

## 美國歐巴馬政府的教育政策

### Education

The Act includes \$5 billion for early learning programs, including Head Start, Early Head Start, child care, and programs for children with special needs.

- The Act also provides \$77 billion for reforms to strengthen elementary and secondary education, including \$48.6 billion to stabilize state education budgets (of which \$8.8 billion may be used for other government services) and to encourage states to:
  - Make improvements in teacher effectiveness and ensure that all schools have highly-qualified teachers;
  - Make progress toward college and career-ready standards and rigorous assessments that will improve both teaching and learning;
  - Improve achievement in low-performing schools, through intensive support and effective interventions; and
  - Gather information to improve student learning, teacher performance, and college and career readiness through enhanced data systems.
- The Act provides \$5 billion in competitive funds to spur innovation and chart ambitious reform to close the achievement gap.
- The Act includes over \$30 billion to address college affordability and improve access to higher education.

### Guiding Principles

Providing a high-quality education for all children is critical to America's economic future. Our nation's economic competitiveness and the path to the American Dream depend on providing every child with an education that will enable them to succeed in a global economy that is predicated on knowledge and innovation. President Obama is committed to providing every child access to a complete and competitive education, from cradle through career.

### Focus on Early Childhood Education

The years before a child reaches kindergarten are among the most critical in his or her life to influence learning. President Obama is committed to providing the support that our youngest children need to prepare to succeed later in school. The President supports a seamless and comprehensive set of services and support for children, from birth through age 5. Because the

President is committed to helping all children succeed – regardless of where they spend their day – he will urge states to impose high standards across all publicly funded early learning settings, develop new programs to improve opportunities and outcomes, engage parents in their child’s early learning and development, and improve the early education workforce.

### **Reform and Invest in K-12 Education**

President Obama will reform America’s public schools to deliver a 21st Century education that will prepare all children for success in the new global workplace. He will foster a race to the top in our nation’s schools, by promoting world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and career. He will push to end the use of ineffective, "off-the-shelf" tests, and support new, state-of-the-art assessment and accountability systems that provide timely and useful information about the learning and progress of individual students.

Teachers are the single most important resource to a child’s learning. President Obama will ensure that teachers are supported as professionals in the classroom, while also holding them more accountable. He will invest in innovative strategies to help teachers to improve student outcomes, and use rewards and incentives to keep talented teachers in the schools that need them the most. President Obama will invest in a national effort to prepare and reward outstanding teachers, while recruiting the best and brightest to the field of teaching. And he will challenge State and school districts to remove ineffective teachers from the classroom.

The President believes that investment in education must be accompanied by reform and innovation. The President supports the expansion of high-quality charter schools. He has challenged States to lift limits that stifle growth among successful charter schools and has encouraged rigorous accountability for all charter schools.

### **Restore America’s Leadership in Higher Education**

President Obama is committed to ensuring that America will regain its lost ground and have the highest proportion of students graduating from college in the world by 2020. The President believes that regardless of educational path after high school, all Americans should be prepared to enroll in at least one year of higher education or job training to better prepare our workforce for a 21st century economy.

To accomplish these overarching goals, the President is committed to increasing higher education access and success by restructuring and dramatically expanding college financial aid, while making federal programs simpler, more reliable, and more efficient for students. The President has proposed a plan to address college completion and strengthen the higher education pipeline to ensure that more students succeed and complete their degree. His plan will also invest in community colleges to equip a greater share of young people and adults with high-demand skills and education for emerging industries.

White House, "The Agenda-Education" Retrieved January 30, 2008 教育部電子報 347 期 2009-02-26

美國總統歐巴馬政府已於白宮網站上公布多項政策方針。在教育政策(education agenda)方面，歐巴馬承諾進行教育改革，挹注聯邦資源於幼兒至高等教育系統，其 21 世紀教育願景是從要求更多教育改革及績效，並有配合推動改革所需之經費出發，要求父母負子女教育之責任，招募留任及獎勵教師，讓學生做好接受高等教育或進入職場的準備。歐巴馬要重建美國公立教育之希望，確保美國學生有成就、有創造力並能成功領先世界。

