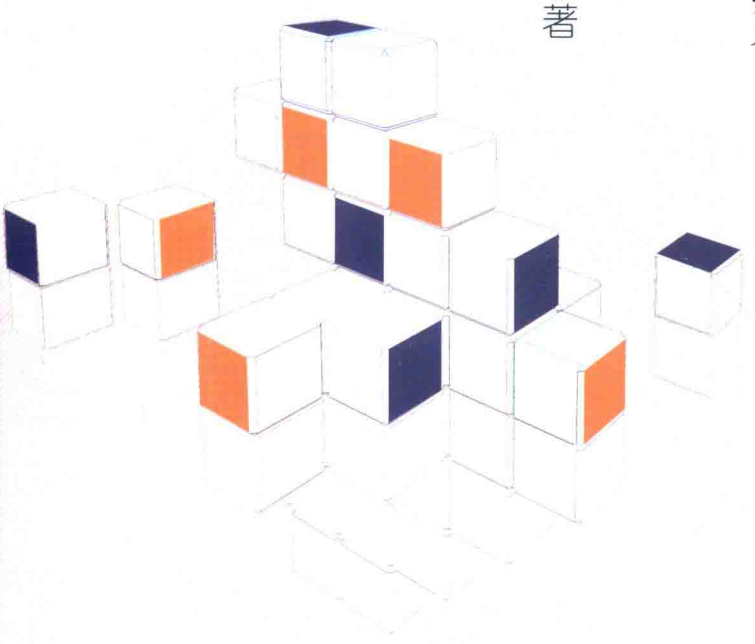
学习领导模式的建构与实施研究

刘建强◎著



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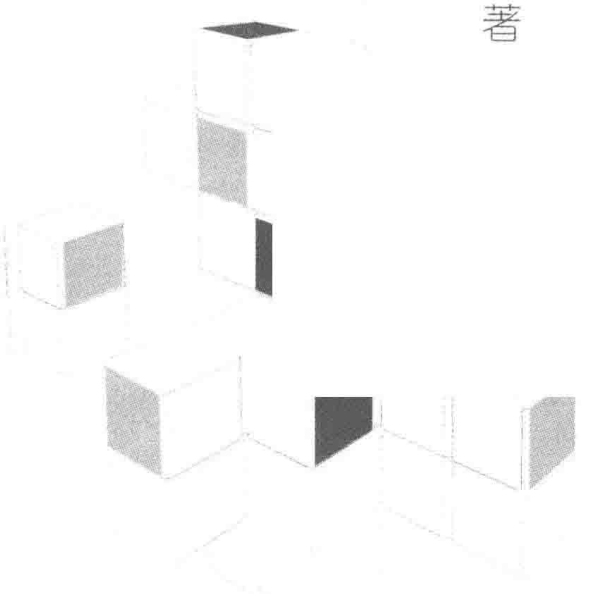

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摘　要

学校领导的核心工作是教师的教学与学生的学习，学习与领导紧密相连，如何领导学习是学校领导的一个重要的、全新的、跨学科的研究领域；我国自2002年全面推进新一轮基础教育课程改革以来，如何提高学校学习的质量是学校领导者最为关心的话题，也是学校领导变革的方向；如何适应新时代发展的要求，构建新课程背景下的学习领导模式，在实践中探索出一个具有中国特色的学习领导新模式，是当前学校管理面临的重要问题。

本书首先从理论上阐述了实施学习领导的必要性，解释了学习领导的内涵和特征，分析了学习领导的积极意义。本书认为，学习领导隶属于教育领导的范畴，是继课程领导、教学领导之后一种新的领导范式、领导形态；学习领导直接服务于学习者的学习，以关注和提升服务学习者的学习质量和效果为第一要义；它将领导的职能、范围、功效延伸至教师、学生以及与学校学习密切相关的人员，这些成员的行为直接影响学生的学习活动，并间接影响学校文化的创建、共同愿景的塑造、教和学的各种资源提供等活动；学习与领导之间形成一种互惠的建构式关系，学习取向的领导文化建构新的学校领导意义，产生可持续性的效果。学习领导对改变学校

