

考試科目	專業英文	所別	1631 教育行政與政策	考試時間	>月>5日(六) 第二節
------	------	----	-----------------	------	--------------

1. Please translate the following English paragraph to Chinese. (25 pts)

New Minister of Education Chiang Wei-ling said that the 12-year compulsory education system will surely be taken into practice, and should be done successfully. Chiang, who was sworn in as the new education minister yesterday after quitting his post as president of the National Central University, made the remarks when speaking at a national meeting of chiefs of local county and city education bureaus, held in Taichung. Chiang said the meeting is a very good platform for communications among education chiefs of local counties and cities, and therefore he hoped all the participants to contribute valuable opinions concerning how to secure a successful implementation of the 12-year compulsory education program. Accordingly, Chiang said that it's a must for the system to be put into practice in 2014 as scheduled, and concerted efforts are needed to upgrade the learning quality of students and help them establish solid foundation to pave the way for a better senior high school education. To the end, Chiang continued, teachers should step up efforts to boost their teaching quality and build accurate sense of values among students. Earlier, Chiang also noted in his capacity as education minister-designate that "teamwork, innovation, communication and accomplishment" would be the forces behind every policy carried out in the future. Chiang also noted that he had consulted many people in the field of education and promised to pick the right people for the right positions.
(Excerpted from *New Minister Vows to Enforce 12-Year Education*, *The China Post*, February 7, 2012)

2. Please answer the following question in English. Based on the aforementioned paragraph (Question 1), please provide the strategies to ensure that the 12-year compulsory education system will be done successfully. (25 pts)

3. Please summarize the following paragraph in Chinese. (25 pts)

The role of the principal has evolved from being primarily that of a building manager (Sharp & Walter, 1994) to that of an instructional and curricular leader (Checkley, 2000; Cheng, 2004; Glatthorn, 2000; Huang, 2004; Wu, 2004) and, more recently, to that of a technological leader (Anderson & Dexter, 2005; Bailey & Lumley, 1994; Ford, 2000; Inkster, 1998; Kadela, 2002; Matthews, 2002; McLeod,

備

註 試題隨卷繳交

考試科目	專業英文	所別	1531 教育行政與政策	考試時間	2 月 25 日 (六) 第二節
------	------	----	--------------	------	------------------

2008; Scott, 2005; Seay, 2004; Stegall, 1998). Technological leadership is emerging within the increasingly diversified educational leadership world. Schools striving to excel in the information age need leaders that are well versed in the potential and in the pitfalls of information and communication technology. Many researchers (i.e., Anderson & Dexter; Byrom & Bingham; Gibson; Martin, Gersick, Nudell, & Culp) and educational organizations (i.e., the National School Boards Foundation; the United States Department of Education) note that strong leadership is essential to successful technology-based school reform (cited in Hughes, McLeod, Dikkers, Brahier, & Whiteside, 2005). Moreover, principals' technological leadership strongly correlates with teachers' integration of educational technology into their curriculums (Rogers, 2000). Technological leadership is vital for effective use of technology (Anderson & Dexter, 2005), and therefore, efforts to change and prepare schools and students for the information age demand effective technological leadership from principals (Ross & Bailey, 1996).

4. Please summarize the following paragraph in Chinese. (25 pts)

Hoy, Tarter and Woolfolk-Hoy (2006) developed a new structure to aid student achievement, with population control as a variable. Hoy et al. used a series of teacher attitudes (efficacy, academic emphasis and trust) to describe the new structure of academic optimism. Academic optimism is an effective way to explain the underlying structure of school performance. Additionally, academic optimism has a substantial impact on student achievement. Teachers with optimism can establish a learning environment for all students to achieve their goals and promote the positive beliefs of themselves, their students and parents. McGuigan and Hoy (2006) further indicated that efficacy, academic emphasis and trust on behalf of academic optimism were present in the cognitive, behavioural and affective characteristics, respectively. Academic emphasis can be confirmed by the clear, school-wide goal of academic success, representing the behaviour component. Efficacy is the cognitive component; teachers believe that they can teach successfully. Trust among teachers, parents and students represents the affective component.

(Excerpted from School Leadership and Management, Vol. 31, No. 5, November 2011)

備

註 試題隨卷繳交