在早期教育(Early children education)方面，歐巴馬把重點放在零到五歲的嬰幼兒學習。其措施包括：(1) 推動零至五歲計畫(Zero to five plan)，幫助做好進入幼稚園的準備。成立「早期學習挑戰補助金」(Early Learning Challenge Grants)，以推動零至五歲教育，並協助各州推廣自願及普及的學前教育。(2) 拓展早期開始計畫(Early start and Head start)，經費增加四倍。(3) 擴大付得起且高品質的托兒服務，減輕上班族父母的負擔。

在幼稚園至高中教育(k-12)方面，歐巴馬計畫：(1) 改革「有教無類法」(No Child Left Behind)。修正評鑑制度，讓老師和學生不必花過多時間準備評鑑考試。對需要幫助的學校，聯邦政府應盡力提供補助及協助，以鼓勵代替懲罰。(2) 支持優質的學校及關閉表現不佳的特許學校(charter school)，歐巴馬將加倍擴充聯邦特許學校經費，以設置更多優質之特許學校。對各州之補助將限能改進特許學校績效、能允干涉掙扎中的學校、對長期表現不佳的學校之關閉能有明確處理程序者，尤其要以能擴充優質學校之招生名額為重點。(3) 將數學及科學列為一項全國優先(a national priority)，希望廣招數理學位畢業生到學校任教，協助渠等從數理專業教師中獲取教學智能，並要確保各年級都有很好之科學課程。(4) 解決學生中輟問題，立法提供學區經費，在中學實施干預措施，包括個別教學計畫、教學小組、父母干預、輔導、密集讀數教學及延長教學時間。(5) 高品質的課後機會(afterschool opportunities)，將經費加倍，以支持聯邦主要之課後輔導計畫、21 世紀學習中心，以服務 1 百萬以上之學童。(6) 支援大學延伸計畫(college outreach program)，以鼓勵更多低收入家庭子弟考慮及準備進入大學。(7)

鼓勵大學學分計畫( support college credit initiatives)，發起全國性的「實現進大學之夢」( make college a reality)，鼓勵中學生在高中預修大學先修課程(Advanced Placement Program)或大學階段之課程。2016年要達到全國百分之五十學生修習此類課程之目標，並要通過兩黨共同提案，凡中學無法提供此類課程者，則補助在社區學院修習此類課程。(8)支持英語教學，協助銜接之雙語教學及英語程度不足學生之英語教學。(9)培訓教師，要求所有學校獲認可，凡新教師須受過訓練，推動在學校實習計畫(teacher residency programs，附註：指安排學位畢業生在中小學專業教師指導下接受一年在校實習計畫)，以招募三萬名優秀新教師。(10)留任教師，實施有經驗教師與新教師成對的輔導計畫，並提供誘因，讓教師能共同分享最佳教學方法。(11)獎勵教師，以新的方式提高教師待遇，獎勵在偏鄉及老舊市區服務之教師，獎勵表現優異教師。

高等教育部份，歐巴馬提出：(1)美國機會租稅抵扣(American Opportunity Tax Credit)和(2)簡化獎學金申請程序兩大重點。在美國機會租稅抵扣政策下，多數大學生將可抵免4000美元的大學學費，公立大學三分之二的學費也可抵免，而上社區大學學生的學費將幾乎全免。聯邦政府要求獲獎者進行100小時的社區服務，回饋社會。簡化獎學金申請程序上，歐巴馬將廢除現行的申請表，申請者只要報稅時在稅表上勾選，就可以申請獎學金。

譯稿人：張曉菁 資料來源：

White House, "The Agenda-Education" Retrieved January 30, 2008 from  
<http://www.whitehouse.gov/agenda/education/>

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美國大學五大新興科系 傾向提供企業可用人才

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For the most part, tomorrow's bachelor's-level majors will look very much like those offered by colleges today. But in interviews with The Chronicle, academic experts, business analysts, and economic forecasters helped identify five emerging areas of study. Some new majors arise in response to student demand, while other degree programs are meant to provide an industry with workers. Many cross disciplinary boundaries, such as combining environmental science with agriculture or bringing together chemists and computer scientists. "Most of the

interesting work today is done at the interstices of disciplines," says Robert B. Reich, a former U.S. labor secretary and a professor of public policy at the University of California at Berkeley. Here is a look at five up-and-coming majors you are likely to see at more colleges in the coming years.

