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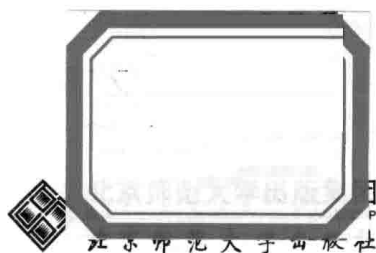
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普通高中特色
建设：谋划与实施

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前　言
特色，让普通高中教育充满魅力

实现规范发展之后，学校进入个性发展阶段。"规范"解决办学的达标与满足学生共性发展需求的问题，而"个性"则解决学校发展的特色与学生多元个性需求的问题，最终达至"各美其美，美美与共"的局面。

普通高中特色建设是我国近 30 年高中教育发展的重要主题，尤其是 2010 年我国出台的《国家中长期教育改革和发展规划纲要（2010—2020 年）》，明确了"推动普通高中多样化发展""鼓励普通高中办出特色"的政策要求之后，各省、自治区、直辖市的中长期教育改革与发展规划纲要也都进行了高中多样化发展的顶层设计，出台一系列举措。可以说，高中特色建设是我国高中发展的重要战略布局，目的是推进高中人才培养模式多样化，满足不同学生的发展需求，从而服务于学校发展个性化追求，服务于国家政治经济社会发展对人才的多样化诉求。但如何认识高中学校特色建设、如何谋划高中学校特色建设（区域谋划与学校谋划）、如何评估高中特色建设等问题，无论是在实践界还是在理论界都存在一些困惑，迫切需要进行基于实践取向的理论研究，从而引领

区域与学校高中特色建设的方向，解决区域、学校特色建设中的具体问题，提供区域高中多样化顶层设计参考建议与案例，给予校长特色建设的思维框架与工具，提升特色建设的科学性、可行性与有效性。

关于普通高中特色建设的认识，本书从国内政策、国外政策与学术研究、本质理解三个层面进行分析，力图使读者把握国内外高中特色建设的政策背景与研究观点，理解高中特色建设的内涵与外延，把握高中特色建设思考框架。

"普通高中特色建设之源：国家推动与地方推进"（作者：柴纯青）一章分析了我国高中特色建设的政策驱动问题。作者在分析我国自1985年以来普通高中特色建设政策情况的基础上，归纳出我国普通高中特色建设政策的基本特点：国家政策是高中特色建设的主要推动力；区域教育行政力量担负重要作用；普通高中特色建设的价值观从国家"人才需求"到"人"的发展需求演变；吸收更多社会力量介入是高中多样化的基础工作；"办学自主权"始终是制约高中特色建设的核心问题；研究方法的改进对普通高中特色建设具有重要价值。本章提出了有利于完善普通高中特色建设的政策建议：将"办学自主权"还给学校；鼓励学校建立学生充分选择的内容和机制；政策设计要有利于普通高中实现真正的内涵发展。

"普通高中特色建设之流：借鉴与反思"（作者：胡荣堃）一章首先介绍了英国、美国、日本、瑞典四国的高中特色建设国家政策层面的举措，梳理出国外高中特色建设强调以学生个性化发展为根本目标、政府主导推进、学校自主发展、第三方力量参与、学科特色突出等特点。接着，本章以英国特色学校计划的相关研究为例，分析指出国外学校特色建设方面的研究特点，主要有：关注政策效果、研究问题具体、实证研究取向、多方参与研究。在以上分析基础上，建议我国高中特色建设要树立以学生发展为本的建设理念、构建支持性的政策系统、加强特色建设的实证研究支持、采用校本化的实践策略、构建积极的合作伙伴关系，等等。

"普通高中特色建设之本：内涵理解与外延分析"（作者：陈丽）一

章从分析普通高中教育与管理的共性与个性特征入手，辨析了"学校特色"与"特色学校"两个不同的概念，强调了"普通高中特色建设"是实现"普通高中学校特色"和"普通高中特色学校"的谋划、实施与评估过程，校长对这个过程的价值理解、资源理解、学生主体作用理解要到位。同时，作者对普通高中特色建设的类型进行分类学研究，提出了进行特色建设的六维思考模型（即主体、类型、结构、阶段、路径、程序六维），从而为校长提供了一个系统思考特色建设的重要框架。

