principals. As one principal commented, "Although one of the standards of administrative evaluation may be based on student performance, there is little support for allowing principals to hold some teachers accountable for instructional improvement." Responding to this issue, the PLN is planning to connect principals to networks where they can access supportive resources related to accountability.

Another issue surrounds the image of the principal. At NAESP's 2001 Convention in San Diego, Vermont principal Frank Spencer, a PLN member, noted that the image of the principal can't be enhanced if principals don't work together through networks like the PLN. The key image they should portray, he said, "is that of the principal focused, first and foremost, on students."

What's Next?

Based on continuing research and the concerns voiced in the focus groups, the PLN will soon begin working on action plans that will redefine the principal's role in today's 'accountability environment', develop strategies that enhance the image of the principal and implement mentoring initiatives that support the professional development needs of both practicing and aspiring principals.

NAESP has established Urban Connections, a network that will promote collegial relationships, guide professional growth and foster collaboration among urban principals.

Extracted from:

Riggins, C. (Sept. 2001). Making connections: the power of networking. *Urban Chronicles*. Retrieved 9 October 2003, from, <http://www.naesp.org/urban/chronicles/p0901r.htm>

焦點摘錄七 • Shared Leadership

Leadership for Successful School Reform: Recent Developments

The past decade has seen major developments in the re-conceptualisation of educational leadership for successful school reform. It could be said that such re-conceptualisation is chronically overdue. Traditionally, school-based leadership has centered on the principalship. Some authoritative observers claim that the role of the principal has seen little change during the past century and is ill-suited to the challenges of the emerging post-industrial society.

At least three developments during the past decade point to a need for concerted change in the way that school-based leadership is construed. First, serious critique of positional or authoritative leadership has generated a range of more inclusive conceptions of leadership than existed previously. Notions such as "distributed leadership, leadership as an organization-wide quality, leadership of the many, community of leaders, role-based leadership and co-leadership" now occupy a prominent place in the educational administration literature.

A second development is the establishment of a relationship, albeit tentative, between educational leadership from within the professional learning community of the school and sustained school improvement. University of Wisconsin-Madison researchers Newmann and Associates have established that the three concepts of authentic pedagogy, professional learning and capacity building are fundamental to enhanced student achievement in literacy, numeracy and other school subjects. While these researchers have not to date conceptualised what they regard as appropriate forms of leadership for successful school reform they have nevertheless made clear their view that distributed leadership is a vital ingredient (see: King & Newmann, 2000 & 2001).

In somewhat similar vein, Cuttance (2001) has observed from his Australian research that schools that sustain high levels of student achievement meet four criteria:

1. teaching, learning assessment is at the centre of the innovation;
2. the approach to innovation is holistic (i.e. whole-school);
3. a vibrant professional learning community is in evidence;
4. leadership functions and responsibilities are distributed, with teachers exercising pedagogical leadership and principals exercising strategic leadership.

The conclusion is consistent with the view that the total amount of leadership found in schools correlates positively with school performance. However, others have pointed out, the dynamics of the processes that underpin the correlation in question have remained obscured from the view of researchers.

In a third development of the past decade, the leadership roles and functions of classroom teachers in processes of successful school reform have been forcefully asserted. Indeed, US theorists Katzenmeyer and Moller (2001, p.ix) have claimed very recently that where teacher leadership is flourishing in schools:

... there is substantive reform taking place. Teacher leaders emerge within these schools to fill many roles; they join their principals as colleagues to help achieve the schools' desired goals.

These three developments represent a compelling challenge to the time-honoured notion of the principalship as the centrepiece of educational reform. But they have not had widespread effects on educational practice. Moreover, they have not been assimilated into comprehensive leadership research.

Extracted from

Andrews, D., & Crowther, F. (2002). Parallel leadership: A clue to the contents of the "black box" of school reform. *The International Journal of Educational Management*, 16(4), 152-159

雋語摘錄八 • Seven Ways Communication Has Changed

1. *There is more information now than ever before – and there is even more to come.*

2. *There is more spoken communication than before.*

There are more cross-departmental meetings. There is more teamwork, telemarketing and personal contact with clients at all levels. There is also more networking, teleconferencing and videoconferencing, as well as media contact (especially TV and radio) by more people, even home business owners and leaders in volunteer organizations.

