

# 我國師資培育課程與教學認證標準 之評析

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## 摘要

本文旨在透過理論分析、文件分析與比較教育研究法，深入探討我國未來師資培育課程與教學認證標準之規劃。為達此目的，首先評析師資培育課程與教學的理論觀，再次比較美、法及我國師資培育課程與教學認證之優缺點，接著評析美、法師資培育課程與教學認證之優缺點，最後評析我國目前師資培育課程審議及評鑑的優缺點。本文獲致的結論如下：

一、教師專業能力包括專業判斷能力、情緒自我管理、人際互動與溝通能力、終身學習能力，須長期培育，非評鑑機制所能單獨達成。

二、教師教學專業能力的養成係來自通識能力、專門科目知識與教育專業知識，所統合而成的專業推理能力，評鑑與認證宜從其統合的面向加以評鑑。

三、NACTE基於教師專業能力的評鑑標準與後設評鑑，值得我們

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借鏡。

四、我國師資認證與評鑑概念混淆，同時類似認證的師資培育方案審議形式化。

五、我國師資培育課程與教學評鑑未能統整化、專業化、特色化與多元化。

根據上述的研究結論，爰擬以下幾點建議：

一、積極推動良師制、學習檔案、教學檔案與教學個案研討會，並列入評鑑的特色中。

二、修訂《師資培育法》，實施認證與評鑑的雙軌品質經營策略。

三、宜依據教師的知識學習性質，明訂專業學習、專門知識與通識涵養關鍵能力的比重。

四、宜由國家教育研究院或國科會獎勵研究具有專業化、統整化與特色化、多元化的課程與教學評鑑內容與指標。

五、建立評鑑人員的專業聲望機制，激勵專業人員參與評鑑。

六、積極建立後設評鑑機制，以提升評鑑之效度與品質。

**關鍵詞：**師資培育、課程與教學認證、評鑑、比較教育

## **Teacher Curriculum and Teaching Activities of the Teacher Education Evaluation Mechanism in Taiwan**

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### **Abstract**

Through theory analysis and comparative education research analysis methods, this paper mainly focuses on the deep research of “The Teacher Curriculum and Teaching Activities of the Teacher Education Evaluation Mechanism in Taiwan.” The research findings are as following:

1. The professional skills of an adequate teacher includes professional judgment, self-emotional control ability, inter-personnel communication ability and life-long learning ability. These skills need to be developed based on a long-term practice and cannot be achieved by the evaluation mechanism.

2. Professional skills of a teacher are cultivated from the integration of general education, specific subject’s education and professional knowledge

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of education. The evaluation and accreditation process should be undergoing on an integrated basis.

3. The evaluation standards and meta-evaluation of NACTE are good models for Taiwanese system of teacher education evaluation to learn from.

4. The concepts of teacher accreditation and evaluation in Taiwan are not clearly defined. The deliberations on teacher education program which are similar to the accreditation system are too formalized.

5. The criteria for a good education system are integration, profession, distinguishing and diversification of the teacher education programs and the system of teacher education evaluation. Unfortunately, the teacher education system in Taiwan does not meet these criteria.

Based on above-mentioned findings, amendment of teacher education acts and double track system of accreditation and evaluation into practice, meta-evaluation mechanism for research in teacher education program etc. are needed for facilitating the quality of teacher education in Taiwan.

**Keywords:** teacher education, curriculum & teaching accreditation, evaluation, comparative education