### **Service science**

On the average day, the typical American uses services 40 times, from turning on the faucet in the morning to turning out the lights at night. "The new service economy is not just people flipping burgers," says Roland T. Rust, executive director of the Center for Excellence in Service and a professor of marketing at the University of Maryland at College Park. Although the service sector makes up fully 80 percent of the economy, there has been little effort to study service as a science or to prepare workers who can improve productivity and increase innovation in the sector. That's changing. Now 250 colleges and universities in 50 countries offer degrees or courses in a nascent field known as service science, management, and engineering. A coalition of companies, universities, and research institutions is developing content standards for such programs, says James C. Spohrer, director of global university programs at IBM, one of the lead partners. So far, most of the offerings are at the graduate level. But a pair of undergraduate programs at U.S. institutions highlight two approaches to the study of service. The University of Wisconsin-Stout's bachelor's of science in service management takes a business-centric tack. Students take courses in service operations, service marketing, and electronic services, says Joseph W. Holland, the program director, and typically go on to management-track jobs in fields such as finance, hospitality, and information technology. Service-systems engineering at Michigan Technological University is more akin to industrial engineering, says Dana Johnson, an associate professor of operations management who teaches in the program, which focuses on service instead of on the production and manufacture of goods. Graduates, the first of whom will earn their degrees next spring, could find ways to streamline emergency-room operations at hospitals, shorten lines at bank-teller windows or tollbooths, or improve the delivery of products worldwide. One of the biggest potential service-engineering challenges, says Amlan Mukherjee, an assistant professor of civil and environmental engineering, could come with the passage of health-care-reform legislation. Mr. Spohrer, of IBM, argues that future programs need to more closely link the business and engineering approaches to service to prepare "deep problem solvers" who understand the economic, human, and technical dimensions of complex systems.

### **Health informatics**

There are few attention grabbers like a pledge of \$19-billion. That's the amount included in the economic-stimulus package passed this year to computerize every American's medical

records by 2014. Some of the federal funds will go to doctors and hospitals, but a share will go to colleges to train health-care workers who will use the electronic databases."I talked to three programs just yesterday," says Claire Dixon-Lee, executive director of the Commission on Accreditation for Health Informatics and Information Management Education. The commission has accredited 270 programs, including 53 at the bachelor's level, and Ms. Dixon-Lee expects the number to rise to 300 by the year's end. With the proliferation of degrees has come great variety in the curricula and even in what such course work is called, Ms. Dixon-Lee says. Health-information management has been around for decades, with bachelor's-degree programs at institutions like East Carolina University that train medical-records administrators and librarians. But the move to bring those records online has led to significant curricular changes. The digitization of medical information has spurred growth in data analytics. Walgreen's headquarters, near Chicago, employs eight people in health-data analysis, Ms. Dixon-Lee says. David D. Potenziani, senior associate dean for planning, coordination, and administration at the University of North Carolina at Chapel Hill's School of Public Health, says he hears regularly from physicians and hospital directors who want to hire information-technology workers with a strong understanding of health-care delivery systems, and from public-health agencies who need specialists who can make sense of data, such as medical-reimbursement records, to ground policy recommendations. The university is considering what kind of health-informatics program it might offer. "We're drowning in data," Mr. Potenziani says, "and we don't know we're wet yet."

### **Computational science**

What does the design of a potato chip have to do with weather forecasting? Both are products of computational science, the use of computer modeling and simulation to advance other fields. Computational science is sometimes confused with computer science, says Robert E. Tuzun, an associate professor and chair of computational science at the State University of New York College at Brockport. But in computer science, the computer is the object of study, Mr. Tuzun says, while in computational science, the computer is the tool. Meteorologists and atmospheric scientists use computer modeling to predict weather, study severe storms, and better understand climate change. In biology, computers are used to map the functions of different organs, learn about genetic abnormalities, and help conceive new medicines. Companies have used computational analysis to increase the absorbency of disposable diapers and to tweak the shape of potato chips so they drop into packages rather than fly off the conveyor belt. "It's a modern way to solve problems," says Rubin H. Landau, emeritus professor of physics at Oregon State University, who started the computational-physics program there. (See article, Page A14.) Programs typically include advanced mathematics, computer science, and simulation and modeling, along with courses in specific scientific

fields, like chemistry or engineering. Indeed, a number of current undergraduate programs, like the one at Oregon State, are focused on particular fields of study or are offered as concentrations or minors.

