

參考文獻

- 林明地 (2010)。國中校長提昇課程品質及師生教與學成效之作爲分析。當代教育研究，18(1)，43-76。
- 林佩璇 (2004)。邁向課程實踐理論化的行動研究。教育研究集刊，50(3)，123-143。
- 王麗雲 (2007)。地方教育治理模式分析。教育政策論壇，10 (1)，189-228。
- 李文富 (2009)。課程與教學輔導體系的建構—朝向夥伴協作的課程慎思平台與治理機制。研習資訊，26(3)，35-46。
- 李端明 (2003)。嘉義縣九年一貫國民教育輔導團數學領域工作簡介。教師之友，44 (1)，19-21。
- 李家宜 (2004)。嘉義市健康與體育學習領域課程推動現況與遭遇困境之探討。教師之友，45 (1)，40-44。
- 林佩璇 (2004)。邁向課程實踐理論化的行動研究。教育研究集刊，50(3)，123-143。
- 周淑卿 (2005)。論教學文化更新爲學校課程革新之基礎。課程與教學季刊，8(3)，15-25。
- 周淑卿 (2010)。學校層級課程與教學推動的現況與展望。論文發表於建構台灣課程與教學推動網絡學術研討會。台北：國家教育研究院籌備處、淡江大學課程與教學研究所。
- 施琇瑩、陳順利(2007)。縣市政府層級國民教育輔導團進階制度設計之芻議—結合人力資源管理與教育證照之觀點。學校行政，48，225-235。
- 黃騰 (2005)。從「角色」到「自我」--論教師改變的歷史困境與可能。教育研究集刊，51(4)，89-116。
- 陳伯璋、李文富 (2009)。課程與教學輔導體系的建構背景與推動現況。研習資訊，26(3)，1-4。
- 歐用生 (2004)。校長的課程領導與專業成長。研習資訊雙月刊，21(1)，60-70。
- 陳伯璋、李文富、黃騰、范信賢(2009，11月)。尋找台灣課程改革的失落環節-

- 教學輔導網絡建構的想像與展望。論文發表於課程與教學輔導網絡之建構—邁向永續性之課程改革研討會。台北：國家教育研究院籌備處、淡江大學課程與教學研究所。
- 陳世聰 (2010)。「上善渠成」：從文化的觀點談課程與教學推動三層級網絡間的分工與整合。論文發表於建構台灣課程與教學推動網絡學術研討會。台北：國家教育研究院籌備處、淡江大學課程與教學研究所。
- 黃騰、李文富 (2010, 5月)。國家課程與教學推動網絡的過去與未來：以縣市層級的分析為例。論文發表於「過去現在未來之課程與教學國際學術論壇」。台東：國立台東大學師範學院。
- 歐用生 (2006)。建立課程的公共性—課程公共論述的危機與出路。教育研究集刊, 52(1), 1-27。
- 歐用生 (2010)。日本小學課程發展機制之分析——課程與政治的關係。教育資料集刊, 45, 121-148。
- 張德銳 等人 (2010)。中央及縣市課程與教學輔導人才核心能力指標與培訓課程內涵成果報告。論文發表於建構台灣課程與教學推動網絡學術研討會。台北：國家教育研究院籌備處、淡江大學課程與教學研究所。
- 國民教育社群網 (2010a)。教育部中央課程與教學輔導諮詢教師團隊設置及運作要點。2010年4月2日，取自 http://teach.eje.edu.tw/SIGNet/SIGnews_test.php
- 國民教育社群網 (2010b)。教育部中央課程與教學輔導諮詢教師 99 學年度遴選簡章。2010年10月12日，取自 <http://teach.eje.edu.tw/data/files/signews/SIG00001/2010042219151299%E6%95%99%E8%82%B2%E9%83%A8%E4%B8%AD%E5%A4%AE%E8%AA%B2%E7%A8%8B%E8%88%87%E6%95%99%E5%AD%B8%E8%BC%94%E5%B0%8E%E8%AB%AE%E8%A9%A2%E6%95%99%E5%B8%AB%E9%81%B4%E9%81%B8%E7%B0%A1%E7%AB%A0.doc>
- 教育部 (2001)。國民中小學九年一貫課程暫行綱要。台北：教育部。
- 張素貞 (2009)。「課程與教學輔導」體系整合規劃與實踐初探。研習資訊, 26(3),

