

学校改革与发展译丛

主编 杨小微 郑金洲

不分级小学

The Nongraded
Elementary School

[美] 约翰·I. 古德莱德 罗伯特·H. 安德森 / 著

谢东海 吕雪金 袁文辉 翁璇 / 译

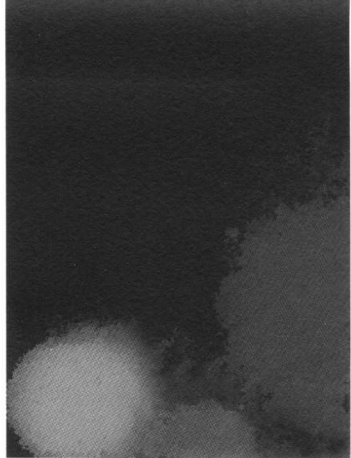
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The Nongraded
Elementary School
(Revised Edition)



作者简介



约翰·I. 古德莱德(John I. Goodlad)是美国著名教育理论家,曾任教于芝加哥大学、加利福尼亚大学(洛杉矶分校)、华盛顿大学等,并创立了著名的华盛顿大学教育改革中心(the Center for Educational Renewal at University of Washington, CER)和美国教育研究协会(the Institute for Education Inquiry, IEI),担任加利福尼亚大学(洛杉矶分校)教育学院研究生院院长长达16年之久。他撰写及合撰了30余本著作,其中《不分级小学》(*The Nongraded Elementary School*)、《一个称作学校的地方》(*A Place Called School*)、《我国的教师们》(*Teachers for Our Nation's Schools*)、《学校罗曼诗》(*Romances with Schools*)等广受学术界推崇。古德莱德博士因其杰出的学术成就得到多项美国国家大奖,被北美20所大学授予荣誉博士学位。



罗伯特·H. 安德森(Robert H. Anderson)曾任教于美国哈佛大学、得克萨斯理工大学、南佛罗里达大学等,并曾担任得克萨斯理工大学教育学院院长。他具有丰富的教育实践经验,长期致力于促进学校组织、学生学习、学校领导等方面的改革。安德森博士所创办的非赢利性教育领导能力培训机构在国际上享有很高声誉。

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by John I. Goodlad & Robert H. Anderson

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译丛总序

如果从20世纪的80年代中期算起,中国的学校改革已经走过了20个年头。在这期间,大多数学校发生了重大变化。焕然一新的校容校貌、丰富多彩的课余活动、多元化的课程形态、新颖的教育理念,等等,都表明学校在改革与发展的进程中不断取得进步。然而,我们也不能否认,学校的办学质量与广大人民的需要还有着不小的差距,学校改革与其他各项社会事业的改革还有不相协调的地方,学界对学校改革所进行的理论探讨也还很不够。

学校改革之所以没有取得令人满意的效果,原因是多方面的。

从学校本身的性质看有如下几个原因。其一,学校改革的复杂性。学校改革是牵一发动全身的,涉及千家万户,连通各社会领域,在学校所进行的改革要取得共识是一件非常困难的事情。其二,学校自身的保守性。古往今来,中小学校就难以成为改革创新的“策源地”或“排头兵”,这一方面是因为学校传递的多是定论的知识和沿袭的规则,另一方面也是由于教育者和管理者的观念和行为习惯改变起来十分困难。其三,学校改革的迟效性及其相关的风险性。与社会经济政治中的其他领域不同,学校改革取得的成效常常需要一段时间后才能显现,没有工业改革那样立竿见影的效果,没有文化改革或医疗改革那样

较为迅即的成效，如此一来，改革者就需要冒这样或那样的风险。其四，学校实践的不确定性。处在变革的年代，变化大于恒定，不确定性大于确定性，这使得学校要确定自己变革的方向变得空前困难。学校与其他社会机构不同，它需要把握方向性并将之作为变革的指针，需要在相当长的一段时间保持稳定，这样才不至于使自己处在屡屡变动的被动状态，才不至于违背教育自身的发展规律。