领导者的角色和定位、领导者与被领导者的关系、发挥学校成员在学习中的领导作用、提高教育质量和学校组织的效率、推动学校领导理论的发展等方面具有重要意义。

本书运用行动研究法试图建构一个学习领导模式。首先从理论和现实需求两方面论证了学习领导模式的必要性，从理论上来说，学校中的每一个成员应当以学习者的主体身份去主动确定学习目标、分享组织知识；校长、教师起学习促进者的作用而不是知识的源泉，学习者的学习过程是与学习内容、领导能力相互作用的过程；学校领导的目的在于通过激励、影响等手段培养学习者的自我领导能力。从现实需求来说，学习化、信息化、全球化的社会大背景中，原有的学校领导不利于新课程改革的深入开展，不利于学生学习成绩的快速提高。因此，学校每一个成员都需要再学习，需要得到他人的正确领导，需要能落实具体学习内容的新型领导模式。

然后从领导价值取向、组织模式、作用方式、运作方式、领导学习内容、评价系统、保障机制等方面建构了一个学习领导模式。这种模式以学习为学校领导的价值取向，领导的作用力集中于学习成就的提升，通过学习社群的构建、拓宽领导来源、实施多元领导、增强领导密度等方式的具体运作，实现“合作学习、共享领导”的学习领导目的。在学习领导实践中，校长自我领导学习的示范、激励作用，对个体和组织学习领导活动的深入开展、学习领导者的培养等工作具有相当重要的意义；配备必要的评价、保障机制能保证学习领导行动迈向学校发展愿景。这种模式成功运作的表现：提升了校长的领导智慧，校长能自觉向名优校长的方向努力；促进了教师的专业发展，让学习优秀的教师进入名优教师的行列；提升了学生的学习成就，学生学会学习、自主学习，走向终身学习之路；学校也因

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此得以不断改进和变革。

基于以上建构的模式，研究者本人在学校实践中加以试行。在首轮实践中，根据W小学在发展中存在的各种问题，抓住学校变革和可持续发展的根本——学习，建立院校协作联盟，以综合性项目的学习为切入口对学校组织学习进行领导，通过高效课堂的构建、开展课题研究、鼓励教师在职进修等活动来领导教师学习，通过建立学生学习共同体、实施有效教学等活动来领导学生学习，特别例举了学科知识、方法、价值和整体掌握学习是学习领导的具体指向。

从第一轮试行的结果来看，初步改变了学校办学初期那种盲目、慌张、杂乱、低效的状况：（1）校长尝试运用“五大价值”处理“学习—领导”工作；（2）组织学习激发了师生主动学习、自主学习的志趣；（3）唤醒了教师的学习领导意识，学习领导的权责得到分布；（4）教师加强了学科学习的具体领导，教与学的能力增强。同时也发现了不足之处：（1）校长学习的自我领导的榜样示范作用，对师生没有起到很好的影响、教化功效；（2）学习领导模式下还沿用科层制组织结构，阻碍了学习者的人际关系改善发展，不利于培养优秀的学习领导者；（3）该模式虽然涉及学习领导的各个层面，但是学习领导的环境没有得到进一步优化。

针对第一轮实践中存在的问题，在第二轮行动研究中突出了校长在学习领导中的主导地位，在加强学习的自我领导的同时注重组织学习的价值引导、培养学习领导者；为关照学校的主体——师生，激发师生的学习领导潜能而调整了原有的科层制组织结构，建立了扁平式的领导组织结构；校长通过自身的榜样作用和积极影响，鼓励师生参与领导学习的工作；运用给优秀的学习领导者给予评优评先的机会、只奖不罚的激励方式、引导师生自我领导学习等措施，改善了学习的领导环境。

本研究通过对全校48名教师的访谈，证明学习领导模式能够改变学校学习和学校现状，其效果体现在：（1）学校的领导现状得以改观。学校以教师专业发展为突破口，注重以学习提高教师的整体素质、完善学校的知识结构，形成学校发展的共同愿景。院校协作活动和人文价值教育项目学习，带动了全校师生走向学习改善工作和生活品质的自觉道路。（2）学习的领导环境得到改善。在H大学的辅助下，学校对综合性项目做了详细的规划和部署，干部、教师能把校长的学习领导意图落实到具体的工作当中，强化了自身在学习中的领导作用，增强了学习的自主性和主动性，改善了学校成员之间的人际关系。（3）学习的渠道变得更加宽广。在大学教授、硕博研究生的学习协助和指引下，开辟了综合性项目、高效课堂项目、课题研究、学历进修和网络研修、学校联盟研讨等方面的学习，使知识的传播渠道变得更加畅通。（4）学习领导的能力得到提高。校长把学习的领导责权分散到优秀的教师、学生和家长的身上，老师们体悟到了如何“领”、如何“导”、如何“学”，使教与学保持最有效的状态。（5）学习领导的来源更加广泛。通过学习领导的实践，全体教师懂得了学习成效体现，必须通过领导他人学习、大胆实践和反思才能检验出来，于是主动参与对学校学习的领导，承担学习的领导责任，发挥自己的优势，共同致力于学生学习成就提升的领导工作。（6）学校的美誉度大幅上升。学习领导模式的成功运作，促进了学校的整体发展，展示了新学校应有的新气象，赢得了各界的赞许。经过两轮实践，证明本书设计的学习领导模式是切实可行、积极有效的。