3. *There is more e-mail, Internet and Intranet.*

For the time being, these new modes of communication are primarily “print”. But we use them interactively, as if we were speaking. Voice and picture connections are rapidly becoming common.

4. *We are becoming less formal.*

When using the fax, e-mail and Internet newsgroups – our presentation style is less important than content. It's time to be less formal and more “yourself.”

5. *We are doing more for ourselves.*

Downsizing has meant reductions in staff and there are now more people working from home. This means we have to do more of our communicating – writing and speaking.

6. *We are more visual and multimedia-oriented.*

Organizations are making extensive use of desktop publishing and speakers are using more overheads, slides and computerized/electronic presentations. This is what you need to remember: people learn through more than words. If you want to communicate effectively, you will need to use graphics, charts, tables, pictures...

7. *We want to hear about more “personal experiences”.*

Look at articles in magazines and listen to speakers – everywhere there are more stories of personal experience. People want information about your subject. But they also want insight into what has worked for you and how your ideas could affect them personally.

Why is Communication Essential to Leadership?

Leadership is about growth. It is about moving from where we are now to where we want to be, moving through and beyond our fears. None of this will happen if we do not share our ideas and feelings with others. People will not know our vision, no one will learn from us. What's more, we will not grow. Many speakers and teachers, for example, find that when they are communicating, they learn more than their students. In order to teach, you have to really know your subject. You learn what works and what does not through hearing other people's ideas – these go beyond your own. That is when the real growth begins.

Leadership also depends on listening. Do not persuade another of your position, ask and seek. Look at it his/her way. Restate the other person's point to their complete satisfaction – before you state or argue your own position.

Leadership from within, however, is about partnership. Partnership depends on communication.

Extracted from:

Bender, P. (2001). *Leadership from within* (pp. 159-161). Toronto: Stoddart.

焦點摘錄九 • Networking in the Here and Now

Technology Standards for School Administrators

Welcome to my World... The Principal

Upon arriving at school, Ms. Linda Thompson keys her code into the door security pad and heads to her office to begin the day. The first order of business is to check her email. After logging on, she reads and responds to a number of messages, reviews the school improvement plan on the district Web site, and pulls up her presentation for the morning staff meeting to make a few enhancements she thought of on the way to school. Yesterday, Ms. Thompson developed graphs to be used in her presentation, then utilized data from the state department, central office, and building-level surveys.

Ms. Thompson's secretary arrives at work and pops in to remind her about the 11:30 a.m. student council luncheon. Ms. Thompson pulls out her personal digital assistant (PDA) to verify the appointment before heading to the 7:30 a.m. staff meeting.

During the meeting, Ms. Thompson encourages staff to post comments on two topics through the school Web site. The school improvement team is requesting feedback on the draft of the new school improvement plan and the school's technology planning team has requested comments on and a prioritization of strategies, for implementing the district vision for technology use.

Ms. Thompson returns to her office and her email. In response to a message from the superintendent asking for data on SAT scores, she forwards the message to the counseling department and asks that they send the superintendent an updated spreadsheet containing SAT information from the last five years.

Later that morning, Mr. Paul, who teaches English, comes in and closes the door behind him. He presents the Principal with a paper he believes was downloaded from a Web site. Ms. Thompson asks

the teacher to work with the campus technology facilitator and library/media specialist to verify a violation of the district's acceptable use policy and intellectual code of conduct. Receiving verification of a violation using school computers, Ms. Thompson emails the district technology coordinator requesting the site be blocked using filtering software and schedules a conference with the student and parents to outline the consequences spelled out in school policies. After reading an email from the student council president asking her to approve a live band for the homecoming dance next month, she replies with a request for music samples and more information to assist in her review of the band and their repertoire of music.

