

國立臺北教育大學 101 學年度碩士班招生入學考試 教育經營與管理學系教育政策與管理碩士班 教育行政 科試題

- 一、請評論此段話：某位校長談到校務行政時，認為：「清楚的學校定位與發展，讓我更有方法，造就組織成員的成就感、提高家長的滿意度，最重要的是給學生最大化的學習。」(25 分)

- 二、請比較各家行政管理學派[或派典 paradigm]的主張對教師工作績效的利、弊、得、失之分析？(25 分)

- 三、教育行政的過程即在不斷追求「平等」(equity)與「卓越」(excellence)兩大目標的達成，然在實務上此兩者卻常互相衝突(例如「常態分班」達成了教育平等，但減低了卓越的追求，可能最後致使國家競爭力下降)。您的意見為何(10 分)？試以台灣目前學校所處之社會生態系統(社會大環境)，分析將來應如何求得平衡(15 分)。

- 四、試說明下列論述的要旨(10 分)，並分析其對教育行政者的啟示(15 分)。
Professionals and semiprofessionals employed in formal organizations bring into focus a basic conflict between professional values and bureaucratic expectations. Although many similarities exist between professional and bureaucratic principles, the potential for conflict remains because differences do exist. Both bureaucrats and professionals are expected to have technical expertise in specialized areas, to maintain an objective perspective, and to act impersonally and impartially. Professionals, however, are expected to act in the best interests of their clients, while bureaucrats are expected to act in the best interests of the organization. (引自 Wayne K. Hoy and Cecil G. Miskel (2007). Educational Administration: Theory, Research, and Practice. (8th ed.) New York, NY : McGraw-Hill.)