

李玟霖博士、許漢榮先生、趙志成教授 -
 校長如何能夠建立好學敏求的學習型組織？
 如何透過專業學習社群啟發教師領導者？

校長如何能夠建立好學敏求的學習型組織？ 如何透過專業學習社群啟發教師領導者？

李玟霖博士、許漢榮先生、趙志成教授
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How Can Principals Build Vibrant Learning Organizations ? How To Inspire Teacher Leaders Via Professional Learning Communities?

Dr Daphnee Hui Lin LEE, Mr HUI Hon Wing Joe, Prof CHIU Chi Shing
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專業學習社群 (Professional Learning Communities-PLC) ?

- 教育局鼓勵學校為教師建立「學習社群」（教育局，2015，P.6）
- 教育局的專業發展架構是否幫助達成這項倡議？
- 這項倡議是否能配合學校三年發展計劃一同實踐？
- 教師是否獲得鼓勵去參與專業發展或教師領導？

Education Bureau. (2015). Legislative Council Panel on Education-
 2015 Policy Address Education Bureau's Policy Initiatives. Hong Kong.



Professional Learning Communities-PLC

- EDB promotes 'learning communities' for teachers (Education Bureau, 2015, p.6).
- Does EDB professional development framework support this initiative?
- Does this initiative fit with school Three-Year Strategic Plan?
- Are incentives available for teachers to engage in professional development or teacher leadership?

Education Bureau. (2015). Legislative Council Panel on Education-
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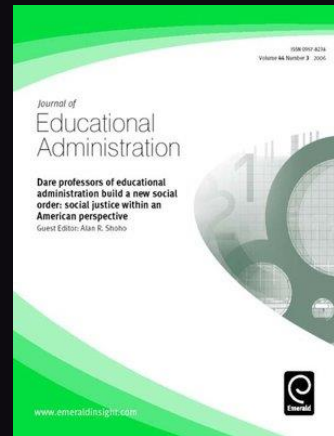


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跟進：卓越教師領導

校長如何促進教師專業發展？
 (How can principals support teacher professional development?)

- 反思實踐 (Reflective practice)
- 社交情緒學習 (Socioemotional learning)
- 「追升band」 (“Band consciousness”)



Lee, D. H. L., & Chiu, C. S. (2017). "School Banding": Principals' Perspectives of Teacher Professional Development in the School-Based Management Context. *Journal of Educational Administration*, 55(6), 686-701.



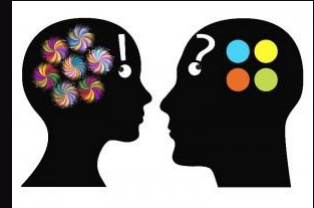
華人社會下校長對教師專業發展的取向
 (Principal's prioritization of teacher professional development is shaped by the hierarchical context)



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反思實踐

- 透過運用「協作」方式，推動教師利用新的教學方式，改善學生學習。
- 提供教師合作的平台(例如專業學習社群)是不可或缺的，因為這能夠幫助教師發展人際關係網絡，讓他們互相思考如何實踐有意義的教學措施。
- 增強教師領導能力的重要性：通過反省實踐，拉近教學理論與實踐的距離。

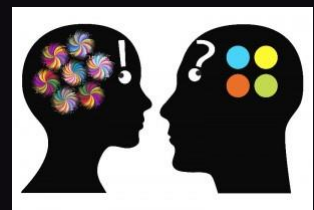


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Reflective Practice

- The support of teachers was sought through their professional development by encouraging "collaborative" strategies such as "reflective practice."
- Providing platforms for collaboration (e.g., PLCs) is essential for developing social networks to bring about reflective teacher practice (e.g., creation of meaningful instructional initiatives).
- The importance of empowering teachers with the capacity is to bridge gaps in theory and practice through reflective practice.



