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# 国际化： 让教育走向

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# 卓越



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**杨 龙 著**

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# 序 一

张人利<sup>①</sup>

二三十年前,中小学校长要出版一本书,实属是件不容易的事。然而,如今的情况完全不同了。有能力的校长出专著,即使出不了专著,也能以校长为“主编”出版书籍。曾有不少教育界同行问我:“出了这么多书,有人看吗?”甚至有人调侃道:“目前是作者人数大于读者。”今天,当我读了上海市进才实验中学校长杨龙的专著《国际化:让教育走向卓越》之后,充分认为:这书该写,它不是一所学校所经历一些有意义事情的简单堆积,也不是一些人云亦云的教育理念的再次重复,而是一位有自己教育追求的校长教育思想的升华,是一位勇于教育实践的校长迸发出的智慧凝练。这书该出,因为它值得一读。对于像我这样从事校长职务已二十余年的校长,不仅感到后生可畏,而且从书中确实读到了自己过去未曾思考、未曾实践的地方。对初任或从事校长不久的教育同仁,也许值得借鉴地方会更多。

书如其校,书如其人。从书中我们可以读到:

## 一位追求教育理想的校长

早在 20 世纪 80 年代,中国改革开放的总设计师邓小平对教育提出了“面向

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现代化,面向世界,面向未来”的中国教育改革的大方向。中国的发展,必须开放,教育是中国发展的重要组成部分,教育也必须开放。杨龙校长提出教育的国际化正符合这一大的教育发展方向。国际化,不仅包括中国的基础教育应该吸纳世界发达国家一些符合中国国情的先进教学理念、方式、方法,而且也包括中国的学生应该具备的国际视野。教育是面向未来的事业,今天的学生是我们国家的接班人和建设者,深化开放的中国,全球一体化的格局,他们必须面向世界,必须回答国际化的命题。

进才实验中学提出国际化,又有杨龙校长的现实依据。这所学校是一所公立初级中学,对口学生来自上海浦东陆家嘴旁的联洋国际社区,不但有本地和其他省市的学生,还有为数不少的外籍学生,以及港澳台学生,而且学生家长学历层次高,不少有国外学习、工作的经历。提出国际化,符合这所学校的实际需求。

国际化,杨龙校长对它有比较深入、全面的理解。从这所学校的培养目标看,学生以“诚信为本”,具有“爱心”和“责任心”,进才实验中学始终把立德放在首位,立德是树人的根本。培养学生追求“民族情结、国家情感、国际情怀”。国际情怀应在民族情结、国家情感的基础之上,民族情结、国家情感又是国际化的核心要素。正如一位在学术上颇有建树,回国参加祖国建设的科学家所说:“科学是没有国界的,但是科学家是有国籍的。”杨龙校长倡导的学校文化是“崇尚理性”,如何放眼世界,如何看待发达国家?理性面对,实事求是。不放弃一切学习的机会,也不是一味地全盘接受。

书中有一定的篇幅在述释杨校长美国学习的经历,有专家的报告,有访问的学校,更有听后、观后的感想与提炼。目前,市区两级组织校长、教师出国考察、学习得真的不少。然而,这么认真的,也属不易。由此可见一斑,可以说杨校长是一位追求教育理想的校长。

## 一位致力于教育实践的校长

校长要把自己的教育理想演变成教育现实,一定是要有有效的途径。学校要

决定的往往是两件最重要的事,即学生学什么?(或者教师教什么?)学生怎么学?(或者教师怎么教?)能回答这两个问题的就是学校的课程与教学。杨校长正是抓住了这有效的途径在逐步实现着自己的教育理想。

杨校长很明确,现代的学校将要从“课程管理”变成“课程领导”,而且“课程领导”的主体不再是校长和个别行政人员的专利,教师同样有机会参与课程领导,每位教师都是有意义的课程建构者,都可以为课程问题的解决贡献智慧。因此,杨校长着力提升教师的专业化水平。从“新教师教育教学能力的规范化校本培训”“打造成就教师的殿堂”,引领教师个性发展,走有校本特色的“实践+反思”之路。

进才实验中学精准地提出学校课程结构中的弊端,明确提出学科课程、分科课程、必修课程占据了绝对主导地位(经验课程、综合课程、选修课程明显不够),从而学校进行了结构性的调整,为学生的卓越发展奠定了基础。目前进才实验中学的探索性、实践性、综合性的校本课程的开设,及其开设后产生的优秀的成果已成为校长、教师引以为豪的学校发展特色。本人曾带领上海名校长培养基地的学员赴进才实验中学考察,杨校长安排的第一项活动就是看看他们的这些课程,我只能用“震撼”两字来描述,一所初级中学竟然可以提供给学生这么丰富多彩的学习课程!

