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# 高中課程督學如何推動108課綱： 行動者網絡理論觀點

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## 摘要

### 研究目的

本研究關切地方政府借調之高中教師如何以「課程督學」（簡稱課督）位置進行108課綱之推動。108課綱實施迄今邁入第七年，為數頗多的高中教師由下而上對課程推動扮演重要角色，然而，有一個看似平凡的角色可能被遺漏：各縣市教育局的「高中課程督學」。這些「非編制內聘僱」、「暫時性」的身分卻有「督導責任」角色的課督如何工作？研究問題為：高中課督處於此一非編制內的借調位置，其108課綱之課程推動如何進行？有效作為又如何可能？

### 主要理論或概念架構

基於課程改革之推動是一個複雜的社會過程，涉及的不僅是人與人的關係，還包括物的參與、論述的影響，本研究採用適合分析人與非人共同作用來產生行

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動力的理論觀點，亦即行動者網絡理論（Actor-Network Theory, ANT）的視角，與轉譯社會學（sociology of translation）及連結社會學（sociology of association）相通。該理論主張，所謂的「社會」，是指「人」與「非人」異質行動體彼此連結、互動及互相改變的結果。從這樣的視角，課程推動可以看作是「人」與「非人」彼此連結、互動及互相改變的結果；權力亦是透過一個網絡而運作，是透過「人」和「非人」的鏈結而生。本研究以連結社會學的「自由連結」（free association）為概念工具，分析高中課督如何產生連結力。

### **研究設計／方法／參與者**

本研究以多點民族誌（multi-sited ethnography）研究課督的工作，時間涵蓋108課綱實施七年（2018到2025年）的歷程，以108學年度前後擔任過直轄市高中課督的八位教師為研究參與者，蒐集的資料計有三種，分別是訪談、觀察及文件，分析方式包含四個步驟：辨識關注點、揀選追蹤物、追蹤徵召及追蹤連結。提升本研究信、效度的方法有二：信度方面，透過三角檢證；效度方面，透過成員檢核。

### **研究發現或結論**

不同於「候用校長」經歷的國中小課督，這些高中「教務主任」資歷的課督，以其最嫻熟的課務經歷，在「地方政府」與「學校」之間，默默進行無數的中介與協商。本研究追蹤三種最普遍的課推實作：「輔導團隊成行」、「課務課程上路」及「公開觀課可行」，這些工作是透過各種不同行動體的競逐與連結所產生的網絡效果，這些行動體包括既存的制度與組織，例如學科中心、法規、研習，也包括非預期的行動體，例如跑班學生名單、課務排代、公開授課表單等，以及課督與眾多人員情感動員的連結，始能促成最後展現的課推效果。

### **理論或實務創見／貢獻／建議**

本研究勾勒一種超越中央／地方／學校三層分工的網絡式工作樣貌，豐富了我們對高中課督的模糊想像。高中課督雖然被賦予系統性責任的課推角色，但他們不是被動的課程政策轉達者，也沒有實務上的行政權力與固定的資源，而是靈活地中介各種資源，在不同的權力單位切換，動員大量的「搏感情」行動。這些

現象顯示他們具備連結制度需求與個人網絡的行動力，並以「人脈」紐帶來面對任何不易連結的風險。這樣的網絡效果，不能漏看「非人」行動體大量參與其中，也不能小看課督在制度「之外」的大量情感投入，課程推動是這些異質行動體相互連結所共同產生的結果。

**關鍵詞：**108課綱、中介、自由連結、行動者網絡理論、高中課督、課程推動

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# How Do High School Curriculum Supervisors Enact New Curriculum Guidelines? – An Actor-Network Theory Perspective

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## Abstract

### Purpose

Studies on new curriculum guidelines have often overlooked the crucial role played by curriculum supervisors, who are high school teachers, often former academic deans, appointed to the city or county-level department of education to oversee high-school level education policies. Compared with other power players, curriculum supervisors often lack a recognizable formal authority, official jurisdiction, or resources. The research question for this research is: given the non-official role of curriculum supervisors, how are they capable of effectively enacting the new curriculum?

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## **Main Theories or Conceptual Frameworks**

This study adopts the perspective of actor-network theory, and related concepts of the sociology of translation and the sociology of association. Actor-network theory sees society as a heterogeneous network of humans and non-humans connecting, enacting, and translating each other. Seen this way, curriculum implementation is the result of humans and non-humans connecting, enacting, and translating. Power is also exercised through a network, a connection between humans and non-humans. In particular, this study makes use of the “free association” concept in the sociology of associations to understand how curriculum supervisors and non-humans generate network effects.

## **Research Design/Methods/Participants**

This study employs a multi-site ethnography to examine the work of curriculum supervisors. The ethnography took place from 2018 to 2025, covering the first seven years of the implementation of the 108 curriculum in Taiwan. For the eight curriculum supervisors studied, three types of data were collected: interviews, participant observation, and various documents relating to curriculum policies. The analysis is conducted through a four-step analytical framework derived from actor-network theory: identifying matters of concern, selecting objects for tracing, tracing enactment, and tracing associations. Triangulation and member checking were done to ensure reliability and validity of this study, respectively.

## **Research Findings or Conclusions**

Unlike supervisors in elementary and junior high schools, who are often selected from principals-in-training, high school supervisors tend to be former academic deans who are most familiar with curriculum practices. These curriculum supervisors mediate and negotiate the relationship between local governments and schools. In particular, three practices of curriculum enactment are identified: advising team building, teaching and curriculum onboarding, and open observation of course viability. As actors without formal administrative power, curriculum

supervisors connect human and non-human actors, resulting in network effects of much important course implementation. These effects were generated by a hybrid of humans and objects including official documents, laws, subject advisory centers, course observation forms, workshop handbooks, professors, and pilot schools. Curriculum supervisors and many non-human actors enacted and translated each other, resulting in the network effects of the new curriculum.

### **Theoretical or Practical Insights/Contributions/Recommendations**

This article outlines a view of networking that transcends the typical three-layer division of labor across the central government, local governments, and schools, providing a rich understanding of the role of curriculum supervisors. They are neither merely transmitters of policy, nor administrators with executive power. Rather, they are expert street-level bureaucrats who develop strategies for mobilizing and channeling human and non-human actors to enact new curricula. High school curriculum supervisors possess the ability to connect institutional needs and personal networks. Notably, this view of network effects considers the contribution of non-human actors, which has often been neglected by past research.

**Keywords: curriculum guidelines of 12-year basic education, brokering, free association, actor-network theory, high school curriculum supervisor, curriculum enactment**