After lunch, Ms. Thompson grabs her laptop and goes to Mr. Garcia's room to do a classroom observation. Through the district's new wireless network, she downloads Mr. Garcia's lesson plan from the school file server as she observes the class. Ms. Thompson is excited to see that Mr. Garcia has incorporated technology use into his lesson. Using exciting new software supporting sophisticated mathematical reasoning, students are engaged as pairs, with each pair sharing a wireless laptop. Mr. Garcia moves from group to group offering support as students prepare to publish their solutions to a class Web page and to project their contribution for whole-class review and discussion. Ms. Thompson writes up a rough draft of the evaluation, thanks and applauds Mr. Garcia for his efforts and heads back to the office to finish the observation report. In completing her report, she reviews Mr. Garcia's professional goals and last year's summative evaluation in his electronic portfolio on the secure district file server. After the final draft is completed, Ms. Thompson uploads the report to the evaluation folder on the district file server and emails Mr. Garcia complimenting his effective lesson design and use of technology and suggesting a time for his follow-up conference.

Before Ms. Thompson leaves for the day, she makes one final check of her email. She sees that her secretary has added a few dates to her calendar and that the assistant superintendent has forwarded a first draft of next year's budget. She synchs to her PDA to update her calendar and drops the budget information into her planning folder. She turns out the lights and heads for the door. After dinner, Ms. Thompson connects to the Internet to do some leisurely research on motivating reluctant learners through student use of digital photography and digital video.

Extracted from:

North Central Regional Technology in Education Consortium. (2001). *Technology Standards for School Administrators*. Retrieved 9 October 2003, from <http://www.ncrtec.org/pd/tssa/frame.htm>

雋語摘錄十·學校社區化 — 舊觀念？新口號？

自從台灣提出社會「生命共同體」的理念，強調社區文化的重要性，主張社區是落實民主政治，實行地方自治的基礎，一時之間，社區意識、社區主義、市民主義等名詞，不絕於耳，「社區」成為一個時髦的字眼，社區中的學校也成為凝聚、建立社區意識的焦點。如何統整資源，加強學校與社區的結合？自然成為教育改革思考的重要課題。

許多學者認為學校與社區關係密切，其理至明，因為學校是社區中的正式組織，學校教育可促進社區發展；而社區是學校的外在環境，社區的結構，無論是人口或經濟結構，都會影響學校教育措施。此外，面對廿一世紀充滿變動與挑戰的社會，教育不僅須配合社會變遷，掌握時代的脈動，也要引導，帶動社會進步，以迎向更美好的生活。教育並非等同於學校教育，所以，教育改革不能只在學校內進行，必須超越學校校園，將家庭、學校、社會三者結合，而社區即為三者融合的基本單位，所以「學校社區化，社區學校化」是推行社會教育的主流，也是當前教育改革的主要目標之一。然而，我們要思索的是：在社會中，「社區」這個概念和事實，是否真的存在？學校與社區密不可分的關係，是否只是理念層次，而無法印證於現實中？何謂「學校社區化」？何謂「社區學校化」？「學校社區化」是新觀念，抑或是新口號？在推展的過程中有哪些困境，有待突破？如何落實學校與社區的連結，建立雙贏的局面？

要解答以上問題，便須探究社區的定義，分析學校與社區的關係；並回顧學校社區化的歷史淵源，並就學校社區化所遭遇之困難，定出突破之可行策略。在確定學校與社區關係的基準下，落實學校與社區相互合作，資源共享，建立完整、連貫的學習體制，才不會出現一時流行的風潮，或是空洞不實的口號、標語等現象。

其實，社區與學校的關係應是相互合作、雙贏而非互相對立的局面，因此，只有將對方視為可運用的資源、共同的夥伴、及服務的對象，才可能真正結合。基於此，學校固然應發揮教育的功能，延伸、擴大學校教育至社區，拆除學校與社區的藩籬，但是，推展學校社區化的工作，絕非學校單獨能承擔的責任，也不能由學校自行推動。學校社區化雖可視社區差異及需求，而有不同的實施方式，可能以學校或以社區為主來運作，然而，唯有學校與社區的結合，才可能實踐教育民主化、本土化和終身化的教育改革理想。

本文內容摘自：

湯梅英。【學校社區化—舊觀念？新口號？】<http://www.nioerar.edu.tw:82/basis3/15/gj3.htm>, 2002.

