



# 1949 年後臺灣取得教師資格制度 ——歷史制度論的觀點

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## 摘要

本研究運用文件及相關文獻分析我國取得教師資格的制度發展，以論證在制度穩定與變動的過程中，由於政府與次級系統的交互影響，終於發展有利於提升教師素質的教師資格取得制度之結果。為達上述目的，本研究以制度發展的斷續式均衡概念為依據，首先探討我國取得教師資格制度的整體發展，先是登記與檢定並存制度，發展至以市場競爭為主軸的單一制度；其次，分析取得教師資格制度的變遷來源；最後，提出我國取得教師資格制度的變遷，師資供需為主要的影響因素，且在雙軌制度下是以外發政治社會因素為多，單一制階段則以內生自我增強因素為多，本研究預期在單一制度後，我國取得教師資格制度會自我增強，並以提升教師素質為方向發展。

**關鍵詞：**制度、取得教師資格、師資培育、教師證書、斷續式均衡

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## **The Institution of Obtaining Teacher Qualification since 1949 in Taiwan: Perspective from Historical Institutionalism**

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### **Abstract**

This paper aims to analyze the development of the institutions for obtaining teacher qualification in Taiwan since 1949 and to contribute to the improvement of teacher qualification with qualifications obtained by means of document and literature analysis. In order to fulfill such aims, this paper first based on the concept of punctuated equilibrium in institutional change theory to explore the development of institutions in terms of obtaining teacher qualification. This included the exploring of the registration and verification model, which was later directed into a single market competition model. Secondly, this paper analyzed the sources of which teacher qualification institution changes were made. Finally, this paper suggests institutional changes to our teacher qualification, where teacher supply and

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demand was the primary influencing factor, but the influencing factor in two-track models were mostly political and social factors. Influencing factors in single models were mostly self-reinforcing factors. This paper anticipates that future directions in the single model would include self-reinforcing improvements among institutions for teacher qualification and promoting higher teacher quality.

**Key words:** institution, obtaining teacher qualification, teacher education, teacher certificate, punctuated equilibrium