

School Leadership Roundtable 學校領導圓桌會議

2021

Chongqing 重慶 25-26/6/2021

Seeking Common Ground: Connecting Chinese and International School Leadership
求同存異: 聯結中國與世界的學校領導研究與實踐

学校教育的关键要素与管理效能 Key Elements and Effective Leadership for School Development

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我今天主要谈学校教育的关键要素与管理效能。主要谈一下三个方面。

- 一. 学校教育应该回应这个时代的诉求，包括建设知识型社会和多元社会的社会需求，以及推进教育现代化、教育公平和民主教育的国家需求。因此，学校教育应该：为终身学习奠定基础，帮助学生学习知识技能、提高学习能力和学习意愿、培养终身学习的兴趣；促进学生的个性化教育、促进学生的多元智能发展，开发更多满足学生多元化学习需求的课程；尊重学习者的主体性和创造性。
- 二. 教育的管理必须要回应或整合影响学校教育发展的关键性力量，包括领导的力量，专业的力量，及技术的力量。领导的力量在于能够把握好教育的发展方向，调动更多力量，落实教育规划，既保证管理效率，又注重管理品质。专业的力量能够保障教学工作、推动教师发展。一方面，要建立专门的教育机构为教师提供指导示范；另一方面，要建立校本教研体系，在教师中间形成专业共同体；同时，还应进行教师培训，传授新的理念方法，引领教师自主发展。此外，我们必须正视新型技术对教育的影响，建立新型技术平台，通过技术培训提升教师的技术能力。
- 三. 学校治理有三个关键环节：学校文化、课程和教师。一是学校文化的建设，主要涉及两个方面。首先是教育理念，民主教育、全面发展等教育理念是否在学校得到落实。其次是教育习惯，学校是否能够建立良好的教育习惯，如老师热爱教育、学生热爱学习、领导热爱师生、以及应用信息技术的良好习惯。二是学校课程。我们的课程能否满足所有学生的多样化和个性化发展需求？我们要改变学校的课程结构，建立新的课程体系，不仅包括面向全体学生的基础性课程，还要包括基于学生差异性、满足学生个性化需求的发展性课程。三就是学校教师。学校应加强教师培训和研修，建设学术共同体来促进教师发展。

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The talk focuses on the three key elements of school education and effective school leadership.

1. First, school education should respond to the demands of this era, including the need of building a knowledge and pluralistic society, as well as the national needs of promoting educational modernization, educational equity and democratic education. Therefore, school education should:
 - Lay a foundation for lifelong learning, which includes helping students learn knowledge and skills, improving learning ability and learning motivation, and developing an interest in lifelong learning;
 - Promote personalized education and multiple intelligences of students, and develop curricula that cater to the diverse learning needs of students;
 - Respect learner subjectivity and creativity.
2. Second, some key forces need to be integrated to improve education; these forces include leadership, professionalism, and technology. The strength of leadership lies in leaders' ability to set the direction for educational development, mobilize resources, implement education plans, and ensure both efficiency and quality. Professionalism can ensure teaching quality and promote teacher development. Specialized educational institutions should be established to provide guidance and demonstration for teachers. It is also necessary to establish a school-based teaching- research (*jiaoyan*) system and form a professional community among teachers. Meanwhile, schools should carry out teacher training to share new knowledge pedagogies among teachers and help teachers to develop independently. In addition, we should recognize the impact of new technologies on education, create an environment for technology-assisted education, and upgrade teachers' technology competence.
3. Third, there are three key elements in school governance: School culture, curriculum and teachers. School culture mainly involves two aspects: educational ethos and school routines. It concerns whether the school embrace concepts such as democratic education and all-round development of students and embed them in school routines. The second key element is the curriculum. It is about whether the curriculum meets the diverse development needs of all students. The school may need to change its curriculum structure and establish a new curriculum that includes not only basic courses for all students, but also advanced courses that cater to the individual differences of students and meet their diverse needs. The last key element concerns school teachers. Schools should reinforce teacher training and build a learning community to promote teacher development.