从外部相关因素看，学校改革的不尽如人意。首先，是学校管理责权和重心没有真正地下移，学校办学的自主权无法落实，学校运行过程受到外界多种因素（包括行政指令）的多重牵制。其次，学校改革理论的研究滞后，理论与实践之间缺少真正的沟通与有效的互动。对学校改革，教育理论界有着不少“文本型”的成果。但这些成果总给人一种似曾相识、远离实践的感觉。事实上，现今学校的改革很少是以某一既定理论为基础的，缺少明确的理论指导。这样的改革好处在于边行进边探索，总会生成一些新的事物；坏处在于经验甚至是某些个体的经验成为指导改革的基本依据，在改革处于不利境地时改革者很可能手足无措。

近些年来，“课程改革”、“教育改革”等是一个热门话题，研究者也作了较多的探讨与分析，但是“学校改革”却未形成研究热点。是不是“教改”、“课改”可以替代“校改”呢？回答应该是否定的。虽然学校改革是教育改革的一个组成部分，教育改革在很大程度上是可以涵盖学校改革的，但学校毕竟有自己的特点，它在教育改革的大格局中有着不同于其他改革的一系列特性，对这些特性认识的越深刻，我们对学校改革的把握就越准确；虽然课程改革是学校改革基础甚至是核心性内容，但课程毕竟主要反映的是学校中的内容，承载内容的形式、内容的管理方式等这些学校的重要职责，是需要专门予以研究和探索的。将学校改革与其他改革混为一谈的时候，学校改革的特性就不明显了。将学校改革淹没在其他改革之中的时候，学校改革的独特问题域也就不见了。

还学校领导以决策与管理的自主权、还学校教师以专业发展的自主权、给学校改革以独立的生存空间，对学校改革展开专门性研究，这不仅是推进学校变革的重要保证，而且也是整个教育改革能否成功的关键。因此，我们要拓宽视野，把学校置于宏大的社会经济政治背景下去考察，辨识学校改革

的影响因素，甄别学校改革与其他改革的界限，在社会各领域改革的对比分析中明确学校改革的出发点和落脚点；我们要总结学校改革中的已有成果和新鲜经验，将广大中小学在以往改革中取得的成果进行系统梳理，从而确定在较大范围推进相关改革的可行做法，在试验、试点的基础上逐步推进；我们要大力借鉴国外学校改革的成功做法，“他山之石，可以攻玉”，一些发达国家在学校改革方面所进行的理论探讨与实践举措，对我国学校改革及至整体上的教育改革都能起到一定的参考作用。例如，欧美一些国家，在教育改革基本思路上，都曾经历过从依赖政府拨款、课程标准驱动、提高学校信息化程度等举措来推动改革，到深入学校层面进行内涵式变革的过程；我们还要仔细设计学校改革的路径，在提出学校改革总体思路的前提下，汇集各方面智慧，积聚各方面力量，形成学校改革的推进机制。

基于对学校改革的这些认识，我们组织翻译了这套“译丛”。我们希望，通过这套“译丛”，可以让国内同行对西方发达国家的学校改革理论有初步的了解，进而对我国学校改革经历的经验与教训有所反思，对自己所应选择的变革之路有理性的判断，从而为形成具有中国特色的学校改革理论打下基础。学校改革是一项综合性、系统性的改革，制度规范、管理体制、师生交往等方面的改革都需要用整体的眼光来研究，在我们所选择翻译的著作中，这些内容都有或多或少的涉猎和不同程度的反映。

翻译是文本解读的一种方式，由于译者水平和“主体间性”，翻译中难免会出现一些“误读”、“错读”，我们诚挚地期待着读者的帮助与指正！

杨小微 郑金洲

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2006年4月

中文版序

PREFACE To The CHINESE EDITION

A nongraded school looks like any other school. We do not know of any school that puts out a banner or sign announcing that it is nongraded. Yet, most have distinguishing features that differentiate them from schools that classify children by grade levels, a year at a time, and go through the process each year of promoting most of the children in each grade to the next but retaining some in the same grade for another year. However, this process of moving students along a grade at a time is not the only feature that differentiates nongraded schools from graded schools.