### **Sustainability**

Colleges across the country have embraced sustainability, seeking to make their campuses more environmentally friendly. Now, spurred in large part by student demand, colleges are greening their curriculum, too: Some 70 institutions have sustainability-related academic programs, according to the Association for the Advancement of Sustainability in Higher Education.

There is no single approach to a sustainability degree, says Julian Dautremont-Smith, the group's associate director. Some colleges have married sustainability studies with traditional liberal-arts majors, like economics, while others have developed green architecture and business degrees. Still other institutions prepare graduates to become sustainability scientists or environmental professionals. And beginning last fall, students at the University of New Hampshire can enroll in an undergraduate program in ecogastronomy, combining the fields of sustainable agriculture, hospitality, and nutrition.

The federal government has also gotten involved. This spring NASA awarded \$6.4-million in climate-change-education grants to higher-education groups, as well as elementary and secondary educators, that make use of the agency's earth-science data and resources. One recipient, the National Council for Science and the Environment, a nonprofit group, is crafting a virtual tool chest of lesson plans and resources for colleges interested in teaching about climate change.

At Unity College, in Maine, the three-year-old program in sustainability design and technology has a practical bent. "We didn't want to take an ivory-tower approach," says Michael (Mick) Womersley, the program's coordinator and an associate professor of human ecology. "We focused on jobs that are being hired for, now." The major is heavy on applied skills, like learning how to assess the feasibility of installing wind turbines, and is grounded by a core of physics, biology, and math. Mr. Womersley expects that his students—he has 12—will go on to become energy auditors, environmental-compliance officers, and sustainability coordinators, as well as enrolling in related graduate programs.

### **Public health**

In a 1987 essay titled "Epidemiology as a Liberal Art," David W. Fraser, who was then president of Swarthmore College, argued that the study of public health offered an ideal way to teach about medicine in an undergraduate setting. Two decades later, Mr. Fraser's essay seems prophetic. At least a dozen institutions have recently created undergraduate public-health majors. (Some of these, including fledgling programs at Yale University and

the University of Virginia, are five-year hybrids that lead to both a bachelor's and a master's degree in public health.) Between 2003 and 2007, the number of bachelor's degrees awarded in public health doubled, increasing from 1,322 to 2,639. "What I like about this major is that it will give me the science background I need to go into almost any health field," says Sarah D. Ali, a junior in the University of South Carolina's bachelor-of-science program in public health, which enrolled its first students in 2008. (See article, below.)

The major will almost certainly continue to expand. But there may be a natural ceiling on its growth, says Richard K. Riegelman, a professor of epidemiology at George Washington University. Dr. Riegelman is a prominent advocate of undergraduate public-health education. His enthusiasm, however, focuses on minors and concentrations in public health, which have exploded recently. At least 100 institutions now offer such minors, according to a 2008 survey by the Association of American Colleges and Universities. "The major itself is trickier," Dr. Riegelman says. "Institutions without graduate programs in public health generally don't have the infrastructure to support a major. ... And there still isn't a solid sense of how to articulate course requirements between the undergraduate majors and M.P.H. programs." (The master's-level programs generally require upper-level courses in statistics, public policy, and research methods that go beyond anything in the undergraduate majors.) But G. Thomas Chandler, dean of public health at South Carolina, says he expects such programs will continue to sprout. "Our undergraduate courses are very well subscribed," he says, "and I've gotten a lot of positive feedback from students. They see public health as something relevant. And the national health-care debate has helped us immensely."