关于高中特色建设谋划，国家层面通过政策倡导进行宏观号召；地方行政层面通过对本区域的规划进行系统布局；而学校层面在理解国家政策的基础上，根据地方规划的要求，深入理解本校的发展基础和发展要求，进行具体的、微观的布局设计。

"普通高中特色建设之局：区域谋划"（作者：石英德）一章主要分析了区域推进高中特色建设的必要性、基本要求与基本策略。区域推进高中特色建设的目的是优化区域高中教育布局、扩大优质教育资源、增强高中教育的可选择性，整体提升学校教育品质，满足学生个性化发展需求；在建设过程中要坚持科学性、整体性、系统性、前瞻性与适切性；地方政府及其教育行政部门要通过科学分析、顶层设计、制度建设、多方参与和评价导向等策略，推动区域内所有高中内涵式特色化发展。

"普通高中特色建设之法：定位与实施"（作者：何育萍）一章在分析特色定位在普通高中学校特色建设中的重要性基础上，梳理了特色定位常见定位不准、定位功利及定位不稳问题，提出特色定位应体现整体性、前瞻性、可行性、稳定性要求。在具体特色定位时，学校需要在科学的调研分析基础上运用一定的思维框架进行定位决策。为此，提出高中特色定位三维模型，即从学校内部的相对竞争优势、学校外部的比较竞争优势以及未来发展趋势的三维系统中综合考虑选择科学可行的学校特色及确定其发展程度。学校要将特色定位转化为学校特色建设实践行动，本章提出了落实特色定位的六大实施策略：升华为文化价值引领、内化于机制保障、体现为课程建设、强化于课堂教学、创新于活动设

计、物化于环境打造。

普通高中特色建设的主体是多元的，其角色也各有侧重。"普通高中特色建设之主：角色与塑造"（作者：王晓玲　陈丽）一章主要是从校长视角与学校层面阐释了校长、教师、学生在高中特色建设中的角色及其如何发挥角色作用问题。其中，校长是学校特色建设的规划设计者、资源提供者、示范引领者与信念坚守者，因此，校长要主动学习，提升自我修养，处理好特色建设过程中"拥抱理想与关照现实"的关系，避免简单以个人爱好代替学校特色建设、以一己之力代替群策群力。教师是高中特色建设的主力军，应成为特色理念的认同者与传播者，特色建设的主动践行者与创新者，因此，校长在特色建设中要提升教师对特色建设的认同度与理解度，提高其实施特色建设能力，鼓励教师在特色建设过程中进行创新，发挥教师智慧。高中生已经具备自主探索能力，他们是普通高中特色建设的体现者，是特色设计的主动参与者，是特色建设创新实践者，学校要尊重学生需求，充分发挥学生的主动性与创新精神，塑造学生喜欢、满足学生需要的特色。

"普通高中特色建设之效：评估与改进"（作者：王鸿杰）一章在相关理论分析和实践梳理的基础上，从当下普通高中特色建设评估的五大问题（一、评估主体上，欠缺自主性内部评估；二、评估定位上，缺乏规划性、制度化、长效化评估；三、评估内容上，无法很好聚焦特色建设下学生培养目标有效落实这一核心问题；四、评估方式上，常常忽视学校努力程度和增进幅度；五、评估结果使用上，缺乏政策制度转化以及借鉴推广）分析入手，探讨梳理了普通高中特色建设评估的基本内涵、价值定位和关键原则（真实性、系统性、协同性、反馈性和可信赖），探索建构了普通高中特色建设评估的参考标准（内容涉及普通高中特色建设的历程、水平和成就等 3 大领域的 10 个维度、26 项指标），并结合"三环九步"（评估筹备——确认目的、组建团队、研制方案；评估实施——沟通调控、收集信息、评议评分；评估反馈——分析结果、反馈结果、运用结果）的评估流程分析，提出了有序有效开展普通高中特色建设评估的六个实施策略（评估目的关注发展性，评估主体关

注多元化，评估方法关注多样性，评估报告关注深刻性，结果运用关注透彻性和评估改良关注元评估），旨在为普通高中学校领导、教育行政和教育督导部门以及相关专业机构提供框架性建议和参考性借鉴。