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社交情緒學習

- 變革型領導有助給予教師靈感，實踐有利於學生全面發展的教學方式。教師關心學生情感方面的發展，實屬於教師專業資本的一部分。在知識傳授的過程中，強調情感層面的重要性，有助於提升學生學習成效。



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Socioemotional Learning

- Transformational leadership is needed to inspire teacher commitment to holistic approaches to student development. While teachers' emotional capacities to care for the socioemotional development of students is also an aspect of professional capital, a fine-grained distinction is needed to highlight the importance of the affective dimension in teaching content knowledge.



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「追升band」

- Band 1 學校校長將專業發展視為建立協作文化的策略，改善教師反省實踐。此外，雖然教育局有相關指引，但Band 1學校校長在校內實行高度自主性，決定如何促進教師專業發展來幫助學生獲取成就。
- Band 2 學校校長爭取提升學生學業成績，所以更留意「教育局建議指引」。參與此研究的三種Banding學校之中，最積極地與教育局合作落實教學改革的是Band 2 學校校長。校長用心細閱所提供的教學建議和資源，例如「教育局三年發展計劃」。
- Band 3 學校校長力求找到「切入點」，提出學校正面臨與教學政策和學校背景相關的挑戰，例如「教師工作繁重」、「學生學習差異」、「不適應學校環境」。

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“Band Consciousness”

- Principals of Band 1 schools saw professional development as strategic for building cultures of collaboration to improve teacher reflective practice. Moreover, principals of Band 1 schools demonstrated the strongest autonomy from the EDB in defining how teacher professional development should be organized to support student achievement.
- Band 2 school principals who sought to uplift academic achievement seemed to pay greater attention to “EDB recommendations.” Band 2 school principals in this study were the most proactive in working with the EDB to implement instructional reforms. Principals actively observed the recommendations and resources provided, such as the “EDB three-year plan.”
- Principals in Band 3 schools struggled to find the “entry point,” citing the challenges of “teachers’ workload,” “learner diversity,” and “misfit” between proposed policy initiatives and school context.

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新加坡的研究結果

- 權力距離 (Power Distance)
- 不確定性規避 (Uncertainty Avoidance)
- 風險承擔 (Risk taking)

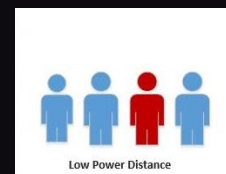
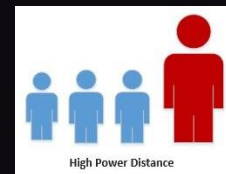


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權力距離

- 權力距離是指因為不同的身份地位，人們受到不公平待遇的認可程度。
- 在權力距離較高的地方，因從屬關係而產生的不公平待遇被廣泛地接受。對於專業學習社群而言，決定在學校進行變革或者推動顯著數目的教師落實變革，並不是一件易事。
- 具有權力距離較高的文化背景，香港教師面對教師領導時會顯得較為猶豫。與此同時，在權力距離較高的新加坡，大部分專業學習社群傾向鼓勵教師落實政府安排的改革，而不是自發性地在個別學校進行變革型改變。



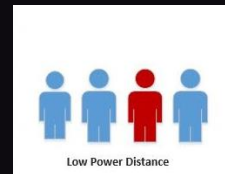
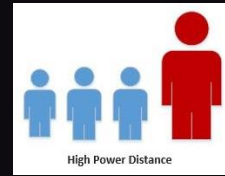
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Power Distance

- Power distance refers to the degree of endorsement of unequal influence among individuals because of their differing statuses.
- In high power distance contexts where unequal treatment of superiors and subordinates is predominantly accepted, it may be even less likely for PLCs to facilitate transformational instructional change for a significant segment of teachers.
- Situated within a similar high power distance cultural context, Hong Kong teachers appeared hesitant toward embracing teacher leadership. Likewise, in Singapore's high power distance culture, most PLCs tended to encourage teachers to engage in reifying, rather than transformational change .



