

摘要

本研究是以一位放棄公幼教職，轉任私立佛教托兒所任教之幼師為對象，以生命傳記研究取向來探究這位幼師如何在職涯變遷歷程中，看待自我教師角色與所處的社會脈絡價值、其反主流趨勢向下流動的職涯轉換與宗教經驗間相互牽引之互動關係。具體而言，研究問題包括生命主體是在何種處境經驗下，選擇辭去公幼教職，前往私立佛教托兒所任教？在職涯轉向歷程中，宗教觀如何影響幼師的職涯觀？宗教經驗在其實踐幼師專業的生命中，扮演怎樣的角色？

在以探究生命歷程的傳記研究為建構本研究的理論基礎下，選擇 F. Schütze 發展的「敘述訪談法」來採集個案口述傳記資料，包括「職業史」與「宗教史」。資料經逐字轉錄為文本後，以教育學傳記研究學者 R. Kokemohr 的「參照推論分析論」作為分析解讀文本的工具，並依據分析結果進行文本內涵意義的形塑。

透過文本的分析與詮釋，逐形塑出文本主體「追求內心真正成長的快樂」之核心意向訴說。其呈顯的是幼師如何在實踐理想自我圖像的歷程中，經自我宗教觀與職涯觀相互牽引辯證，不斷超越自我限制而邁向專業成長的意義。即宗教教育推廣活動給出了「利他志業」之職業價值，生命主體透過德育行動致力於實踐此志業的「願行」承諾，而得以從「物質」條件追求之價值觀，轉化為以「終極關懷」作為自我安身立命的依歸，為其停滯的專業生命帶來了創化的關鍵。而本研究闡述之幼師角色認同四部曲：「順勢而為」、「複製社會意識圖像」、「超越自我」與「己立立人」，說明的是幼師自我與外在社會世界互動歷程中，生命主體如何把握自身境遇的限制與可能性，開創其職涯契機及實現職涯願景的運轉脈絡。

關鍵字：傳記研究、敘述訪談、宗教經驗、職涯變遷

Religious background and professional transition
–A preschool teacher as an example

Abstract

The purpose of this research was to examine how a preschool teacher viewed herself and her social environment when going through professional transition from working for a public kindergarten to a private one, and the correlation between the teacher's religious background and her professional transition. The questions of this research were: Under what situation did a preschool teacher decide to leave a public kindergarten for a private Buddhist kindergarten? What role did religious background act on the preschool teacher's professional transition?

This paper used biographic research as its theoretic basis. Our case's "professional history" and "religious history" oral data were collected using F. Schütze's "narrative interview". Oral data were then transcribed into text and was analyzed and interpreted using R. Kokemohr's "inferential analysis."

The result of data analysis shows that "to seek the joy of mental enhancement" was the subject's core intension. Such intension motivated the preschool teacher to continuously surpass herself and achieve professional growth. In other words, inspired by religious education, the teacher regarded "altruism" as her professional value and accomplished this value by committing herself to moral education in kindergarten. In this way, she transformed her professional goal from seeking "material pleasure" to "ultimate concern."

The result also shows four steps of the preschool teacher's identification of her role: "to make use of an opportunity to gain one's end", "to reproduce the collective conscious of the society", "to surpass oneself", and "to self-benefit and benefit others". The four steps tell us how the teacher broke through the confinement in her life when interacting with external world to carry out her new professional goal.

Key words: biographic research, narrative interview, religious background, professional transition