摘譯者：波士頓。吳青璇

美國許多教育及各方面的專家預測，為因應學生的需求以及為企業提供可用的人才，未來大學將有五大結合不同專業領域而產生的新興科系。這五大跨領域的科系為：消費服務科學系，健康醫療資訊系，應用電腦科學系，綠化生活品質系，公共衛生系。

### **消費服務科學系**

雖然消費服務相關產業占了 80% 的經濟活動，但是一般來說過去在大學裡卻沒有開設相關的科系。不過現在情況已經改變了。現今在美國大約有 250 所大學開始開辦相關課程，並請各大學，公司，以及研究機構共同商研課程的大綱內容。這類的課程通常是開設於研究所，不過也有大學部設立此類科系，例如威斯康辛大學史道特 (Wisconsin-Stout) 分校以及密西根科技大學。威斯康辛大學史道特分校的服務管理課程以商業為主，學生畢業後的就業取向為各行業的管理部門。密西根科技大學的課程則以產業工程為主，強



調產業服務而非產品製造。學者表示未來此類科系應緊密地將服務科學與商業及工程結合以培養能涉獵各領域知識並能深入解決問題的人才。

### 健康醫療資訊系

醫藥管理科系本已存在於大學教育中，但隨著市場的需求，美國現今已有 270 個科系開設將醫藥記錄管理與電腦數位結合的課程。此新課程帶領許多大學開始修改他們的課程大綱，以培養學生們不但有電腦資訊技能，更對醫院管理及公共醫療有深度的了解。擁有這雙項能力才能有效正確分析數位醫療資料。

### 應用電腦科學系

大部分的人常混淆了應用電腦科學系與電腦系。傳統的電腦系是培養學生對於電腦的知識，而應用電腦科學系則是教導學生如何以電腦為工具來完成事情。電腦的應用涉及各行各業，例如預測天氣，基因分析，測量尿布吸收度，甚至洋芋片的彎度等等。電腦可以說是解決問題的好幫手。應用電腦科學系的課程一般來說包含了高等數學，電腦科學，模型模擬，以及特定的專業課程，例如化學或工程。

### 綠化生活品質系

為了跟上保護地球的脚步，美國各大學都開始"綠化"他們的課程，開設和"綠化生活品質"相關的科系。此類科系能廣泛地和一些傳統科系結合，例如，經濟系，商學系，建築系，生態環境系，營養系等等。政府單位例如美國太空總署也投入了 6.4 億美元發展這個新興科系，提供讓對地球天氣變化有興趣的大學相關資源。這個新興的科系將能幫助畢業生在現今的世界綠化潮流中走出自己的一片天。

### 公共衛生系

美國政府最近的醫療保險改革計劃讓許多大學及學生重新注意起公共衛生系的課程，有些大學開始新增此科系，至少有 100 所大學則因應潮流擴增原有的學程或增設輔系。大學部的課程能提供給學生基礎科學知識，這樣的知識可以讓學生在將來順利進入大部分的醫療健康相關領域。然而僅有大學部而無研究所的公共衛生課程將面臨沒有足夠的教學資源來支持一個系的形成。但一個有系也有所的公共衛生課程也有其問題，那就是如何將系與所的必修選修課程清楚界分。

資料來源：The Chronicle of Higher Education

<http://chronicle.com/article/5-College-Majors-On-the-Rise/48207/>

駐英國臺北代表處文化組

英國 2009 年教育救貧計畫

<http://www.guardian.co.uk/politics/2009/feb/05/clegg-education-social-mobility>

### **Lib Dem's £2bn plan to end 'class-based education divide'**

An extra £2bn in education spending on Britain's most disadvantaged four- to six-year-olds will be a key Liberal Democrat demand in the event of a hung parliament, rather than their traditional call for electoral reform, Nick Clegg says.

In a Guardian interview, the Lib Dem leader claimed that the British class system is so entrenched it is equivalent to a caste society. He said proposals to be outlined today by his party would represent "nothing less than shattering the class-based education system in this country".

The proposals are designed to ensure that educational spending on poor, state-school children immediately matches those in private schools. He insisted that education, as well as the recession, would be a battleground at the next election.

Clegg made it clear that tackling social mobility was so important that he would place his educational reforms above the Lib Dems' usual demand for a change in the voting system in the event of a hung parliament in which they would hold the balance of power.

Asked if social mobility was now more important than proportional representation in negotiations following the election of a hung parliament, Clegg said: "If you ask me what are the priorities for me, yes, the priority is absolutely about giving children a fair chance. I can't think of anything that encapsulates the liberal spirit more than that." He said he would increase the education budget by £2bn as part of a series of proposals to include:

- An extra £2.5bn to be spent annually on the 1 million children who receive free school meals. The money would provide one-to-one tuition after school, catch-up classes and extra coaching on Saturdays.

- An extra £750m to ensure that class sizes for children from four to six were halved from the current average of 30 to 15.

