

學校本位課程領導之研究：以陽光國小為例

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摘要

本研究主要探討陽光國小學校本位課程領導特色及校長的課程領導歷程。研究者從以下六個層面檢視陽光國小學校本位課程領導特色，這六個層面包括：1. 學校願景的塑造；2. 校長積極開放的領導型態；3. 了解學校的文化特色，發展學校本位特色；4. 提供教師專業成長的機會；5. 提供流通的資訊，與學校成員分享各種相關資訊；6. 適時給予教師獎賞。

在陽光國小校長課程領導歷程部分，首先在九年一貫試辦階段，陽光國小校長首先扮演「催化者」角色；第二階段進入實作階段，陽光國小校長扮演「監督者」角色；待試辦進入第三年，金校長則扮演「授權、回饋、評估」的角色，也就是培養更多的課程領導者。

關鍵詞：課程領導、學校本位課程

**A Study on Curriculum Leadership of
School – Based Development and Tasks in the Sunshine
Elementary School**

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ABSTRACT

The main purpose of this study is to realize the principal's behavior and tasks of curriculum leadership in the Sunshine Elementary School and principal's curriculum leadership. The researcher realize features of SBM curriculum leadership from six points: The six points include : (1) make school's vision under school-based development,(2) principal adopt positive and open leadership,(3) understand school's characteristics,(4) offer professional growth of teachers,(5) circulate and share information with staffs,(6)render reward.

About the process of curriculum leadership , the principal of Sunshine elementary school plays a facilitator in primary stage. The principal plays a supervisor in practical stage.The principal plays empower and evaluator in the third year.

Key Words : Curriculum leadership 、 School – Based Development