进才实验中学的教育实践进入教育教学的核心领域——课堂,探索改进学生怎么学的重大问题。学校提出了“自主探索、合作学习”。无疑杨龙校长及他领导的教师团队抓住了课堂教学的根本:教学方式的转变。教学方式是一个教学“中位”层面的问题,上接教学理念,下联教学方法、手段等,教学方式的转变反映了教师教学行为的转变。同时,自主探索、小组合作又是一种非同步教学,班级授课制下的个别化教学,关注了学生的差异、学生的个性化发展。教学改革提高了教学效能,减轻了学生过重的学业负担,从而也使学生有更多的时间、空间投入自己喜欢的学习活动之中。

进才实验中学的国际交流也是理性的。感叹一所初级中学也能有自己学校



的国际交流制度、规程、规范和活动方案等。“崇尚理性”浸润了学校各个领域，形成学校文化也很自然了。

仔细品味杨龙校长的实践过程，可以感受到他已把他的教育理想渗透在他的教育实践中，而每一项的教育实践又是他教育理想的反映。杨校长不仅是一位刻意追求教育理想的校长，一位致力于教育实践的校长，也是一位应该有成就感的校长。

校长的教育追求成就了学生的卓越发展。

## 序 二

Raymond P. Lorion, PhD<sup>①</sup>

Executive Director

Center for Application and Innovation Research in Education (CAIRE)

Towson University

In the interest of full disclosure, I should acknowledge from the outset that from 2004 to the recent past, I served as Dean of the College of Education and Professor of Instructional Leadership and Professional Development at Towson University in Towson, Maryland (United States). Effective July 1, 2015, I moved from Dean to focusing full-time as Executive Director of the Center for Application and Innovation Research in Education (CAIRE) at Towson University. Operating since 2010, CAIRE's primary responsibility has been to conduct formative and summative evaluations of Maryland's comprehensive approach to educational improvement with \$250 million funding from the U. S. Department of Education. As explained below, both of these positions involved me directly in pursuit of Mr. Yanglong's goals in preparing this most enlightening volume! Both positions also linked me to his experiences at Towson University and at schools and school systems surrounding Towson University. For these reasons, I openly admit to a conflict of interest in discussing Mr.

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① 陶森大学教育创新性研究及应用中心(CAIRE)执行理事



Yanglong's volume. I believe in the positions he advocates and fully support and admire his efforts to align his school specifically and the educational priorities of his province and nation with educational strategies that are contemporary, global and future-oriented.

Mr. Yanglong appears uniquely suited to author this volume. He is an experienced administrator of a middle-school that reflects the global reach and significance of Shanghai. His school exemplifies the cutting-edge educational approach advocated in this volume. Its student population is highly diverse and consequently contribute by their very presence to its defining emphasis on the development of a global perspective. Moreover, as a Principal of a Middle-School his educational program captures students at a critically significant developmental stage. The middle-school period coincides with the cognitive transition from concrete to formal operational thinking and with the emotional and behavioral transition that establishes one's identity as a productive individual capable of engaging other people and institutions in committed, intimate and sustained relationships. Middle school students are widely recognized by educators as among the most challenging and rewarding learners. They also represent those most prepared to grasp the excitement of contemporary opportunities for digital approaches to the acquisition of information and the adoption of 21<sup>st</sup> Century skills. By definition, they represent the nucleus of generational change. Exposing them to the educational perspective advocated in this volume creates the fertile grounds for accelerated local, national and global progress.

The author presents his vision for educational excellence systematically. The foundational experience on which he builds his perspective lies in the ecology within which it has been nurtured, i.e., Shanghai Jingcai Experimental Middle School located within the Pudong New Area's Lian Yang international community. To understand the vision, readers are introduced to that unique setting. Its diversity and global nature gave rise to the author's appreciation of the implications of mining educational veins across the world. One assumes that the each classroom within this unique school both required and nurtured an international perspective in students, teachers and



administrators. As noted, however, the richness of that perspective lies in its modified adoption to fit local needs; regional demands; and national goals and purposes. The volume speaks eloquently about using what is gained from the careful study and analysis of how educational methods and materials that emerge in other parts of the world are the raw material that can be (re)shaped to catalyze innovation in teaching and learning.