£2.25bn of this spending would be new money taken from reforms of the tax credit system and £500m from abolishing the child trust fund, which goes to teenagers. The rest would be funded by cuts to other areas of the education budget. The Lib Dems also want to:

- Peel back a battery of targets, including reducing the central curriculum, which is about 600 pages, to about 20 pages of a minimum curriculum everyone has to sign up to.

- Pass an education freedom bill so that all schools and headteachers have the autonomy that city academies currently have. The new breed of schools would be called sponsor management schools.

- Allow charities to set up new state schools; set up a new independent educational standards authority; and abolish testing at key stages 1 and 3, and allow more in-school testing at key stage 2.

Clegg said: "We have, even after 12 years of Labour, one of the most socially segregated systems of education in the world, where the circumstances of your birth determine everything from your educational attainment to the length of your life. From the moment I was elected leader I have made the whole issue of social mobility an organising principle for us. You cannot overcome inter-generational, class-based deprivation unless you start young; you give them one-to-one tuition and you dramatically reduce the class sizes."

Wintour, P. & Watt, N. (5 Feb. 2009) 教育部電子報 348 期 2009-03-05

英國在野黨自由民主黨黨魁 Nick Clegg 於 2009 年 2 月 5 日發表一項新的教育方針：「公平和卓越」（Equity and Excellence），未來在國會中將爭取額外提撥 20 億英鎊的預算，針對那些生長在極度弱勢家庭 5 到 19 歲的孩子，給予特殊的教育救助，以解決目前班級教育（class-based education）社會階級分化的問題。這個提案取代過去他們堅持選舉改革的提案。

種性階級的問題

在 2 月 5 日衛報的訪談中，自由民主黨黨魁 Nick Clegg 指出，英國的班級系統是如此根深蒂固，像是一個種性階級的社會（caste society）。他以自由民主黨為名批判：「在這個國家，沒有什麼比以班級為基礎的教育系統更令人沮喪受挫的！」這個教育救貧計畫提案的設計，主要目的是要保證教育經費能撥給那些貧困的公立學校的孩子，讓他們能和私立學校的學生一樣，有同等的教育資源。他堅信教育和經濟衰退問題同樣重要，也將是下次選舉贏得選票的主要戰略。

### 自由民主黨的精神

Clegg 將教育改革提升為首要提案，他堅信處理社會階級的流動是非常重要的議題，這比過去提出投票系統的改革以獲得更多國會席次還要重要。Clegg 解釋對他而言，給予孩子一個公平的機會，絕對是首要目標；對自由民主黨的精神而言，沒有任何事比孩子的教育來的重要。所以他將會更盡力，爭取更多的教育預算來支持這個提案。

### 教育救貧計畫的內容

這項提案還包含額外 25 億英鎊的經費，補助每年約一百萬名學童有免費的營養午餐，或是提供一對一的課後家教，還有在週六額外的訓練或輔導。其次，額外的 7.5 億英鎊的經費用於減低班級人數，將從原本的 30 人減少至 15 人。這些經費主要有 22.5 億英鎊將從新的稅收制度而來，其餘的 5 千萬英鎊將從廢除兒童福利委託金或是減少其他地區的教育經費而來。自由民主黨還提出下列三項主要議題：

1. 儲電目標：減少主要的課程內容。這將減少 600 頁的教材，每科約有 20 頁的教材是每個人必修的。
2. 教育自由法案：給予學校和校長自治權。這和目前各大學學院一樣，未來新的種子學校將稱為主辦人管理學校（sponsor management schools）。
3. 允許慈善團體成立新的公立學校，建立一個新的獨立的教育標準局，廢止目前 Key stages 1&3 的考試，允許 Key stages 2 校內的評量。

### 未來的目標

最後，Clegg 指出：「在工黨執政後的 12 年，英國成為全世界在教育上社會、種族階級隔離問題最嚴重的國家。這是一個非常殘酷的事實，你出生的社經環境決定你未來教育的成就長達一輩子。從我擔任黨魁的這一刻起，我將視階級流動為首要目標。你將無法克服兩代間或階級間的弱勢，除非你從孩子還小時開始幫助他們，給予他們一對一的協助，或是降低班級人數。」