Lee, D. H. L., & Lee, W. O. (2018). Transformational change in instruction with professional learning communities? The influence of teacher cultural disposition



不確定性規避

- 不確定性規避是指人們想減少不確定結果，所以在操作時會按照明確規則和慣常做法，例如面對頻繁的教育改革，教師可能會透過各自為政，又或者反而向同事尋求協助、輔導來避免不確定性。



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Uncertainty Avoidance

- Uncertainty avoidance refers to the inclination to minimize ambiguity by observing explicit rules to define practices. E.g., in the face of the ambiguity created by constant school reform, teachers could avoid uncertainty by isolating themselves, or reduce uncertainty by seeking support and guidance from colleagues.



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冒險精神

- 冒險精神是指雖然不確定性存在，但仍然會願意改變現況，例如傾向於冒險精神的教師可能將教育改革所帶來的不確定性視為改善學校和教學的機遇。



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Risk Taking

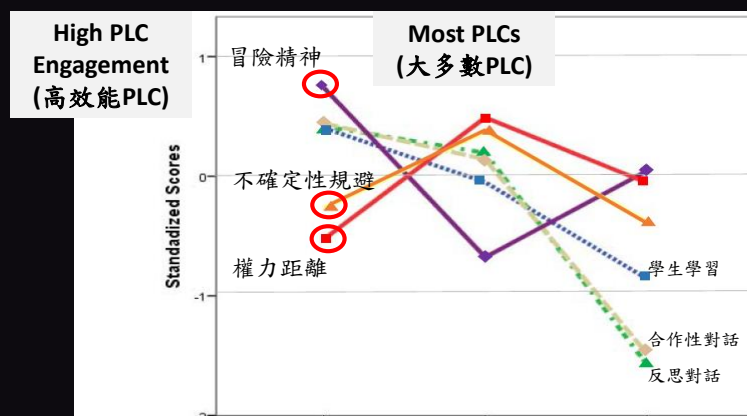
- Risk-taking refers to change-making dispositions that endure despite the presence of uncertainty. E.g., teachers predisposed toward risk-taking see the uncertainty created by reforms as opportunities for transformational change.



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新加坡的研究結果



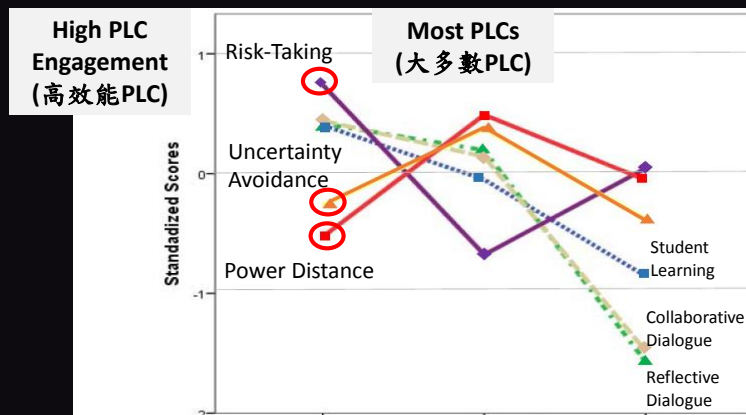
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20

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Findings from Singapore



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高效能和大多數專業學習社群之間的顯著價值觀差距

高效能專業學習社群	大多數專業學習社群
權力距離低	權力距離高
不確定性規避低	不確定性規避高
冒險精神高	冒險精神低

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Significant value disparities between High Engagement and Majority of PLCs

High Engagement PLCs	Majority of PLCs
Low Power Distance	High Power Distance
Low Uncertainty Avoidance	High Uncertainty Avoidance
High Risk-Taking	Low Risk-Taking

