

Analysis of School-Based Curriculum Policy for Primary and Secondary School

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Abstract

According to researches, implementation gaps exist in the promotion of school-based curriculum development among primary and secondary schools since 2001. Why? This is because that practice teachers of the school fail to understand the design of curriculum policy and key idea correctly. Therefore, this paper will explore the background and content of this policy by both theoretical analysis of curriculum development and policy analysis. The aim is to offer the direction of policy suggestions for executing school-based curriculum policy. The paper will firstly introduce the background and meaning of school-based curriculum development, then analyze the background of this policy, finally, the content will be explored to summarize the intentions of school-based curriculum.

Keywords: Grade 1-9 Curriculum Policy, school-based curriculum development, policy implementation, school-based curriculum policy

解析我國國民中小學學校本位課程政策

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摘 要

根據研究指出，我國國民中小學學校本位課程政策自 2001 年推動以來，已產生許多與政策目標脫節的執行落差的現象，何以致此？究其原因，學校實務工作者未能正確解讀課程政策設計內涵與核心理念是重要因素之一。是以，本文主要透過學校本位課程發展的理論分析，以及政策分析的途徑探討我國推動國民中小學學校本位課程的政策背景以及內涵設計，試圖釐清課程政策的意涵，期能提供學校執行學校本位課程政策的指引。至於本文結構安排，首先探討學校本位課程發展的緣起與意義；次則分析我國推動學校本位課程的政策背景；三則探究學校本位課程的政策設計內涵；最後為結論與建議。

關鍵字：九年一貫課程、學校本位課程發展、政策執行、學校本位課程政策