The first edition of our book, *The Nongraded Elementary School*, was published in 1959. We learned so much so quickly from the surge of interest nationwide and abroad that we made some significant revisions that appeared in the second edition published in 1963. Not long after this second edition appeared, one of us received a letter from an irate school principal who said that from reading the first edition he had accepted the idea of nongrading as a different pattern of school organization. But he saw the second edition as suggesting that we were presenting nongrading as a philosophy of education. He just could not accept such nonsense.

We would not go so far as to advocate nongrading as a philosophy, but we stand firm in our belief that it represents the implementation of a set of essential principles and concepts, both philosophical and psychological. The philosophical principles have to do with what it means to be human, and the psychological principles have to do with how one becomes a responsible, renewing individual. Nongrading contributes significantly to the school culture of providing appropriate learning experiences for every student. Like adults, children and youths are challenged to learn from engaging in tasks that they can do. Being called upon to do what they cannot yet do leads to frustration and failure.

Nongrading is not a new idea, but it should have received attention long before it did. Chinese scholars have understood for centuries the profound differences in the learning aptitudes of human beings. The debates among Chinese educators regarding how best to educate the young, especially in schools, were going on centuries before the founding of the United States of America. Educators in both countries have been aware that children in a fifth-grade classroom differ widely in their ability to progress through the curriculum set for them. The data regarding a fifth-grade class show a spread in pupil achievement from several grades above to several grades below. Actually, there is no such thing as a fifth-grade class. The idea that there is such a thing is a myth we should have gotten rid of many, many years ago.

In the United States, grade classification became a convenient way of keeping track of students as they progressed upward through the school. Indeed, grades became so much a part of schooling that the elementary school often still is referred to as “grade” school. Early in the twentieth century, there was plenty of evidence to show that the system simply ignored the realities of student differences. Strangely, however, the idea of “ungrading” the elementary school did not emerge until well into the third decade of the century and was regarded as a bold innovation. There

was at about the same time a surge in research that clearly showed the graded school to be in need of fundamental restructuring. Even though interest in ungrading schools ran quite high among educators, schools without specified grade levels remained a novelty.

There was in the late 1950s into the 1960s the rapid rise of a nationwide urgency for school reform. The launching of the satellite Sputnik by the U. S. S. R. in 1957 raised serious questions about the schooling young people in the United States were receiving, especially in science and mathematics. The 1959 report of the much-respected James B. Conant on the American high school had provided school boards with a blueprint for a much-strengthened curriculum in secondary schools. But schools were not asked to change their ways. Rather, they were called upon to do much, much better what they had been doing. There was little, however, in Conant's report or in policy documents of the nation's fifty states to suggest that the very structure of schooling needed to be changed to align more closely with the growing base of knowledge regarding student diversity, development, and learning. The existing features—regularities and systems—remained firmly established. There was little in the education of educators and in the surrounding culture to suggest that these old ways were in need of major changes.

Nonetheless, our book caused a stir. Invitations to speak and consult on the idea of the nongraded elementary school poured in daily. We were able to pick and choose among the invitations in order to respond to those that offered promise of some significant things occurring.

We soon learned that the expectations of those who invited us differed widely from group to group and, of course, among individuals within the groups. Some were little more than curious. They did not take seriously the idea of implementation. Some saw only insurmountable problems in what we proposed. But there were a good many who not only resonated with the idea of nongradedness but wanted our help in seeking to move

forward. We began to hear more and more about serious efforts to nongrade taking place in some schools in most sections of the country.

While the national reform movement of the 1950s into the 1960s called upon schools to do better what they had been doing for a long period of time, there was a growing interest among some educators in the schools to do some things differently. In retrospect, we think that nongrading joined with several related ideas of the time to change the thinking of educators in the schools much more than it changed the basic structure of our educational institutions. The longstanding practice of assigning students to graded classes remained in most schools that sought to nongrade, but some well-established curricular and pedagogical practices in classrooms changed in ways that reflected the philosophical and psychological principles underlying nongradedness.