本书是"祥云行动——北京市高中特色实施项目"的研究成果之一。"祥云行动"是面向北京市全体高中校长（正职校长、教学校长、德育校长）的一个跟进性培训项目。六年来，项目组将"祥云行动"打造成为北京市高中教育政策传播与理论建构平台、问题解决与经验共享平台、思想提炼与成果推介平台、校长成长与学校展示平台，也成为首都基础教育一个品牌项目，获得第四届北京市基础教育教学成果二等奖。

在项目负责人北京教育学院陈丽教授的带领下，项目组注重培训专业化探索，注重提炼高中特色建设经验，推出首都高中教育经验，几乎每年出版一部研究成果，为北京市乃至全国高中校长的办学提供借鉴与参考。目前，已出版的"祥云行动"成果主要有《一路探索一路歌——首都高中校长的课改之旅》《追梦而行——首都高中校长的课改之旅》《大家不同，大家都好——首都高中校长的特色建设之旅》《建构个性，提升品质——首都高中校长的特色建设之旅》《个性发展，各展其美——首都高中校长的特色建设之旅》等。"祥云行动"这几年的培训主题都是高中特色建设，为了更好地引领培训，项目组对高中特色建设本身进行基于实践的理论研究，本书是该研究的主要成果。在研究中，本书也大量引用了"祥云行动"出版物中校长们特色建设的成果。

本书也是北京教育学院重点学科"学校管理学"阶段性研究成果之一。学校管理学是北京教育学院 17 个重点学科之一，在"白＋黑""5＋2"的繁忙工作状态下，在学术研究日渐式微的当今，如何保证学科建设的质量是学科带头人面临的重大挑战。本人注意发挥既是学校管理学重点学科带头人又是"祥云行动"项目负责人的优势，采取整合策略，把学校特色建设研究确定为学校管理学重点研究方向之一，得到学院领导与国内外专家的高度认可与大力支持。一年多的时间，20 余次的团队研讨，在智慧碰撞里，从框架结构到理论观点，从逻辑分析到案

例支持，研究逐步清晰与完善；在温馨笑谈中，从生活到工作，从思维方式到人格魅力，彼此相互欣赏，结下同伴友情，温馨前行人生。虽然，作为负责人，要牺牲节假日、休息日，一遍又一遍修订文稿，但在艰辛中也体验着快乐。感谢我们共同度过的累并快乐着的美好时光！

关于特色建设的研究成果很多，但本研究具有自身的特色。一是聚焦于普通高中特色建设研究；二是力图从国家、区域、学校层面研究普通高中特色建设谋划与实施问题，但核心是学校层面的特色建设谋划与实施，研究国家与区域层面的高中特色建设谋划也是为了更好地把握学校层面的特色建设谋划与实施；三是更多地从校长视角研究高中特色建设，重视研究与解决校长在高中特色建设中关注的问题。因此，本书既不纠结于概念与理论框架的逻辑思辨中，也不停留在简单的高中特色建设经验总结里。当然，由于水平有限，有些观点还很肤浅，案例也欠丰富，敬请同行与校长们真诚批评、及时指正！

本书在研究过程中得到北京市教委罗洁委员、李奕委员，基教二处马可副处长，北京师范大学袁桂林教授，北京教科院方中雄院长，首都师范大学孟繁华副校长，北京教育学院马宪平书记、李方院长、杨志成副院长、钟祖荣副院长，北京教科院教育督导与教育质量评价中心教育督导研究室张瑞海主任，人大附中刘彭芝校长，北京十一学校李希贵校长，北大附中王铮校长，北京广渠门中学吴甡校长，北京京源学校白宏宽校长，北京理工大学附中陆云泉校长，北京171中学陈爱玉校长，北京161中学吴伟东校长，北京丰台二中王志江校长等的关心与支持！感谢北京教育学院国际语言与文化学校副院长张洲与北京教育学院校长研修学院胡荣堃博士帮助翻译前言与目录，感谢北京师范大学出版社的大力支持！

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北京教育学院
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Foreword

Characteristics：Make General Senior High Schools Attractive

After the realization of standardized development，schools will head for individual characteristic development. The "Standardized development" is for schools to reach the government's standards and meet common needs of students for their general development，while the "individual characteristic development" is to promote the development of school features and meet students' personalized needs for a diverse development.

