

全国教育科学「十五」规划重点课题（DEB030282）
「小康」视野中的农村教师发展研究」研究成果

唐松林 著

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HI FAZHAN YANJIU

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序

研究中国农村教师,的确是一个非常有意义的选题。它不仅事关农村教育的发展,而且涉及民族振兴与国家富强。盖我国乃农业大国。

凭着对科学的执著,作者对农村教师队伍进行了实证与思辨相结合的研究,得出了令人颇受启发的结论。

首先,农村教师素质一直不高的真正原因在于人事制度的僵化,使得“庸者不下岗,优者难上岗”的现象比较普遍。作者对农村教师中的两个特殊群体——“民办转公办教师”与“代课教师”进行了分析,同时考察了地方师范院校毕业生就业现状,证实了农村教师队伍整体素质难以提高的真正原因在于教师“超编”,部分“不合格”教师占据着教师岗位,导致优秀教师进不去。据作者调查,个别边远县5年没有进一个新教师。可见,农村教师队伍发展已经不是一个纯教育学问题。

其次,农村教师发展面临一系列挑战。这集中表现在经费投入与学习时间上。诱发这两方面挑战的主要原因在于:往昔接受一次性学校教育转向接受终身教育;教师教育由以增加数量为主转向以提高质量为主;教师教育中学术教育(academic)与专业教育(professional)逐渐分离;急剧变化的社会与教育现实要求教师教育以中小学校在职教师为逻辑起点,重心向中小学位移。

就理论探索而言,该书从三个方面进行了创新:

其一,揭示了农村教师的特殊性及其与农村环境的关系。关于农村教师的研究,过去普遍存在一种“同质性取向”。所谓同质性取向即发展农村教师简单套用发展城市教师的模式,缺乏对农村教师发展的特殊性思考。这种把异质性教师发展问题混同于同质性问题的

现象客观上阻碍了农村教师的发展。因为它机械地强调了教师个体的普遍素质与专业化,忽略了农村教师的特殊素质,使得农村教师之于农村现代化的价值难以体现。有鉴于此,作者分析了农村教师的基本特征,建构了农村教师与农村环境相互依存的发展方式,倡导开发农村教师所具有的与乡土联系的知识,在提高农村教师自身价值的基础上发展农村教师,从根本上解决农村教师发展问题。

其二,突破过去研究教师的两种视角(教师管理与教师教育)的局限性,代之以整合的理论模型。过去研究农村教师,不少论者从教育管理角度入手,囿于中小学人事管理就事论事,虽然提出了许多问题,但大多问题只是表面现象的罗列,而非实质性症状,缺乏理论支撑,难免“治标不治本”。当然,也有论者从教师教育出发,虽然认识到了教师教育从职前教育到入职教育到职后教育的开放意义,但其“狭义的教师教育本质”仍然没有改变,具有封闭性特征。因为它的逻辑起点在教师个体素质的改善,而非教师群体的发展。如对农村教师群体发展中的现实问题并未关心,因为这些问题已大大超越他们通常理解的“教师教育”。

基于以上两个视角之间的未开垦之地,作者建构了一个整合的模型——教师教育事业管理模型。在该理论模型中,作者首先厘清了一些重要概念。他认为教师教育事业是指为教师教育的有效性提供连续性支持、促进教师发展的事件的总称。教师教育事业管理是指协调教师教育事业中包括政府、市场、教师教育机构、中小学校与教师个体等诸要素的关系,运用一定的规则,达到解决教师发展中的“问题”,实现教师发展目标的活动。教师教育事业管理是由教师发展过程的“连续性”本质决定的。教师发展是一个无逻辑起点也无逻辑终点的无限连续体,是一个经由“……大学前—大学—教师资格获得—中小学……”的一个无起点也无终点的过程,教师发展由其历程中的特殊阶段的重要事件组成,教师教育事业管理就是对这些事件的管理。这为农村教师发展由一次性学校教育向终身教育转变进而向终身学习转变提供了理论解释。