本书研究者作为新的领导模式的推进者，深刻体会到学习领导理念为学校领导带来全新的认识视角，学习领导模式是积极有效的。其价值主要体现在学习领导能够改善学校学习的结果，学习领导模式可以转变校长领

导的观念、培育更多的学习领导者、共建“合作学习、共同领导”的新型学校文化，从而提高学校组织智能，为学校组织的改进和长期发展提供良好的领导决策环境。

关键词：学校领导　学习领导　学习成就　领导模式

Abstract

The core work of the school leader is closely linked by teachers' teaching, students' learning, and the relationship of the learning and leadership. To learn how to lead learning is an important, brand new, and interdisciplinary field of research. It has become the most concern topic and the direction of reform of the school leaders since our country comprehensively promoted the new elementary educational curriculum reform in 2002. The current school administration is facing the important issue on how to meet the demand of the new area, to build the learning leadership model in the new curriculum background, and to explore a new model of leaning leadership with the Chinese characteristics.

The dissertation firstly theoretically elaborates the necessity of implementing learning leadership, explains the meaning and characteristics, and analyzes the positive significance of learning leadership. This dissertation argues that the learning leadership is part of the educational leadership, which become a new paradigm of leadership, and leadership form following the curriculum leadership, and instructional leadership. Learning leadership directly serves learners and enhances the quality of learning for the learners. The first

prerequisite is following closely and serving the best quality and effectiveness for them, with the first prerequisite of concerning and serving the best quality and effectiveness for learners. The efficiency of the leadership will extend to the teachers, students, as well as the related school personnel. The behaviors of these members directly affect student learning activities, and indirectly affect and provide a variety of resources for the school culture development, the shape of common vision, teaching and learning, and other activities. It will become a reciprocal, structural relationships between learning and leading, which will produce sustainable results by constructing a new significance of school leader from learning oriented leadership culture. The learning leadership has significance on changing the relationship between the school leader's role and position, the leader and the staffs, members of the school leadership role in learning and improves the quality of education and school organizational efficiency, and promote the development of theory and other school leaders.

The dissertation attempts to construct an action research to build a learning leadership model. First, it demonstrates the necessity from both theoretical and practical aspects demand for the learning leadership model. Theoretically, every member in school shall determine the identity of the learner' s active learning objectives and share the organizational knowledge. The principals and teachers play the role of a facilitator rather than the source of knowledge. The learner' s learning process is interacting with the learning content and leading ability. The purpose of school leader is to encourage and impact the learners' self-leadership. In the practical demands and the social background of learning, technology and globalization, the existing school leadership is not conducive to carry out

the new curriculum reform and disadvantage for the rapid increase in students' achievement. Therefore, each member of school needs to learn more, to get the correct leadership from others, and to implement the specific learning content on the new leadership model.

Second, it constructed a learning leadership model in terms of the leadership values, the organizational models, action, operation, the content of learning leadership, evaluation system, and the protection process. The purpose of the model is to learn the value orientation of the school leadership. It realizes the purpose of cooperative learning and shares leadership by building learning communities, broadening the sources of leadership, implementing diverse leadership, strengthening leadership density and so on. In the practice of learning leadership, principals' self-learning will demonstrate and incentive with important significance on the individual and organizational learning leadership activities, as well as the learning leadership training. Necessary evaluation and safeguards ensure the development of a common vision for school leadership actions towards the learning leadership. On one hand, to operate the performance of this model successfully will enhance the principals' leadership wisdom, and the conscious effort in the direction of the famous principal. On the other hand, it will promote professional development of teachers, and make good learner get into the famous teachers. What's more, this model will enhance students' achievement as well. Students will learn how to learn and self-study to get into the road of lifelong learning. With all advantages above, school will be able to continue to improve and change to make it better.