Towson University has a long and proud record of commitment to collaborating with educators and educational systems in China! For nearly two decades we have offered graduate programs in Shanghai that involve members of our faculty teaching in January and from mid-May through mid-August. Through these programs, Towson University's College of Education has been able to contribute to the professional development of Shanghai-based educators and instructional leaders. As Dean, I had the privilege of participating in the commencement ceremonies recognizing the completion of the curriculum and receipt of a Master's degree in secondary education from Towson University. Each of these visits allowed me the opportunity to visit local schools and interact with leaders of educational institutions such as the People's Educational Press and General Plan's initiatives. Through these meetings I learned of China's promising strategies to maximize learning and improve instruction. As I welcomed returning faculty from their teaching commitments in Shanghai, I heard directly of how much they had gained through their discussions with students and collaborations with Chinese educators and professors. Thus, as correctly described by Mr. Yanglong, such exchanges are highly reciprocal and beneficial to all who are involved.

For at least a decade, Towson University has also hosted visiting educational leaders and teachers on its campus. These visits were designed to offer visitors direct exposure to American instructional settings; chances for informal and formal discussions with faculty responsible for preparing teachers and principals; and conversational exchanges of American and Chinese



educational philosophies; methods and promising innovations. In recent years, my role in these discussions has been to describe elements of Maryland's Race to the Top (RTTT) award from the U. S. Department of Education. Maryland received \$250 million to support 54 projects directed by the Maryland State Department of Education (MSDE—approximately \$125 million) and an additional 120 projects within local school systems (approximately \$125 million). MSDE's projects were focused upon the following priorities: 1) new standards and assessments to increase the academic rigor of curriculum offerings across grades 1—12 to increase preparation of students for college and career success; 2) new data systems that enable schools to track students across their educational experiences and into their careers and also to track the educational preparation of educators; 3) development of great teachers and leaders to enhance the instructional effectiveness of teachers and instructional leaders; and 4) turning around Maryland's lowest performing schools to reverse long-standing patterns of academic failure in urban and rural schools. For each project, the research center that I direct (CAIRE) was responsible for documenting the process and products resulting from funded activities; the extent to which the products were utilized and; finally the impact each product had on instruction and academic achievement.

In many respects, I sense that Mr. Yanglong's objective in writing this volume aligns closely with the RTTT goals, i.e., to create the conditions within which true academic innovation can occur that enhances the effectiveness of all teachers and the achievement of all learners. Like RTTT, this volume emphasizes the importance of rigorous standards whose application is consistent and whose consequences are measurable, sustainable and incremental. To accomplish that, one's perspective must be global and willing to identify; critically examine and adopt promising instructional strategies from across the world. One must also appreciate that contemporary learners have never lived without access to technology; to the world of knowledge; and consequently to

methods for gathering information, processing its validity and applicability and thereby preparing oneself for 21<sup>st</sup> Century challenges. Today's student-learning experiences are quite different from their parents and even their teachers. Our educational methods must fit their lives rather than mirror the earlier experiences of those responsible for raising and teaching them!

The contents of this volume provide substantive insights into this emerging world of learning that characterizes contemporary teaching and learning. Building on its originating philosophy, the volume shares with its readers the substantive experiences from the author's studies abroad generally and at Towson University specifically as the foundation on which readers' will develop a rich understanding of the Shanghai Jingcai Experimental Middle School's approach to education. Examination of the contents of Chapter 3 of this volume reveals the author's recognition that educational advances require systematic and synergistic attention to multiple factors including the culture of the setting in which teaching and learning are to occur; the organization of the curriculum such that it allows students to gain developmentally appropriate knowledge, skills and attitudes that are both incremental and generate internally a hunger for further knowledge and personal development within both students and educators. Echoed throughout the volume is the critical importance of incorporating within all elements of the instructional program awareness that national boundaries are permeated by international access to knowledge and therefore of preparing students to wisely gather and process such information. To do so, requires the kinds of international linkages exemplified by the author's personal development as a teacher, scholar and educational innovator.

Creation of a learning environment in which 21<sup>st</sup> Century teaching and learning occurs requires institutional commitment to the continuing professional development of all involved in the design of curricula; the creation of lesson plans and instructional assignments and the continual motivation of young learners to feed their appetites for knowledge and their pursuit of self-development.