总而言之,该书论述了农村教师发展诸多范畴的基本问题、多重性目标、理论模型及问题解决策略;材料翔实,论证有力,结构合理,独成体系,是一部理论性与应用性很强的著作。相信本书的出版会使广大教育行政干部、中小学教师、教育类专业大学生与研究生获得教益。

熊川武

2005年3月21日

于美国哥伦比亚大学

Abstract

On the basis of the setting that the dilemma confronted by the rural education and rural modernization, the research is aimed at solving the major problems the rural teachers are confronted. On the guidance of the theory of teacher education undertaking administration, the research has explored its reasons from the historical and present point, tries to solve this problem to improve the overall development of rural teachers and contributes to rural education and rural modernization.

What is the background of the rural teacher development in China? Modernization is always the serious topic of the whole nation in modern times. The bottleneck of realizing modernization in China is the rural modernization, and the bottleneck of rural modernization is the modernization of rural education. In this process, the rural teachers have burdened the most important historic mission. Constructing rural teacher stuff does not confine to the teacher development itself in the light of realizing the rural modernization, and on the basis of solving the problems in rural education, but also get involved in the matter of overall importance problem of national rejuvenation and powerful and prosperous of the country.

What are the major problems confronted in the rural teachers education development in China? Writer argues: at present though we have made much progress in the rural teachers education development and at the same time have faced unsolved issues including “over-staffed and qualified teachers-lacked”, “brain-overflow”, “depreciation of human

capital", "hard to enhance teacher quality", "lower work efficiency: there is no outlets for the products" and "investment insufficiency". And these six aspects are the problems to be solved and the subject to be researched.

What is the theoretical base of rural teachers education development in China? Writer argues that it is necessary to probe into the following issues on the basis of theory: (a) what is the value of rural teachers in the countryside? (b) What is the goal of the rural teachers education development? (c) How did the rural teachers develop effectively? (d) How to enhance the rural teachers education development? In order to answer the last but not the least question, writer proposes "the theory of teacher education undertaking administration" which is the theoretical schema of solving the rural teachers development problem.

It argues that the teacher development is a spiral, cyclical and continuous process without logical starting point or logical ending point. Teacher education is a continuous education activity, which penetrates all teachers' career and aims at enhancing the teacher development. Teacher education undertaking is a general reference to the events, which support and enhance the validity of teacher education through providing continuous necessities. Teacher education undertaking administration is the activities that the government guide to coordinate the relationship among the following essential factors: the government, market, teacher education institution, primary school and secondary school and the individual teacher, in order to solve the problems and enhance teacher development.

The theoretical foundation of this theory is as follows: (1) the theory of "integration" and "continuity" makes the teacher education stretch from pre-service education to post-service education. (2) The switching knowledge makes the teacher education spread from school to surroundings. (3) The essential demanding of the teacher education makes it nec-

essary to manage the critical events of the teacher education. (4) Its gear, the public resources, demands the teacher education shift from education to undertaking administration.

This theory tries to answer two questions: (1) who is responsible for organizing and safeguarding the rural teachers development; what are the duties. (2) What system shall we construct in order to maintain a better state of the total teacher development. And it depends on the accomplishment the feasibility and the task of the following essential factor: the government, market, teacher education institution, primary school and secondary school and the individual teacher, and then put forward four basic rule system "withdrawing rules", "in drawing rules", "value rules", "improving rules" to help its running. Only when each essential factor exerts its part fully in the above-mentioned rules, can solve the problems in the rural teachers education and enhance the teacher development.