Based on the above construction of the model, the researcher tries

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out in school practice. In the first practice, according to the problems of the primary school W 's development, the researcher seizes the school change and sustainable development of the fundamental ——learning, he establishes the coalition of institution and school, integrates learning project for the organizational learning in school leadership; he leads teachers and students to learn through building the efficient classes, carrying out research, encouraging teachers' training, establishing community learning , effective teaching and other activities. He specifically exemplifies the academic knowledge, methods, values and overall mastery learning as the specific direction of learning leadership.

From the results of the first round, it has initially changed the circumstances happened in the phase of starting school such as blindness, panic, mess, and inefficiency. They include: (1) the principal tries to use "Five Values" methodology to deal with the duty of the " Learning – Leadership". (2) Organizational learning inspires the interest of the teachers' and students' actively and independently learning. (3) The teachers' awareness of the "Learning-Leadership" has been aroused, meanwhile the responsibility of the "Learning-Leadership" has been distributed. (4) It enhanced the teachers' learning skills simultaneously. However, the drawbacks come along with: (1) the self-improvement of the principals didn't bring significant positive influences to the teachers and the students. (2) the Learning – Leadership model is required to consider the organizational structure, which blocks the learners' improvement of relationship and disadvantages to foster great learning leaders. (3) Even the model gets all the perspectives of the "Learning – Leadership"

involved, the environment of the learning-leadership was not improved.

For the problems in the first round of practice, it highlights the dominance of the principal leaders of the learning leadership in the second round. The self-leadership of learning has been strengthened while the value of learning and the cultivation of the learning leaders have been focused. To take care of the teachers and students, the main part of the school, and to inspire teachers' and students' potential of learning leadership, the principle adjusts the original hierarchical organization structure, and establishes a flat leadership structure. Through the example of the principal's self-study, positive impact, it encourages teachers and students to participate in the work of the learning leadership. It has improved the learning leadership environment by using priority appraisement for good learners, only rewarding exciting mode, and guiding teachers and students to self-leadership and other measures.

In the study, 48 teachers were interviewed and proved that the model of learning leadership is able to change school learning environment and the existing situation. The effect was reflected on the bellowing: (1) the current situation of the school leader has changed. Based on the teachers' professional development as the breakthrough, school focused on improving the teachers' overall quality and the knowledge structure, which formed a common vision for the school development. Collaborative activities, cultural institutions and the value of education programs are also leading the teachers and students to work and learn , and improving their quality of life in the conscious way. (2) Learning leadership improves the learning environment. In aid of H University, the school made a detailed comprehensive project planning and deployment of

cadres, teachers can put leadership principal's intentions into concrete work, which bolds leadership role in their own learning, and enhances learning autonomy and initiative to improve the relationships between the members of the school. (3) The channels of learning becomes more spacious. In the assistance and guidance from the university professors and graduate students, it become more smooth on the dissemination of knowledge by opening up integrated projects, efficient classroom projects, research, educational training, network training, seminars and other aspects of school alliances. (4) It improves the ability of learning leadership. The principal dispersed the leadership responsibilities and rights to the excellent teachers, students and parents. The teachers realized how to "lead", how to "guide", and how to "learn", which maintained the most effective state between teaching and learning. (5) The learning leadership has more widespread sources. Through experiential learning leadership, all the teachers understand the learning outcomes, which reflects on daring to test out by leading others to learn and practice. Therefore, to active participation of school leadership, to assume leadership responsibility, to play to their strengths, to work together, enhances student- achievement's leadership. (6) The school' s reputation has significantly increased. The successful operation of leadership model promotes the overall development of the school, which showed the new atmosphere of the school and won praise from all other area. After two rounds of practice, it proved that the design for the learning leadership model is viable, active and effective.

In this dissertation, as a new model of leadership facilitator, the author realized that the "Learning -leadership" model could be a better and more

effective solution for the school leaders. The beauty of the model includes improving the learning efficiency, changing the leadership patterns and the leadership concept of the current principals, and fostering more learning leaders. It is expected to build the new academic culture of "cooperative learning and sharing leadership" can improve the academic organizational functions. Furthermore, it would also assist to provide ideal environment of leadership and decision-making for the long-term development of academic organizational structure.

Keywords: School leaders Learning leadership Learning achievement Leadership model

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