

The Exploration of the Issue of Teacher Empowerment in Kindergarten Curriculum Evaluation

Ru-Si Chen* Li-Ling Lin**

Abstract

Curriculum evaluation can be the alternative of improving the educational advancement. The authority concerned and educational practitioners can employ curriculum evaluation to review the teachers' instructions about educational planning and project designing and measure the advancement of student's learning. The purpose of curriculum evaluation is not only focused on the comparison about the curriculum practicing in the different schools, but also the teachers' praxis and cultivating their abilities on educational professional decision-making. In addition, it can advance their abilities about professional dialogues and developments, building team-working and continuing to engage the social actions with curriculum reform. On the contemporary situations of kindergarten evaluation, the authority concerned and the kindergarten directors constantly are the key role-playing on evaluation and supervision. This location makes kindergarten teachers' attitudes toward evaluation becoming negative, and rarely understanding the real content of curriculum evaluation. They also don't recognize the positive effects of kindergarten curriculum evaluation. The rising of teacher empowerment could transform this scientific, professional, and dominating dimension of traditional curriculum evaluation. Teacher empowerment emphasizes the opportunities of teachers' power and engages the real educational situations with practical workers. Kindergarten teachers can empower themselves and raise their powerful consciousness on curriculum designing, shaping the superior praxis about curriculum development by the praxis of engagement and reflection. This study aims to analyze the practicing situations of teachers' empowerment evaluation in kindergarten, locating them

* Assistant Professor, Department of Child Care and Education, Yu Da College of Business

** Lecturer, Department of Early Childhood Care and Education, Meiho Institute of Technology

on the master roles of evaluation and revealing their professional subjectivity to advance curriculum development and design in kindergarten.

Keywords: Kindergarten, Curriculum evaluation, Teacher empowerment

幼兒園課程評鑑的教師賦權議題之探究

陳 儒 晰* 林 麗 玲**

摘 要

課程評鑑是提升教育品質的處方之一，教育行政單位與教學實務工作者可藉由課程評鑑檢視其教育計畫與活動設計之實施情形，並評量學生學習成效的良窳。課程評鑑不只對個別學校課程實務進行分數評比或高下優劣之績效比較，也聚焦在教師教學實務之改善，培養教師專業決定、專業對話與專業成長之能力，營造團隊合作氣氛，持續進行參與式的課程改革行動。就當前幼兒園課程評鑑現況觀之，大多以教育主管機關或園長為評鑑監督主角，實際從事幼兒教育的教師較少有權力參與評鑑，使其對評鑑抱持的看法趨向消極或負面，無法深入瞭解課程評鑑的實施內涵，也未能正視其所衍生的積極影響。因此，本研究關注於轉化傳統科學、客觀、專家、上對下與霸權本位之教師賦權評鑑定位，強調貼近於真實教育環境與實務工作者參與的評鑑模式。教師賦權評鑑不只提供其更多的權力機會而已，同時也相信教師有能力藉由更多的參與來提升其在課程評鑑與實踐之主體性；同時也強調幼兒園教師在參與和反思過程中，擁有更多的權力意識與覺醒來轉化其課程實務，彰顯其專業主體性，並藉由民主參與過程來檢視並實踐其課程發展的賦權評鑑。最後，本研究提出選擇策略賦權幼兒園教師反思課程評鑑之實踐，使其有機會在持續不間斷的實踐、反省、批判與修正過程中，彰顯與賦權自己在課程與教學中的專業能力。

關鍵詞：幼兒園、課程評鑑、教師賦權

* 育達商業技術學院幼兒保育系助理教授

** 美和技術學院幼兒保育系講師