焦語摘錄十一 • Who is a Collaborative Leader?

The moment you decide to contribute to the success of a collaborative enterprise, you may be viewed as a collaborative leader. This concept is quite simple. Once you find yourself in a position to convene a collaboration or to be involved as a partner in another's collaborative initiative, your realm of influence and leadership has expanded to include individuals and institutional representatives in leadership posts within other organizations. This makes you a colleague of these leaders and prospectively, a leader in your own right.

The difference between a *collaborative leader* and a *collaborative partner* is a difference of preference. One chooses to play either a proactive or participatory role in the collaboration. Just as many teachers have mastered the art of teaching from the back of the classroom, one needs to be neither the convener nor a routinely vocal participant during meetings to play a leadership role in strategically moving a collaboration toward its stated mission.

As a rule, only one or two members of a collaboration will take the time to think about how to move the collaboration forward and keep the collaboration alive. This is the central job of the collaborative leader. In this role, we will spend most of our time running the maze of interpersonal and interinstitutional politics that are necessary to build and sustain the interest and involvement of each collaborative partner. Assuming that it is in the interest of the collaboration's mission to engage the full array of partners in the discussion and process of planning and executing the work of the collaboration, this is also the job of the collaborative leader. The effective collaborative leader, therefore, finds a way to help each individual partner understand and sustain a personal connection with the work of the collaboration by attaching the work to each partner's individual or institutional self-interests.

Collaborative leaders are interpersonal and interinstitutional relationship managers. In public, they get things done *with* and *through* people. Effective public leaders do not "lead" as much as they build, sustain and direct the commitment, skills and attention of followers and collaborators. For collaborative leaders, relationships are the vehicles through which they accomplish the purposes (missions) for which they have developed their skills; *collaborators are strategic relationships involving individuals and often, the institutions they represent.*

Extracted from:

Rubin, H. (2002). *Collaborative Leadership* (pp. 13-14). Thousand Oaks: Corwin Press.

雋語摘錄十二 · Principal Coaching

This is a story of Garry and his coach and how they approached school improvement in an already successful school. Garry is in his early 50's and has been at the school for five years. This is his second principalship.

Garry approached me for support to work through a number of issues that he was keen to address, largely as a result of the appraisal process as it related to his own performance. This was the significant first step – the focus was on him, not on the school. The school is actually very successful, runs smoothly, is highly regarded and is even winning national literacy awards. Producing measurable and immediate improvement in such a school therefore was difficult to achieve. The school had its own very ingrained improvement processes in place, but Garry, like any principal, was keen to continue to grow and develop in his role.

Key Issues Identified

In early sessions, Garry and his coach identified a number of key issues:

- Frustration with the lack of ownership in the improvement process. While the approach was good and had Garry's enthusiastic support, he had little opportunity to influence its actual form.
- A growing concern about the emphasis on the negatives identified through the process and insufficient recognition for achievement and positives. The process did not encourage open self-reflection, in fact, it caused considerable stress and resentment that was quite unnecessary and even counter-productive.
- A number of issues from the appraisal which clearly needed addressing included communication, decision-making, relationships and presence/diplomacy.

Garry had accepted that there were some important issues to work on but, like most principals, was inclined to say: *'Hey that's me! I've been like this all my life. I run a good school, even if I'm not perfect.'* However, with a view to a continuous self-improvement process, Garry enthusiastically signed up to work with a coach.

The coach visited the school in May after initial phone coaching sessions. Regular (weekly) half-hour phone sessions were held from May to November, during the school terms.

The Results: Appraisal Scores

The November appraisal indicated an overall improvement, most significantly on the following characteristics:

| Characteristic This is a selection of those items on which Garry achieved improvement during the period May to Nov. | Percentage of staff indicating that Garry needed to improve. | |
|--|--|------|
| | May | Nov. |
| Confronts others skilfully | 60 | 26 |
| Defines problems effectively; gets to the heart of a problem | 33 | 13 |
| Establishes and conveys a sense of purpose | 40 | 0 |
| Can handle situations where there is no 'pat' answer and no prescribed method of proceeding | 47 | 7 |
| Skilled at relating to different types of parents | 33 | 13 |
| Competent at dealing with people's feelings | 33 | 0 |
| Is diplomatic | 60 | 20 |
| Isn't abrasive, doesn't usually antagonise | 40 | 7 |
| Good coach/mentor; patient with people as they learn | 27 | 0 |
| Inspirational; helps people to see the importance of what they are doing | 27 | 7 |
| Has good relationships with people | 40 | 0 |
| Recognises and rewards people for their work | 33 | 0 |
| Doesn't hide mistakes | 27 | 7 |
| Responds well to situations that require him to stretch and grow | 20 | 0 |
| Creates good 'give and take' with others in conversations, meetings and interviews | 27 | 7 |
| Sets priorities, distinguishes important/ unimportant tasks | 47 | 27 |
| Makes the most of time available | 47 | 13 |
| Deals with interruptions appropriately, knows when to admit interruptions and when to screen them out | 33 | 7 |
| Avoids 'spreading himself too thin' | 53 | 26 |
| Has a sense of diplomacy | 27 | 0 |
| Respected by staff, parents and children | 20 | 0 |

Garry's coach commented on his improvement:

These results are quite remarkable, in our opinion, and certainly compare very favourably to any real improvement that occurs in principals under other appraisal schemes that we are aware of. Whilst we have not attempted to measure how much better the students are learning as a result, it is clear that Garry is now achieving at a higher standard as a principal if you use either the Hay Group's or the Australian Principals Associations Professional Development Council's (APAPDC) competencies list as your measure.

Garry's supervisor also commented.

'May I congratulate you on the wonderful improvement across the board which has been reflected in your staff review between May and

November. The areas of greatest enhancement include the key areas of communication, decision-making and relationships. I am particularly pleased with the overall extremely positive ratings on staff support. I certainly admire the tenacity with which you have stuck to the task and continued to work at development. I take this opportunity to thank you for a first-rate year at the Junior School.'

How's that for positive and real feedback?

Extracted from:

Hoult, G. (2002). Principal appraisal: Coaching educational leaders to continuous self-improvement. *ICPonline feature article*. Retrieved 9 October 2003, from http://www.icponline.org/feature_articles/f20_01.htm

技能稽核

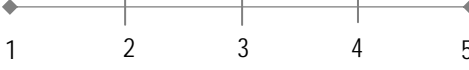
我是否一個有聚結力的領導者？

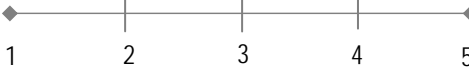
我們建議你使用這裏提供的「工具」，作為一般全方位回饋問卷調查的一部份，以便向員工、家長或其他人士收集與你個人學習需要相關的資料。請先閱讀一些雋語摘錄，再使用這項工具。

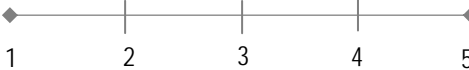
請按這個評量等級，為下列各題評分。

| 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 我與其他學校領袖互通電郵或交談。


第 2 題 我覺得為教師專業發展日邀請合適的講者十分容易。


第 3 題 我經常適時獲悉教育統籌局政策的變更。


第 4 題 我經常與學校支援機構例如衛生署、家庭及社區服務機構等單位的人員互通電郵或交談。


第 5 題 我覺得為有需要的家庭或陷入危機的教師尋求支援十分容易。


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建立網絡的課題。

這些摘錄只是一個起點，希望觸發你思考各種有關建立網絡的問題。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建立網絡事項。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 |
| 建立網絡： 雋語編號 | 1. | | | | ✓ | | ✓ |
| | 2. | | | ✓ | | | ✓ |
| | 3. | ✓ | ✓ | | | | |
| | 4. | ✓ | | ✓ | ✓ | | |
| | 5. | | | ✓ | ✓ | | |
| | 6. | ✓ | | | ✓ | | ✓ |
| | 7. | ✓ | | ✓ | | | |
| | 8. | | | ✓ | | | ✓ |
| | 9. | | | ✓ | ✓ | | |
| | 10. | | | | | | ✓ |
| | 11. | | | ✓ | | | |
| | 12. | | | ✓ | ✓ | | ✓ |