Thus, the volume makes clear the importance of continuing education for teachers but also the ongoing exchange of ideas between those who teach and those who learn; between educators and those segments of the economy who require a well-prepared workforce to remain competitive; and between those responsible for public education and those who support civic-minded and civil citizens.

All of the above elements are found within the pages of this volume. It is an important scholarly work of significant practical importance. It provides an understanding of contemporary education and a guide to future versions that will be required as we move year by year and decade by decade into the 21<sup>st</sup> Century.

自 2004 年始,我一直担任美国陶森大学教育和教学领导及职业发展学院的院长。2015 年 7 月 1 日,我又转而担任陶森大学教育创新性研究及应用中心(CAIRE)的全职执行理事。2010 年以来,该中心的主要职责是对由美国教育部拨款 2.5 亿美元的马里兰州教育发展综合措施进行过程性及总结性评估。杨龙先生曾在陶森大学进修并考察过周边的学校系统。因此我的这些职务和他这部富有创见的著作的准备工作直接相关。也正因为如此,我并不回避在对这部著作进行评论时所存在的利益冲突。我对他的观点予以肯定和支持,并对于将自己学校的发展和政府对教育的当务之急与面向未来的当代国际化教育战略相联系表示钦佩。

杨龙先生是本书的最佳作者。他是资深的中学管理者,从他身上折射出全球化给上海带来的深远影响。同时他所在的学校也体现了本书所倡导的顶尖的教学方法。生源的多样性锻造了全球化的视角,并加以不断强化。作为一校之长,学校的教学活动必须吸引学生。中学是成长的关键期,中学生的认知处于从具象思维到形式运算思维的转型之中,同时情绪和行为的转变又塑造了他们作为未来社会的建设者所需具备的那份坚持、友善和可持续发展的处世之道。中学教育是公认的极具挑战又富有成果的阶段。中学生代表了那批最愿意接受数字化的信息手段及相应催生的 21 世纪新技能的人群,他们是新生代的核心力量。让他们接触到本书的理念为加速地方、国家乃至全球化进程提供了坚实的基础。

书中,作者展示了他对杰出教育的系统化的远见卓识。在培育上海进才实验中学(位于浦东联洋国际社区)教育生态环境的过程中,那些起着决定性作用的经验铸就了其独特的视角宽度。作为读者,有必要了解这一独特的环境,以便能理解作者的洞察力。多样性、全球化促使作者充分感受并了解全球化教育所带来的影响。这所学校的每一个课堂在对国际视角渴求的同时,也孕育了其学生、教师和管理者自身的国际化。诚如以上所言,国际化的视界集中体现于把当地的需求、地区的要求和国家的目标进行有机结合。本书研究严谨,对来自其他国家的教育方法和材料的改造和促进教与学的创新进行了仔细的分析。

长期以来,陶森大学一直致力于与中国的教育家和教育系统合作,成绩骄人。20多年来,每年的1月和5月中旬至8月中旬在上海,陶森大学开设了由美国本校教师讲授的研究生课程,为当地教育家和教育管理者的专业发展作贡献。作为教育学院院长,我有幸参加历年的毕业典礼,见证了课业的结业,并颁发陶森大学中等教育专业的硕士学位。每次来到上海,我都会访问当地学校,与来自人民教育出版社、方略教育等教育机构的领导进行互动交流。这种种的场合使我对中国的学习效益最大化及教学改进的策略充满信心。我也从讲授该研究生课程的教师口里得知通过与中国教育家和教授的协作、与当地学生的交流,他们也是受益匪浅。因此,正如杨龙先生坦言,这些交流活动对全体参与者来说都是互相受益的。

一个多世纪以来,陶森大学接待了众多教育界领导和教师的访问。这些访学旨在为他们提供众多机会,可以直接接触美国机构设置、与负责储备教师及校长的教员进行正式和非正式交流、中美双方教育哲学对话以及传承方法和创新理念。近几年来,在这些讨论中我负责解释马里兰被美国教育部誉为力争上游(RTTT)典范的决定因素。马里兰利用2.5亿的拨款资助了54个由马里兰州教育局发起的项目(MSDE),约1.25亿和120个由当地学校发起的项目(约1.25亿)。马里兰州教育局的项目优先考虑以下几点:(1)新的标准和评定:增强一至十二年级课程设置的学术严谨性,以使学生更好地为将来的大学课程及职业生涯做准备;(2)新的数据系统:学校能够追踪学生的教育经历及职业生涯,同时追踪教育家的教学准备情况;(3)优秀教师及领导人的发展:提高教师的教学效率、增强教学领导的能力;(4)马里兰“差校”改造:扭转长期以来城市和农