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研究反思

- 此研究證明在思想相對保守的社會中，帶來變革的領導者不僅只存在於少數群眾，更可能隱藏於茫茫人海(Lee & Lee, 2018)。講者想強調的是，專業人士不是一個孤獨的個體。即使學校主流文化使變革看似遙遙無期，但自己仍然能夠善用集體協作的力量去改善學校現況。



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Implications of the Findings

- Transformational change not only occurs among a restricted few individuals in hierarchical contexts that perpetuates conservatism, but exists among a significant population segment (Lee & Lee, 2018). I hope to empower the belief that the everyday professional is not a lonely isolated individual, but has the potential ability to leverage on collective synergies to lead change and improvement, even when the predominant culture makes it seem impossible.



高效能PLC也會在普通學校出現！

- 「高效能專業學習社群一定只會在Band 1 學校出現吧！」..... 其實不然！
- 從新加坡為背景的研究得知，進行研究期間被選中的學校都是鄰近社區的普通學校。
- 普通學校同樣能夠達到高水平的專業資本，以及建立高效能專業學習社群。

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High Engagement PLCs do exist in typical schools!

- High Engagement PLCs must be from schools that are equivalents of our Band One schools? NO
- From the research in Singapore context, schools selected for study in this paper are typical 'neighborhood' schools
- Typical schools can reach the level of high professional capital and high PLC engagement.

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比較新加坡和香港文化背景的相關發現

- 雖然香港的文化背景與新加坡很相似，但在地方架構方面不同。
- 如果香港學校校長想建立好學敏求的學習型組織，他們需要從學校價值觀和文化方面著手。
- 如果我們想深入探討如何促進學校改進/變革型領導，我們可多思考學校價值觀和專業學習社群之間的關係。



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Related Findings comparing Singapore and Hong Kong's cultural backgrounds

- Although sharing very similar cultural profiles with Singapore, Hong Kong differs significantly in terms of state organization.
- If Hong Kong's principals want to establish Vibrant Learning Organization, they need to start with the school values and culture.
- If we want to deeply discuss how to support school improvement/perform transformational leadership in instruction, we can consider the relationship between school values and PLCs.



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教師領導: 華人社會學校如何通過
專業學習社群增強教師領導能力
Teacher Leadership: Influences of Chinese contexts on the
Capacity of Professional Learning Communities to Empower
the Classroom Teacher

Principal Investigator
Dr. Daphnee Hui Lin Lee 李玟霖博士

Prof. Chiu Chi Shing 趙志成教授

Dr. Sally Wan Wan Yan 溫慧欣博士

香港學校需要教師領導，以助學生學習，並於快速變化的教育需求中保持領先地位。課堂教師雖無正式領導角色，但仍需有能力影響學生學習的教學決定。然而，專業學習社群能否在香港華人社會背景下增強教師領導能力？儘管教師之間的合作有所增加，但研究指出：課堂教師仍需要增強領導能力。我們的研究計劃從學校類型、校長領導和教師特徵三方面，了解如何協助課堂教師專業發展，從而提供建議，改善香港學校的專業學習社群。

如有任何查詢，歡迎致電2948 8057
或電郵 dhlee@eduhk.hk 聯絡李玟霖博士。

我們在香港正在進行相關的研究。
如有任何查詢，歡迎致電2948 8057
或電郵dhlee@eduhk.hk，聯絡教師及
學校發展專題小組主席李玟霖博士

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香港學校需要教師領導，以助學生學習，並於快速變化的教育需求中保持領先地位。課堂教師雖無正式領導角色，但仍需有能力影響學生學習的教學決定。然而，專業學習社群能否在香港華人社會背景下增強教師領導能力？儘管教師之間的合作有所增加，但研究指出：課堂教師仍需要增強領導能力。我們的研究計劃從學校類型、校長領導和教師特徵三方面，了解如何協助課堂教師專業發展，從而提供建議，改善香港學校的專業學習社群。

如有任何查詢，歡迎致電2948 8057
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We are conducting related research in Hong Kong.
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