- 張政一 (2004)。雲林縣綜合活動學習領域實施現況分析。教師之友, 45 (3), 29-34。
- 國民教育社群網 (2010a)。直轄市及縣(市)國民教育輔導團組織及運作參考原則。2010年4月2日, 取自 <http://140.117.12.233/indexlogin.php>
- 國民教育社群網 (2010b)。教育部中央課程與教學輔導諮詢教師團隊設置及運作要點。2010年4月2日, 取自 http://teach.eje.edu.tw/SIGNet/SIGnews_test.php
- 鍾靜 (2009)。論三層級教師領導者應有之知能與任務。研習資訊, 26(3), 5-16。
- 甄曉蘭 (2003)。教師的課程意識與教學實踐。教育研究集刊, 49(1), 63-94。
- Beck, U. (1999). *World risk society*. Cambridge: Polity Press.
- Bullough, R. V. and Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
- Carter, K. (1990). Teachers' knowledge and learning to teach. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 291-310). New York: Macmillan.
- Cochran-Smith, M. (2005). Teacher educators as researchers: multiple perspectives. *Teaching and Teacher Education*, 21, 219-225.
- Clandinin, D. J. (1986). *Classroom practice: Teacher images in action*. London: Falmer Press.
- Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. London: Croom Helm.
- Freire, P. (1998). *Pedagogy of freedom*. Maryland: Rowman & Littlefield.
- Freire, P. (2000). *Pedagogy of the Oppressed, 30th Anniversary Edition*. N.Y: Continuum.
- Fairbanks, C. M., Duffy, G. G., Faircloth, B. S., He, Y., Levin, B., Rohr, J. and Stein, C. (2010). Beyond knowledge: Exploring why some teachers are more thoughtfully adaptive than others. *Journal of Teacher Education*, 61(1-2), 161-171.
- Gallego, M. A., Cole, M., & The Laboratory of Comparative Human Cognition

- (2001). Classroom culture and cultures in the classroom. In V. Richardson (Ed.), *Handbook of research on teaching (4th ed.)* (pp. 951-997). American Educational Research Association. Washington: D. C.
- Giddens, A. (1994) Living in a post-traditional society. In U. Beck, A. Giddens, & S. Lash (Eds.), *Reflexive modernization: Politics, tradition and aesthetics in the modern social order* (pp. 56-109). Cambridge: Polity Press.
- Giroux, H. A. (1988). *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning*. Massachusetts: Bergin & Garvey.
- Giroux, H. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling: a critical reader*. Colorado: Westview Press.
- Goodlad, J. I., & Associates. (1979). *Curriculum inquiry: The study of curriculum practice*. New York: McGraw-Hill.
- Greene, M. (1988). *The dialectic of freedom*. New York: Teacher College Press.
- Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. CA: Jossey-Bass.
- Grossman, P. (1995). Teachers' knowledge. In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (2nd ed., pp. 20-24). Cambridge: Cambridge University Press.
- Harris-Hart, C. (2009). Performing Curriculum: Exploring the role of teachers and teacher educators. *Curriculum Inquiry*, 39(1), 111-123.
- Hay, S. & Kapitzke, C. (2009). Smart state for a knowledge economy: reconstituting creativity through student subjectivity. *British Journal of Sociology of Education*, 30(2), 151-164.
- Huang, T. (2010). Teaching unawareness: The curriculum of desire and love in risk society. *Asia Pacific Education Review*, 11(4), 447-487.
- Huang, T., & Tsai, C. C. (2008). Teacher's epistemological beliefs and practices: An

- interpretative model. Paper presented at the annual meeting of CSEC2008. Tainan, Taiwan.
- Korthagen, F., Loughran, J. and Lunenberg, M. (2005). Teaching teachers-studies into the expertise of teacher educators: an introduction to this theme issue. *Teaching and Teacher Education*, 21, 107-115.
- Kliebard, H. M. (1975). Persistent curriculum issues in historical perspective. In W. F. Pinar (Ed.), *Curriculum theorizing: The reconceptualists* (pp. 39-50). Berkeley, CA: McCutchan.
- Munby, H., Russell, T. & Martin, A. K. (2001). Teachers' knowledge and how it develops. In V. Richardson (Ed.), *Handbook of research on teaching (4th ed.)* (pp. 877-904). American Educational Research Association. Washington: D. C.
- Mustakova-Possardt, E. (2004). Education for critical moral consciousness. *Journal of Moral Education*, 33(3), 265-269.
- Richardson, V. & Placier, P. (2001). Teacher Change. In V. Richardson(Ed.), *Handbook of research on teaching(4th ed.)*(pp. 905-944). American Educational Research Association.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(1), 4-14.
- Sutton, R. E. (2004). Teaching under high-stakes testing: Dilemmas and decisions of a teacher educator. *Journal of Teacher Education*, 55(5), 463-475.
- Spencer, D. A. (2001). Teachers' work in Historical and social context. In V. Richardson (Ed.), *Handbook of research on teaching (4th ed.)* (pp. 803-825). American Educational Research Association. Washington: D. C.
- Snyder, J., Bolin, F., & Zumwalt, K. (1992). Curriculum implementation. In P. Jackson (Ed.), *Handbook of research on curriculum* (pp. 402-435). New York: Macmillan.

Zeichner, K. (1999). The new scholarship in teacher education. *Educational Researcher*, 28(9), 4-15.