參考資料：Wintour, P. & Watt, N. (5 Feb. 2009) Guardian website:

<http://www.guardian.co.uk/politics/2009/feb/05/clegg-education-social-mobility>

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## 紐約市整頓學校系統 新增 18 所特許公立學校

18 New Charter Schools to Open in September, Bloomberg Announces

By ELISSA GOOTMAN Published: August 18, 2008

There is an all-girls elementary school where everyone will study Spanish as well as English, a school with a particular interest in children in the child welfare system and a school whose students will learn to play at least two musical instruments. There is a high school for architecture, engineering and construction, and three schools founded by [Eva S. Moskowitz](#), former chairwoman of the City Council's Education Committee.

These are among 18 new charter schools scheduled to start classes in New York City this fall, Mayor [Michael R. Bloomberg](#) announced on Monday. The new schools — the largest number to open in the city in a single year — will bring the number of charter schools in the city to 78, serving 24,000 students, up from 17 schools with 3,200 students when Mr. Bloomberg took office in 2002.

Charter schools, which receive public money but are run by independent organizations, fit neatly into Mr. Bloomberg's private-sector sensibility, and have been a key element of his effort to overhaul the city school system. Largely freed from the bureaucratic and union regulations that apply to traditional public schools, charters can be closed if their students perform poorly. On Monday, the mayor called them "the right idea for the time."

"You give me competition, I'll show you progress," he said at a news conference outside the Bronx Community Charter School, a new venture that promises two teachers in every classroom and a longer school day and year.

“It is the charter schools that will get the public to demand that the rest of them come up,” Mr. Bloomberg said. “It’s the charter schools that let parents vote with their feet and tell us what the parents think about the quality of the education, of the schools. And I can tell you, one of the reasons that the public schools in the city have gotten better is because the charter schools exist and give parents an alternative and let parents see that you can do something better.”

Two weeks before the start of the final full school year of his mayoralty, Mr. Bloomberg seized the opportunity to call on legislators in Albany to renew the law, which expires in June, giving New York City’s mayor control of its school system. Debate is expected to begin this fall on whether to extend the law or amend it, placing checks, for example, on the mayor’s authority.

“You can’t run something this big without having one person have accountability,” Mr. Bloomberg said of the school system. “That’s what the Legislature gave us, and hopefully come next June, they will reapprove and make permanent the change. And if they try to water it down, they might as well just take it away. Either you have accountability or you don’t.”

The city’s charter schools generally outperform traditional public schools on standardized reading and math tests, and many charters have been flooded with applications and have had to turn away hundreds of children whose names are not drawn in admissions lotteries. But charters have not been universally embraced. In some places, parents have complained about the mayor’s policy of giving charter schools space in existing public school buildings and about the unfairness of their smaller class size, and have called them a diversion from his responsibility to fix the school system overall.

Charter schools have also drawn criticism from the powerful [United Federation of Teachers](#), the city’s teachers’ union, because the vast majority are not unionized. In an effort to show that the success of a charter school does not hinge on its freedom from a union contract, the union itself now runs two charters, and one of the 18 new schools Mayor Bloomberg announced will also be unionized. That one, the Green Dot New York Charter School, is run by an organization with a network of charters in Los Angeles.

Charter-school supporters are deeply concerned that whoever succeeds Mr. Bloomberg in 2010 might lack his enthusiasm for them. The mayor said on Monday that he had tried to make New York “the most charter-friendly city in all of America.”

新學年開始之際，紐約市又將增加 18 所特許學校(Charter School)，新增學校數為單一年度最高。至此紐約特許學校數和就讀學生數已由 2002 年的 17 所 3,200 人增加到 78 所 2 萬 4,000 人。

特許學校由政府提供資金，並由獨立機構經營，是彭博市長（Mayor Michael R. Bloomberg）為整頓紐約學校系統所作努力的重要部分。這些學校不像傳統公立學校受繁複的官僚和工會條例所限，而且如果學生表現不好，學校就會被關閉。

彭博市長於日前在布朗士社區特許學校（Bronx Community Charter School）外召開的一個新聞記者會上表示，創辦特許學校是現階段最為適當的時機，許多學校每班至少有 2 名老師，授課時間較長。他說特許學校為公立學校設立一個模式，讓家長可以有發言機會，表達對學校教育品質的意見。特許學校的存在讓家長有別的選擇，提升了公立學校的形象。

