鹿智鈞

「永續教育」如何實踐?以「學校發展」為中心的初步探索

The Praxis of ESD: The Preliminary Analysis of Focusing on the School Development in Taiwan

The 12 th International
Conference on Teacher Education

10.18 FRI－19 SAT

口頭 論文發表

「永續教育」如何實踐？
以「學校發展」為中心的初步探索

摘要

何以兼容「實務」（practice）與「理論」並使其維持某種辯證關係，可說是學界、教學現場共同關心的重要教育「實踐」（praxis）課題。近年「永續教育」（sustainability education）／「永續發展教育」（ESD）之推廣已蔚為風潮，而無論根據瑩光教育協會（以下簡稱瑩光）於主持「長期入校陪伴計畫」的經驗累積，還是聯合國教科文組織提倡的「全機構取向」（whole-institution approach），似乎均顯示學校此一場域若能妥善發展，無疑對「永續教育」之實踐大有裨益。不過所謂有助於「永續教育」落實之「學校發展」具體內涵究竟為何？相關發展於臺灣在地又有何特殊性？本研究為求釐清這些問題，擬向深耕國小教學現場之專家請益，藉以進一步分析理想學校發展之概貌與要素。

本研究基於協助專家能在深思熟慮且未受干擾情況下取得共識之考量，最終決定採取德懷術研究法。本研究於邀請13名專家加入諮詢小組後，隨即展開至少三輪的調查。首輪採取逐一單獨深入訪談形式，並據訪談綜合成果設計出學校發展的主要概念界定與重要影響因素初稿。第二輪以降之諮詢則採取線上問卷形式，敦請專家針對上述初稿內容進行適切性評估與提供修改建議。本研究將以專家填答數值之平均數、標準差等項目，作為判斷問卷內容是否刪改與終止諮詢時機之重要依據。

德懷術調查自去年6月下旬正式展開，至今已歷經三輪諮詢，而專家們也逐漸取得共識。本研究所獲得之成果，其一為學校發展之主要概念界定，例如：「學校發展應以積極形塑學校自身特色進而彰顯辦學信念與教育價值為

目標」、「學校發展應與校內所有成員密切相關」等核心內容；其二則是影響學校發展之重要因素，其中又可細分為「現在」（內含校長領導、教師專業、課程規畫、夥伴溝通、學校文化與校園營造6個項目）、「未來」、「過去」三大層面。

筆者雖於首輪深度訪談時，為避免影響專家陳述想法而未刻意提及「永續教育」概念，但專家們對學校發展之綜合見解，似乎仍與「永續教育」重視的「全機構取向」精神不謀而合。因此，本研究成果推測能協助臺灣基層學校探尋自身何以邁向「全機構取向」之途徑。另一方面，透過本研究亦可得知「全機構取向」之實踐，或許具有部分難以簡單化約的多元詮釋空間，此發現對目前關於「永續性」（sustainability）之熱議當能提供更多反思。本研究的現階段成果，後續將用於瑩光「長期入校陪伴」或其他外部單位相關計畫中。瑩光已預計據此研發指標以準確理解各校發展現況，並進一步規劃更符合現場需求的客製化變革方案，而師培USR或許也能從中獲得些許啟發。

關鍵字：教育變革、永續性、實踐、德懷術研究法

The Praxis of ESD: The Preliminary Analysis of Focusing on the School Development in Taiwan

Abstract

The question of how to harmonize and maintain a dialectical relationship between "practice" and "theory" is an important issue of educational "praxis" that is of common concern to both the academia and the teaching profession. In recent years, the promotion of " sustainability education" or "education for sustainable development (ESD)" has become a popular trend. Whether it is based on the accumulated experience of the "Sustainable School Intervention Program" directed by Education Support For Taiwan (ESFT) or the "whole-institution approach (WIA)" advocated by UNESCO seem to indicate that the proper development of schools will undoubtedly be beneficial to the praxis of ESD. However, what is the specific meaning of the so-called "school development" which is conducive to the praxis of ESD? What are the special characteristics of such development in Taiwan? In order to clarify these questions, this study seeks to consult with experts who have been deeply involved in the field of elementary school teaching and learning in order to further analyze the overview and elements of ideal school development.

The final decision to adopt the Delphi method was made based on considerations that help experts to reach consensus in a considered and undisturbed situation. At least three rounds of consultation were conducted immediately after the 13 experts were invited to join the advisory group. In the first round, each of the experts was interviewed individually, and based on the results of the interviews, a first draft of the definition of the main concepts of school development and the important factors affecting school development was designed. The second and subsequent rounds of consultation will take the form of online questionnaires, in which experts will be asked to assess the relevance of the drafts and provide suggestions for their revision. In this study, the average, standard deviation, etc.,

of the experts' responses will be used to determine whether the content of the questionnaire has been deleted or changed, and when the consultation should be terminated.

Since the survey was officially launched in late June last year, it has gone through three rounds of consultation, and experts have gradually reached a consensus. The results of this study include the definition of the main concepts of school development, such as: "school development should aim at actively shaping the school's own characteristics and thus manifesting its beliefs and educational values" and "school development should be closely related to all members of the school community". The second is the important factors affecting school development, which can be subdivided into three major perspectives: "present" (containing six items: principal leadership, teacher professionalism, curriculum planning, partner communication, school culture and campus creation), "future" and "past".

Although the concept of ESD was not intentionally mentioned in the in-depth interviews in order not to influence the experts' views, it seems that the experts' consolidated views on school development still coincide with the spirit of WIA that is emphasized in ESD. Therefore, it is assumed that the results of this study will assist grassroots schools in Taiwan in exploring their own pathways towards WIA. On the other hand, this study also reveals that the praxis of WIA may have a diversity of interpretations that are partly difficult to simplify, and this finding may provide more reflections on the current debate on sustainability. The results of this study at this stage will be used in the "Sustainable School Intervention Program" directed by ESFT or in other external programs. ESFT already expects to develop indicators based on these to accurately understand the current state of development of each school and to further plan customized reform programs to better meet the needs of the field, and the praxis of USR may also gain some inspiration from this.