The feature development of Senior high schools has been an important theme in the past 30 years of senior secondary education development. Especially in 2010，China unveiled the *Outline of the National Medium and Long-term Plan for Education Reform and Development* (2010—2020 年)，in which the central government explicitly proposed the policy of "promoting the diverse development of general senior high schools" and "encouraging the characteristic development of general senior high schools". Then，a top-level design of senior secondary education

has been formed in the provincial and municipal medium and long-term plans for education reform and development, and a series of initiatives have been promulgated at the same time. It can be said that senior high school feature development is an important strategic layout of senior high school development in China. It aims at facilitating the diversification of cultivation modes at the senior secondary stage and meeting the development needs of different students, so that it can serve the need of diverse talents for the national political and economic development and the individualized needs of school development. However, both theoretical and practical issues have emerged, such as, how we understand the feature development of senior high schools; how we plan the senior high school feature development (for a region and a school); how we evaluate/assess senior high school feature development, etc. These issues need our prompt practice-oriented theoretical research so as to lead the direction of senior high school feature development in a region and in a school and solve relevant concrete problems, provide diverse top-level designs and reference cases for regional senior high school feature development, and offer thinking patterns and tools for school principals to think about school feature development. As a result, we can improve the scientificity, feasibility and effectiveness of school feature development.

As for the understanding of senior high school feature development, this book makes an analysis from three aspects which are national policies, international policies and academic research, and understanding of the nature, in order to help readers understand the national and international policy background and research findings, connotations and extensions, and the thinking frameworks of senior high school feature development.

Chapter One, the Source of Senior High School Feature Development: National Drive and Regional Promotion (author: Chai Chunqing),

analyzes a series of policies driving the feature development of senior high schools in China. Based on an analysis of the policies relevant to senior high school characteristic development since 1985, the author summarizes several basic features: national policies is a main driver of senior high school characteristic development; regional education authorities play an important role; the values of senior high school feature development evolves from a national "need of talents" to the development need of "human beings"; absorbing more social forces is a basic work of the diverse development of senior high schools; "autonomy in running school" is always a core issue that constrains senior high school feature development; the improvement of research methods is very important for senior high school feature development. The chapter proposes several policy suggestions for improving senior high school feature development, that is, giving the "autonomy in running school" back to schools; encouraging schools to build mechanism and content for students to make choices; and designing the policies to help general senior high schools realize a true connotative development.

Chapter Two, the Nature of Senior High School Feature Development: Profound Understanding and Extended Analyses (author: Hu Rongkun), first introduces relevant national policies and measures of England, America, Japan and Sweden and points out several common features, that is, an emphasis on the fundamental aim of student personalized development, a dominant role of the government, schools' autonomy in operation and development, the participation of a third party, subject-based feature development. Then, the chapter takes the research into "specialist schools program" in England as an example to analyze main features of the research on school feature development in other countries. The main features include a focus on policy effects, specific research questions, empirical research orientated, and multiparty partici-

pation. On this basis, the chapter suggests that Chinese senior high school feature development be based on the development of students; the government set up a supportive policy system; empirical research be strengthened to support school feature development; school-based strategies be used in practice; and a cooperative partnership be encouraged to establish.

Chapter Three, the Nature of Senior High School Feature Development: Profound Understanding and Extended Analyses (author: Chen Li), differentiates between the concept of school features and the concept of featured schools through analyzing common and particular features of the education and management in general senior high schools. The author points out that "the feature development of general senior high schools" is a process of planning, implementing and assessing "features of general senior high schools" and "featured general senior high schools". Therefore, school principals have to fully understand its values, resources and the subject role students play in the process. At the same time, the author elaborates different types of senior high school feature development via systematics research and proposes six-dimensional thinking model of school feature development (i. e. , subject, type, structure, stage, pathway, procedure), which provides a framework for principals to systematically think about school feature development.

For the planning of senior high school feature development, national policy promotion is a macro appeal; regional planning is a systematic design at a local level of administration, and school planning is a specific micro design based on a comprehension of national policies and regional planning and a deep understanding of the school's development basis and demards.

