

# 行政部門如何誤解重大議題課程政策？

## 釋意理論的個案研究及其啟示\*

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### 摘要

本研究奠基於認知架構來理解重大議題課程政策實施問題，特別聚焦於行政部門在中央、地方與學校等影響教室教學之政策互動過程中的作用。藉由 Spillane (2004) 釋意概念的引導，本研究採取質性個案研究為策略，藉由訪談、文件分析與觀察，探討一所小學相關持份者（包含 3 位教師、7 位學校行政人員，7 位地方國教輔導團成員與 1 位中央課程與教學輔導諮詢教師）如何實施重大議題課程政策。研究結果發現：學校及地方層級的環境脈絡均不重視重大議題課程，是致使基層現場教師續以原有心智模式來對應重大議題課程政策的原因之一。最後，本研究據此提出若干建議，以為重大議題課程政策決策者之參考。

關鍵詞：課程政策實施、釋意理論

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# **How administrative departments misunderstood the curriculum policy of crucial issues? A case study on sensemaking theory and its implications**

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## **Abstract**

This study is situated within a cognitive framework for understanding the problematic implementation of the curriculum policy of the crucial issues (CPCI) and focuses on the administrative departments' role in the interactions between the national, local county government, and school policies designed to affect classroom instruction. Guided by Spillane's (2004) notion of sensemaking, this study adopts qualitative case study as research strategy, and draws on interviews, document reviews and observations, to explore the stakeholders' (including 3 teachers, 7 school administrators, 7 local compulsory education advisory group members, and 1 Ministry of Education curriculum & instruction consulting team member) implementation of CPCI in an elementary school. This study discovers the school authority and the local education government pay little attention to the CPCI which is one of the main reasons for the teachers choose to interpret and enact the CPCI with their original mental models. Finally, further suggestions were offered basing on the above conclusions. Hopefully, this study will provide valuable reference for the policymakers of CPCI.

Keyword: curriculum policy implementation, sensemaking theory