In the United States, the second half of the twentieth century into the twenty-first has been marked by several cycles of reform that almost invariably repeated in various ways earlier recommendations for schools to do better in their established ways. The demands and expectations of these cycles usually have absorbed time and energy that might have addressed more fundamental changes than were called for in the recommendations of various state and national commissions on school reform. But, toward the end of these periods of reform, there often has been a surge toward innovations drawing from the steady advance of educational research. Consequently, ideas such as nongrading have been seriously considered for a time, as they were in the 1950s into the 1960s, and then little heard of for a period of years until they emerged once again. This certainly has been the case with nongrading. The most successful nongraded schools have engaged teachers over time in serious discussions of their ongoing work. They have addressed and taken care of troublesome problems that could be addressed immediately. School staffs have looked at practices worth keeping and developed plans for long-term change. Rather than addressing

nongrading head on, they have moved slowly and deliberately from graded to multi-graded, to multi-aged, to nongraded structures over a period of years. Both of us have worked with such schools and reported the processes in other writing (see, for example, Anderson and Pavan, *Nongradedness: Helping It to Happen*, 1993; and Goodlad, *Romances with Schools*, 2004). Some of what we have learned is reported in the long introduction to this revised edition of *The Nongraded Elementary School* that was published in 1987. The gratifying thing is that most of what we wrote in the 1959 and 1963 editions has stood up very well over the many years since they were published. During these years, interest in nongrading has gone up and down with cycles of educational change and reform, but there always have been some schools in various stages of renewal that connect with the basic principles and concepts of nongrading. Editions of our book have been translated into several different languages, and we have had the pleasure of responding to educators abroad regarding their various interests and questions. We are delighted that the present translation will make what we have written more accessible to Chinese students preparing to teach, experienced teachers, researchers, and those scholars seeking new and alternative ideas about how best to educate the young.

John I. Goodlad
Robert H. Anderson
October 2005

(译 文)

不分级学校看起来与其他学校没什么两样。我们还没听说过有哪一所学校独树一帜，标榜自己是不分级学校。不过，大多数不分级学校都具有显著的特征，很容易把它们和一般的学校区分开来。一般学校将儿童分成若干年级，一年为一级，每年让大多数的学生升一级，而让一些学生在本年级再待上一年。然而，这种让学生每年升一级的过程，并不是区分不分级制和分级制学校的惟一特点。

本书首次出版于1959年。很快，它就在美国及世界范围的读者中激起了巨大的反响，而我们也从读者那里受益匪浅。因此在1963年的第2版里，我们作了一些重要的修订。第2版面世不久，作者之一收到了一位校长怒气冲冲的来信。他说他读了第1版后，就接受了不分级学校的思想，认为它是一种不同的学校组织形式。但在第2版里，他觉得我们把不分级学校观当作一种教育哲学，他实在不能接受这种无聊的说法。

我们并不打算把不分级学校观作为一种哲学来倡导，但我们坚信，不分级学校运用了一整套哲学和心理学的基本原理和观点。哲学原理告知我们作为一个人意味着什么，而心理学理论则解决如何成为一个有责任心、不断进步的个体。有一种学校文化要求为每个学生提供合适的学习经验，而不分级学校观恰对此贡献卓著。与成人一样，儿童和青少年通过从事力所能及的任务而进行学习，被逼着做力所不能的事情只会让他们感到沮丧和失败。

不分级学校观并不是全新的思想，它早就应当引起人们的关注了。几个

世纪之前，中国学者就已经明白人们的学习能力存在着巨大的差异。早在美国建国之前，中国的教育家就已经讨论了几个世纪如何以最好的方式教育学生（特别是在学校教育方面）。中美两国的教育工作者都知道，即便是同一个班上的五年级学生，他们在完成学业的过程中能力差异也很大。从某个五年级班收集来的数据表明，学生的学业成绩差距很大，其跨度涵盖了五年级之上到之下的若干年级。实际上，根本没有所谓的五年级班。认为存在着五年级的想法，实际上是我们很久很久以前就应当祛除的一个神话。