即將開始的新學年是彭博市長任內最後一個完整的學年，他正積極遊說州議員再次簽署給予紐約市長對學校系統全面領導權的法律，希望議會在明年 6 月再次通過法案。他表示如果該法律的效力被打折扣還不如就被徹底取消，因為市長必須要能為全市教育負全責。

紐約市的特許學校學生在標準化的閱讀及數學測驗成績方面，總是比公立學校學生表現得好。不少學校報名人數很多而不得不採取抽籤入學。但也有家長抱怨他們佔用公立學校校舍及採小班制。強有力的聯合教師工會（United Federation of Teachers）為了說服特許學校加入，目前工會也在管理兩家特許學校，另外紐約市新增的 18 所特許學校之一的 Green Dot New York 學校，也即將加入工會之列，該校屬於洛杉磯某機構經營的特許學校網成員。

資料來源：2008 年 8 月 19 日紐約時報（The New York Times）

<http://www.nytimes.com/2008/08/19/education/19schools.html?partner=rssnyt&emc=rss>

駐紐約臺北經濟文化辦事處文化組

美教育部長評論師資教育不足

October 9, 2009 Washington

**Education Secretary Praises Teaching but Criticizes Teaching Programs** *By Kelly Field*

In a speech today at the University of Virginia, Secretary of Education Arne Duncan will extoll the teaching profession but criticize the nation's colleges of education, calling them the "neglected stepchild" of higher education.

"Teaching should be one of our most revered professions, and teacher-preparation programs should be among a university's most important responsibilities," Mr. Duncan will tell an audience of aspiring teachers at the university's Curry School of Education, according to an advance copy of his prepared remarks. "But unfortunately that is not the case today."

Colleges of education, the secretary will say, focus too much on theory and too little on developing knowledge in core areas and on clinical training. The colleges pay insufficient attention to student learning, and fail to train students to use data to improve their instruction. And they don't do enough to prepare students to work in high-poverty and high-need schools.

"It is clear that teacher colleges need to become more rigorous and clinical, much like other graduate programs, if we are going to create that army of new teachers," Mr. Duncan is expected to say.

The secretary will also urge colleges of education to do more to measure their students' outcomes, saying too many programs operate as "the Bermuda triangle of higher education."

"Students sail in, but no one knows what happens to them after they come out," he will say. "No one knows which students are succeeding as teachers, which are struggling, and what training was useful or not."



Mr. Duncan's speech, which is being billed as a "call to teach," will focus on the nation's looming teacher shortage and the importance of education in lifting students out of poverty. It comes two weeks before the secretary is scheduled to deliver a major policy statement at Columbia University on teacher preparation.

高等教育紀事報 (The Chronicle of Higher Education)

教育部電子報 384 期

<http://chronicle.com/article/Education-Secretary-Praises/48779/>

2009-11-12

教育部長 Arne Duncan，10 月 9 日在維吉尼亞大學發表一場演說。他讚許教育工作者的辛勞付出，但對於目前眾多學校的教育學院，所提供的師資學習養成內容表達不滿，指出這些學程是高等教育中被忽視的一個角落。

他提到：「教育是一份值得尊敬且崇高的職業。而在高等教育裡，教育工作者的養成更應該最被受到重視。但目前的教育體制顯然不是如此」。

他指出，大部分的教育學院只著重在理論教學，對於實際訓練與專業經驗的累積遠遠不足。學生在學習的過程上缺乏校方輔助，學校更疏於訓練學生多利用補充教材來增進教學技巧，也沒有提供學生在高貧窮及高需求地區任教的足夠訓練。

至於如何解決這些問題，部長將力促各學校的教育學院在衡量學生的學習成果上多加努力。否則，教育學程就像高等教育的百慕達三角洲（The Bermuda Triangle of Higher Education）一樣，學生進了學校，卻無法得知當他們學成之後，在校外的教學表現，或者是哪些訓練對他們有益。

教育部長的演說，將把重點放在討論全國性教師嚴重短缺的現象，以及教育能使學生脫離貧困的重要性。在此演說兩個星期之後，教育部長準備在紐約市哥倫比亞大學針對師資教育，發表政策演說。