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「類能力分班」體制下教師工作經驗之探究

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摘要

本研究基於對社會正義與教育機會均等觀點之關注，主要以一所採行「類能力分班」的國中為個案，探究於「類能力分班」體制下的教師工作經驗及其隱含的社會關係。本研究採行建制俗民誌為研究方法，研究發現學校生活的三個面向，包括義務與期待的相互作用、規範與共識的相互建構，以及資本與資源的相互滲透或缺乏，造成教師工作經驗的差異，並與學校行政以及家長產生編制性連結，共構出多元的社會網絡關係。依據研究發現歸結之研究結論則包括：一、教師、學校行政與資優班家長形成再製階級的建制社群，共構合法化霸權。二、再製階級建制社群成員協調彼此工作經驗，合理化教學安排。三、互為統治的多元社會關係，形成一個學校、兩個世界的教育學習。文末則根據研究結論提出研究建議，做為教育工作者實務與後續研究之參考。

關鍵詞：教育機會均等、教師工作經驗、建制俗民誌、社會關係、能力分班制度

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*The Case of Teachers' Working Experiences
in a Pseudo-Gifted Program*

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Abstract

This study aims to explore the tension of teachers in their experiences in Pander Junior High School with a “gifted program” under the pseudo-tracking system. Institutional ethnography methodology was adopted as the research methodology. We present a three-dimensions model of teachers' life experiences to explain the diversity of tension perceived by teachers in that school, including the interplay of the obligations and expectations, the mutual constructions of the social norms and common consensuses, and the mutual permeation or lack of the capitals and resources. Using the above model, we analyze the overlapping social relations in terms of organizational connections among those teachers, school administrators, and parents. Three major findings were threefold. Firstly, a legitimate hegemony in Pander Junior High School was shaped by the connections, in which the teachers in

the gift program, the parents and school administrators form an accomplice structure. Second, all the members in that accomplice structure coordinate their working experiences and rationalize the teacher's arrangements, which might favor only partial students. Finally, two types of ruling social relationships between the elite but minority, the gift programs, and the majority, the non-gift programs make the school two different systems in terms of educational learning opportunists.

Keywords: equality of educational opportunity, teachers' working experience, institutional ethnography, social relationship, tracking system

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