What is the reason behind the main problem facing by the rural teachers education in China? The paper analyzed the historical and actual causes of the rural teachers development on the framework of teacher education undertaking administration. From the historical point of view : (1) lack of the "withdraw system". The fact with much Chinese features "shifting from non-official to official teacher" is the variation of "peasants teach peasants". They have become the prolonged problem to the rural teachers development because they are old with low academical quality and obsolete knowledge. (2) There is something wrong with the investment manner. In fact the investment manner based on county and local town is a big error, because its investment mainly depends on the peasants' investment. But there is much burden on peasants and it is unavoidable that the investment on the rural teachers development is limited. (3) "Value rules". The rural teachers are far away from the countryside though they live in the countryside. When the teachers cannot help

most of the students go further study or come back to serve for the local economic development efficiently, the teachers cannot gain the respect from the public. And it is natural that “the low efficiency of teachers work” has much to do with “investment insufficiency”. (4) “Improving rules”. The ideas of “the peasants teach the peasants” are the root of the rural teachers education far away from the professional education. To some extent, the above-mentioned problems are closely related to them.

From the actual point of view, the essential factors of teacher education undertaking administration haven't taken on the responsibility respectively. The teacher education institute closely related to the rural teachers are local normal university, education college, the normal school, teachers vocational training school, the education science institute, audio-visual education station and TV university. However they are the products of the planned-economy and they could not take on the responsibility to educate the teachers because of the limitations, lacking of a clear goal, cooperation and trust among them. They compete against one another for the limited teachers resources.

Compared with the teachers in the cities, the rural teachers have a lot of marginal features, which form the barriers to the rural teachers education. Such as “earth-bread teachers”, “working style: half teaching and half farming”, “local-color life”, “the possibility of the local students returning to home village”, “the particular marriage, one is the teacher, the other is the peasant” “unable to go out to study”, “arduous conditions”. Based on their particular features, it is easy for us to understand the existing problems “lower work efficiency: there is no outlets for the products” “depreciation of human capital”, “hard to enhance teacher quality” etc.

How to solve the mainly problems in the development of the rural teachers? On the basis of the theory of the teacher education undertaking administration, the comparative experiences of solving the same problem

of international countries, the research put forward the following specific solutions: “withdrawing rules”—let the unqualified teachers out; “in drawing rules”—let the talented in willingly; “value rules”—let the rural teachers be useful to the local; “improving rules”—let the in—service teachers improve themselves. One of the specific measure is taking advantage of the features of rural teachers such as “earth-bread teachers”, “working style: half teaching and half farming”, “local-color life” and turn the negative factors into positive ones. And it is the important visual angle to solve the rural teachers problem.

摘 要

本研究以农村现代化及农村教育面临的困境为背景,以解决农村教师发展面临的主要问题为研究对象和目标,以教师教育事业管理理论为方法论,从历史和现实的角度探寻问题产生的原因,企图通过解决农村教师发展面临的主要问题,促进农村教师的全面发展,为农村教育与农村现代化作贡献。

中国农村教师发展面临的背景是什么?现代化是近代以来中华民族沉重的话题。实现中国现代化的瓶颈在农村现代化,农村现代化的瓶颈在农村教育的现代化,农村教师在这一过程中担负着重要的历史使命。建设一支以解决农村教育症结为出发点、以促进农村现代化发展为宗旨的农村教师队伍,不仅是一个教师发展问题,而且是一个涉及民族复兴、国家强盛的全局性、根本性问题。

中国农村教师发展面临的主要问题是什么?当前我国农村教师发展虽然取得了伟大成绩,但也面临着一些难以克服的难题,包括“超编与缺人”、“人才溢流”、“人力资本贬值”、“素质提高难”、“劳动效益低:产品无出路”及“发展投呻不足”等六个方面,这六个方面是本研究要解决的问题。

中国农村教师发展的理论基础是什么?笔者探讨了如下理论问题:一是农村教师之于农村的价值是什么?二是农村教师发展要达到什么目标?三是农村教师是如何发展的?四是如何有效地促进农村教师发展?对于如何有效地促进农村教师发展,笔者提出了“教师教育事业管理理论”,作为解决农村教师发展“问题”、促进农村教师发展的方法论。

该理论认为:教师发展是一个无逻辑起点也无逻辑终点的不断发

展的连续体。教师教育是伴随或贯穿于教师职业生涯的以促进教师发展为目的的连续性教育活动。教师教育事业是指为教师教育的有效性提供连续性条件支持、促进教师发展的事件的总称。教师教育事业管理是指协调教师教育事业中包括政府、市场、教师教育机构、中小学校与教师个体等诸要素的关系,运用一定的规则,达到解决教师发展“问题”,实现教师发展目标的活动。