在美国，分级制度是一种追踪学生在学校里的进展情况的便利做法。的确，年级成为学校教育如此重要的一部分，以至于小学仍然经常被称作“分级”学校。20世纪早期，就有许多证据表明，这套制度忽视了学生差异性这一事实。然而奇怪的是，在小学“不进行分级”这一想法直到20世纪30年代才开始出现，并被视为一种贸然创新。几乎同一时期，一股研究浪潮清楚地表明，分级学校需要进行根本的改建。但是，尽管教育工作者对不进行分级的学校保持了高度的兴趣，没有特定年级水平的学校仍是凤毛麟角。

20世纪50年代末60年代初，在美国迅速涌起了迫切要求改革学校的全国性浪潮。1957年苏联发射了人造卫星，这引发了对美国青少年所接受的学校教育的严肃质疑，特别是对科学和数学课程。1959年，备受尊敬的詹姆斯·B. 科南特（James B. Conant）主持撰写的关于美国高中教育的报告为各学校董事会如何加强中等学校的课程设置提供了蓝图。但是这个报告并没有要求学校改变它们的运行方式。相反，学校被要求把它们正在做的事情做得好上加好。无论是在科南特报告里，还是在全国50个州的政策文件中，从来没有建议改革学校教育的结构，以更加适应正在逐渐增长的关于学生的差异性、发展、学习等方面的知识基础。现存的特性——常规做法与体制——仍岿然不动。不管是在对教师进行教育时，还是在周边的文化环境里，都没有人提出这些陈旧的方式需要巨大的改变。

我们的书引起了轰动。我们每天都收到大量邀请函，请我们就不分级小学的思想作演讲或进行咨询。我们从中进行了挑选，对那些承诺进行改革的信函作出了回应。

我们很快知道，那些邀请方对我们的期望相差很大，即使在同一团体内

部，不同个人之间也是如此。一些人只是好奇而已，他们并不想认真地把不分级思想付诸实施。一些人则只注意到我们提出的内容中，有些是不可解决的难题。不过，还有很大一部分人，他们不仅对不分级思想产生了共鸣，而且希望得到我们的帮助，以更前进一步。我们开始越来越多地得知，在散布于美国大部分地区的一些学校里，人们正认真地努力促使不分级学校的诞生。

当 20 世纪五六十年代的全国性教育改革运动要求学校把它们长期以来一直在做的事做得更好时，一些学校教育工作者对进行不同的尝试越来越感兴趣。回顾那段时期，我们认为不分级学校观与当时若干相关的思想一起，改变了学校教育工作者思考方式，而不是改变了学校的基本结构。大多数学校仍然保持了历史悠久的做法，把学生分配到各个年级的班级里。但是，一些设计得很好的课程和课堂教学实践发生了变化，它们的变化方式反映出不分级学校观的哲学和心理学基础。

在 20 世纪后半叶到 21 世纪初的美国，几个改革循环成为这一时期的标志性事件。这些循环几乎都是以各种方式，重复执行早先要求学校以它们的既有方式做得更好的建议。这些改革循环的要求与期望通常要花费很多的时间和精力，并可能已经产生了比各州和全国学校教育改革委员会所要求的更多的根本性变化。但是，到了这些改革的末期阶段，经常会涌起一股浪潮，要求吸纳稳定进展中的教育研究所产生的新成果。结果，就如 20 世纪五六十年代一样，类似不分级学校观这样的思想先被认真地对待一段时间，随后若干年里悄无声息，然后又重新出现。不分级学校观也是如此。最成功的不分级学校经常组织教师们认真地讨论正在进行的工作，他们提出并且慎重解决可以马上进行处理的麻烦事。学校工作人员则检视值得保留的实践，制订计划以促进长期的变革。他们不是直截了当地推行不分级的做法，而是缓慢而慎重地花了几年时间，从分级制进展到多级制，到多年龄段制，最后到不分级制。本书的两位作者都与这些学校合作过，并且在其他著作中描述过这样的发展过程 [例如，安德森和帕凡的《不分级教育的催生过程》(Anderson & Pavan, *Nongradeness: Help It to Happen*, 1993); 以及古德莱德的《学校罗曼诗》(Goodlad, *Romances with Schools*, 2004)]。我们从中得到的裨益已经在本书 1987 年修订版的长篇序言中公之于众。令人欣慰的是，我