Chapter Four, the Design of Senior High School Feature Develop-

ment: Regional Planning (author: Shi Yingde), mainly points out the necessity, basic requirements and basic strategies of regional promotion of senior high school feature development. The purpose of promoting senior high school feature development in a region is to optimize the regional distribution of senior secondary education, expand quality education resources, and enhance the selectivity of senior secondary education, so that the overall quality of schooling can be improved and personalized needs of students can be met. Thus, in the development process, we should insist on scientificity, wholeness, systematicness, prospectiveness and appropriateness. Local governments and its education authorities should promote all senior high schools in the region to develop their features in a connotative way through scientific analysis, top-level design, system construction, multiparty participation and assessment guidance.

Chapter Five, the Methods of Senior High School Feature Development: Orientation and Implementation (author: He Yuping), points out several common problems in feature orientation and argues that school features should be oriented according to the requirements of wholeness, prospectiveness, feasibility and stability, on the basis of analyzing the importance of feature orientation in senior high school feature development. In practice, schools need to make the decision *via* a thinking framework based on scientific investigations and analyses. In this connection, our team proposes a three-dimensional model of senior high school feature orientation, that is, schools comprehensively consider and choose reasonable and feasible school features and specify the development degree of the features from internal relative competitive advantages, external comparative competitive advantages, and development trends in future. Meanwhile, schools need to transform feature orientation to practical actions of school feature development. The chapter pres-

ents six operational strategies for implementing feature orientation. They are subliming to culture and values, internalizing in mechanism, embodying in curriculum, strengthening in classroom teaching, innovating in activity design, and materializing in environment building.

The feature development of senior high schools involves multiple subjects with different emphases on their roles. Chapter Six, the Subjects of Senior High School Feature Development: Roles and Shaping (author: Wang Xiaoling, Chen Li), mainly explains the roles that principals, teachers and students respectively play in the feature development of senior high schools and how they play their roles from the perspective of principals and schools. Specifically speaking, the principal is a plan designer, a resources provider, a leading demonstrator, and an insister. Thus, principals should learn actively to improve their capabilities and soundly cope with the relationship between "realizing the ideal and considering the reality" to avoid replacing the feature development with personal favorites and collective wisdom with personal power. As a main force of senior high school feature development, teachers should recognize and spread the idea of school features and actively practice and innovate in the process of school feature development. Therefore, principals have to enhance teachers' recognition and understanding of school feature development, advance their capability of implementing school feature development, and encourage them to innovate and exert their wisdom in the process. Students in senior high schools, who have already been capable of independent exploration, are the origin and embodiment of senior high school feature development, active participants of the feature design, and innovative practitioners of the feature development. Schools should respect students' needs and let them fully exert their initiative and innovative spirit to build features which are favored by students and meet their needs.

Chapter Seven, the Effectiveness of Senior High School Feature Development：Evaluation and Improvement (author：Wang Hongjie), analyzes five problems in the current evaluation of senior high school feature development based on relevant theories and practices. The problems are：for evaluation subjects, there is a lack of independent internal evaluation; for evaluation orientation, there is a lack of planning, systemization, and long-term effectiveness; for evaluation content, there is a lack of focus on realizing student cultivation goals in school feature development; for evaluation methods, there is a lack of attention to the degree to which schools have made efforts and made progress; for the use of evaluation results, there is a lack of transformation to policies and system and application and promotion, etc. With this understanding, the chapter probes into the connotation, values and key principles (i. e., authenticity, systematicity, cooperativity, reactivity and reliability) of the evaluation on senior high school feature development, and constructs a set of reference standards for the evaluation (involving 26 indicators of 10 dimensions in 3 areas of the process, levels and achievements of senior high school feature development). Considering the evaluation process of "Three stages and nine steps" (evaluation preparation：identify purposes, build the team, make a plan; evaluation implementation：communication and regulation, collect information, comments and grading; evaluation feedback：results analysis, results feedback, results application), the author proposes six operational strategies to methodically and effectively conduct the evaluation on senior high school feature development (i. e., development-oriented evaluation purposes, pluralistic evaluation subjects, diverse evaluation methods, profound evaluation reports, thorough application of results, and evaluation improvement based on meta-evaluation), which aims to provide suggestions and references to school leaders, education administration and education supervision depart-