该理论的依据:一是“一体化”与“连续带”理论使教师教育从职前向职后延伸;二是知识观的转型使教师教育从学校向环境扩展;三是教师发展过程的本质要求教师教育从教育向事业管理转移;四是教师公共资源性质要求教师教育从学校教育模式向学校、政府与个体等要素积极互动模式位移。

该理论在促进农村教师发展的方法上回答两个问题:一是由哪些人或组织对农村教师发展进行维护,他们应该在教师发展中承担什么样的责任?二是建立什么样的规则,以保证农村教师保持一个良好的状态或水平?该理论认为,教师教育事业管理依赖政府、市场、教师教育机构、中小学校和教师个体等要素的共同参与,并通过退出规则、吸入规则、价值规则和提高规则等四个基本规则维系其运转,促进农村教师发展。

中国农村教师发展面临的主要问题是什么原因?笔者以教师教育事业管理理论为框架,分析了农村教师发展问题的历史和现实原因。

从历史原因来看,一是“退出规则”缺失,如“民转公”教师事实是一种“民教民”型教师形态的变异,他们基础差、人数多、年龄偏大、知识老化,已经成为农村教师发展“问题”的症结;二是投入方式失误,以县、乡为主的“投入方式”,实质是农民的投入,由于我国农民负担太重,所以“发展投入不高”的问题在所难免;三是“价值规则”的原因,农村教师虽然地处农村却远离农村,他们既不能使大多数学生升学、又不能使回乡学生“有用”,成了社会的消费者而不是生产者,其社会地位因此难以提升,所以“劳动效益低”与“发展经费投入低”因果关联;四是“提高规则”的原因,“民教民”教师形态及其观念是农村教师远离专业化的思想根源。目前的“超编与缺人”、“人才溢流”、“人力资本贬值”、“素质提高

难”、“劳动效益低下”、“投入不高”等问题无不与以上原因有关。

从现实原因来看,教师教育事业管理的诸要素如政府、市场、教师教育机构、中小学校及教师个体没有承担起自身的责任。如与农村教师发展有关的教师教育机构,包括坐落在市(地)师范学院或大学(含教育学院)、中等师范专业学校和县(区)教师进修学校、教育科学研究所(室)、电教仪器站与电大辅导站等机构。但这些机构是计划经济的产物,它们或因目标模糊或因各自的局限性难以承担起教师教育的重任,并且它们彼此隔离,各自为政,互不信任,争抢有限的教师发展资源。随着教师教育下移,校本培训虽然得到承认,但现代科学知识与信息资源难以进入农村学校;同时,农村环境知识资源被忽视,大学专家与农村教师互不理解,农村教师特殊价值难以彰显。另外,农村教师与城市教师相比具有许多边缘特征,如农村教师“土生土长”、“工作方式半教半农”、“生活乡土化”及“教育对象回乡性”、“婚姻家庭两半户”、“学习进修走不出大山”与“环境艰苦性”等特征成为农村教师发展的障碍。这样,农村教师发展面临的种种问题就不难理解了。

中国农村教师发展面临的主要问题如何解决?笔者以教师教育事业管理理论进行国际比较,提出了我国农村教师发展问题的解决对策:就“退出规则——使不合格教师‘出得去’”、“吸入规则——使优秀人才‘进得来’、‘愿意来’”、“价值规则——使农村教师对农村‘有用’”、“提高规则——使在职教师‘提得高’”等四个方面提出了解决当前我国农村教师发展问题的具体措施。如在价值规则中,我们利用农村教师“土生土长”、“工作方式半教半农”、“生活乡土化”及“教育对象回乡性”、“婚姻家庭两半户”、“学习进修走不出大山”等特征,因势利导,化消极因素为积极因素,以解决农村教师发展面临的种种问题。

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