

藍偉瑩

區域專業網絡形成的行動—以臺東縣為例

Actions in the Formation of Regional Professional Networks: The Case of Taitung County

國立屏東大學民生校區

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摘要

教育政策的推動常以密集宣講、研習或工作坊等方式來幫助學校和老師們，但現場的改變卻仍難產生？原因包含：1.政策實踐在啟動後才出現問題，若無人及時回應與排除，便無法推進。2.外地專家若對於場域特性與學生特質不熟悉，便難以提供合宜的建議。3.學校和老師雖了解場域特性與學生特質，但固著的想法致使無法突破。4.學校因工作繁重或人力有限，缺乏可深入理解問題本質的人。據此，本研究以瑩光教育協會（以下簡稱瑩光）發展臺東縣區域網絡為例，了解網絡形成的機制，進而提升區域教育品質。

發展區域網絡有四個階段，依序如下：**1.學校網絡**：透過瑩光入校陪伴，改變教師對話文化，以解決真實問題出發，開啟專業發展的新路徑，使學校與教師對教育實踐產生新體會。自107學年度迄今，瑩光入校學校共計有38所學校，形成理念相同的學校網絡。**2.人才網絡**：經由入校陪伴的深度互動，在地社群參與與瑩光共備工作坊的觀察，發掘樂於專業學習且具備陪伴特質的校長、主任或教師，參與培力。聚集有動能與使命感的人才，開啟對在地困境的研究，形成以教師困境出發的策略。110學年度更受臺東縣政府教育處邀請，協助培力在地人才，形成入校團隊與機制。**3.社群網絡**：培力的人才自發形成跨校社群，公餘進行專業對話。自然導入新的教育思潮，使老師們體會與意識到教育改革是緊貼教育現場，開展在地過去不多見的教師學習共同體。**4.協力網絡**：瑩光啟動無教師證代理教師支持計畫，邀請臺東縣教育處共同參與，由培力人才擔任協助教師，形成在地支持系統，串起瑩光、教育處、學校、教師間的協作共好。

目前具體成效如下。完成培力並具備協助學校或教師的人數達25人，合作學校共計有44所學校，區域網絡促成學校與教師的各項發展，自110學年度

迄今包含：一、培力人才入校的學校共計21所；二、自發形成跨校社群共計10個；三、培力人才入校擔任共備工作坊協作員共計10人；四、培力人才共計協助6所學校每月進行全校領域備課；五、在地教師與合作學校共支持60位無教師證代理教師。臺東縣專業網絡的建立讓學校和教師不僅共享策略，更提升教師專業，對於維持教育品質和教師熱情極為重要，形成一個積極的教育環境。

臺東縣網絡將持續擴增人才、加強校際合作，並導入瑩光領導培力，連結校長和主任社群，完整網絡的層面。瑩光將再選擇著力較深的縣市深耕，創造豐富和支持的區域網絡，有效地解決問題，促進教育穩定發展。

關鍵字：網絡學習、專業發展、協作

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Abstract

The promotion of education policies often takes the form of intensive lectures, seminars or workshops to help schools and teachers, but change on the ground is still difficult to produce? The reasons include: 1. Problems arise in policy practice only after it has been launched, and if no one responds and solves them in a timely way, it will not be possible to move forward. 2. It is difficult for outside experts to provide appropriate advice if they are unfamiliar with the characteristics of the site and the characteristics of the students. 3. Schools and teachers understand the nature of the field and the characteristics of the students, but they are not able to break through because of their fixed mindset. 4. Schools lack people who can deeply understand the nature of the problem due to heavy workloads or limited manpower. Accordingly, this study takes the Education Support For Taiwan (ESFT), to develop a regional network in Taitung County as an example, to understand the mechanism of network formation, and then to improve the quality of regional education.

There are four stages in the development of the regional network, in the following order: **1. School network:** Through the accompaniment of Persistent Light in Schools, the culture of dialogue among teachers in schools has been changed, and new paths of professional development have been opened up for solving curricular and pedagogical problems, so that schools and teachers can have a new experience of educational practice. Since the 107th school year, there have been a total of 38 schools that have joined ESFT, forming a network of schools that share the same philosophy. **2. Talent Network:** Through in-depth interactions with school accompaniment, summer and winter preparation workshops, and observation of participation in local activities, ESFT identifies principals, directors, or teachers who are willing to learn professional knowledge and possess

the qualities of accompaniment to participate in the training program, which gathers educators with the motivation to learn and the mission to serve in the local community and opens the way for research on local dilemmas and the formation of a strategy for starting from the dilemmas of the teachers. In the 110th school year, we were invited by the Education Department of the Taitung County Government to assist in cultivating local talents and forming a team and mechanism for local enrollment. **3. Community network:** Teachers spontaneously formed a cross-school community and used their free time to engage in professional preparation and dialogues. Teachers are naturally introduced to new educational trends and are made to appreciate and realize that educational reforms are closely related to the educational scene, creating a learning community for teachers that was not seen in Taitung County in the past. **4. Collaborative Network:** ESFT has launched a support program for non-certified teachers, inviting the Taitung County Office of Education to jointly support schools and teachers, and inviting local teachers to serve as assisting teachers, forming a support system for local teachers, and linking up ESFT, the Office of Education, the schools, and the teachers to collaborate and work together for the betterment of the community.

The efficacy is as follows. Since the 108th school year, the number of people who have completed the training and have the ability to assist schools or teachers has reached 25, and the total number of cooperating schools has reached 44, forming a network that contributes to the development of schools and teachers in Taitung County: I. The total number of schools that have been enrolled by the talents of Taitung County is 21. II. A total of 10 cross-school communities were formed on their own initiative. III. A total of 10 people were assisted to serve as Taitung's Common Preparation Workshop Collaborators during the winter and summer vacations each year. IV. Accompanying the schools for whole-school area lesson planning each month, a total of 6 schools were assisted since the 110th school year. V. Supporting unlicensed surrogate teachers, a total of 60 unlicensed surrogate teachers since the 110th school year. Supporting unlicensed substitute teachers, totaling 60 unlicensed substitute teachers since the 110th school year. Establishing a local network is extremely important for maintaining the quality of

education and the enthusiasm of teachers. Through the establishment of the Taitung County Professional Network, schools and teachers not only share strategies and find solutions, but also enhance the professional growth of teachers, which helps to form a positive educational environment.

The Taitung County network will continue to expand human talent, strengthen inter-school cooperation, and introduce ESFT leadership training to connect the community of principals and directors, completing the network's dimensions. ESFT will select counties and cities with deeper focus to create a rich and supportive regional network to effectively solve problems and promote the sustainable development of education.

Keywords: Network learning, Professional development, Collaboration