村学校的学业失败模式。每个项目中,我指导的研究中心(CAIRE)负责记录被资助活动的过程及产物、产品的利用率以及产品对教学和学术成就的最终影响。

我发现杨龙先生书内的很多观点和 RTTT 的目标非常接近。例如,为学术创新的实现创造条件以提高全体教师的效率及全体学习者的成就。类似 RTTT,本书强调了严格标准的重要性。该标准的应用具有一致性,其结果具有可估量性、可持续性和可增值性。实现这些目标,必须具有国际的视角,愿意发现、批判地检验并采纳国际优秀教学策略。除此之外,还要求能领会科技、知识世界、进而数据收集方法对当代学习者的重要性,检验其有效性及适用性为面对 21 世纪的挑战做好准备。当代学生的学习体验与其父母甚至教师都非常不同。我们的教学方法必须适应他们的生活,而不是照搬先辈的早期教育体验。

本书对于新兴世界具有现代教学特点的学习给出了实质性的见解。基于原创性的理念,本书与读者分享了作者在国外学习及在陶森大学进修的经历。读者可以对上海市进才实验中学的教学方式形成丰富的认知。本书第三章揭示了作者对于教育进步需要系统性和协同性地重视多方面因素的认可。这些因素包括文化设置、课程组织,以使学生获得适应发展的知识、技能和态度。这不仅具有可增值性,也使得学生和教育家产生对知识及个人发展的渴望。贯穿整本书的是合并教学计划意识所有元素的关键性。国界被国际性知识获取所渗透,学生能够为高效地收集和处理信息做好准备。如同作者作为教师、学者以及教育创新者的个人发展,做到这些需要各种国际联接。

21 世纪教学环境的创建需要对于持续性专业发展的制度性承诺。专业发展涉及课程设计、课程计划和教学任务的创新、对于青少年学习者追求知识及自身发展的持续激励。因而,本书清楚地说明了持续性教师教育以及师生间、教育者与需要保持良好竞争力的经济部门间、公共教育负责人和公益事业拥护者间意见交换的重要性。

本书的 以上观点具有重要的实践意义,是一部优秀的学术作品。书里展示对于当代教育的理解及对未来走向的引导,这对于逐渐步入 21 世纪的我们是必不可少的。

# 前言

教育国际化,是现代教育的内核,也是优质学校的能耐。坐落于上海市浦东新区联洋国际社区腹地的上海市进才实验中学,是进才教育集团中的一员。学校践行“为每位学生的卓越发展服务”的办学理念,秉承“乐于奉献 追求卓越”的学校精神,确定了培养目标:一本、二心、三情、四会:即“培养诚信为本,具有爱心和责任心,具有民族情结、国家情感、国际情怀,会学习、会实践、会交往、会思考,且情感充沛、理性见长的初中生”。与进才实验中学倡导的把学生培养成具有“公民意识、领导才能、创新精神、国际视野”的谦谦君子、大家闺秀的培养目标相吻合。学校提出的发展目标是,“切实把学校办成一所‘高效能、国际化’,在浦东新区乃至上海市有一定知名度、影响力的素质教育实验校”。

教育是事业,是培育人才的千秋大业,需要付出忠诚。同样,教育也是科学,是遵循教育规律的创新实践,需要发挥智慧。

上海市进才实验中学提出办一所高效能、国际化的现代学校,既忠诚于教育事业,又忠实于科学。

高效能是实现教育理想、践行科学规律的必然。教育有付出,就必然要成本。用最小的成本获取最大的成功,以高效能获取高品质,历来是我校办学的追求。说到底,高效能,就是在教育上讲品位;在教学上讲品质。教师讲品格,学生讲品德,就是教学上优质、高效、多能。从某种意义上说,高效能就是教育转型的抓手。让学校办得有声望,让教师有成就感,让学生有成长度,这便是高效能的使命所在。

教育国际化,是现代学校办学的必由之路。在全球一体化的当今时代,教育与世界潮流接洽,人才培养与全球眼光匹配,这是一个不争的现实。



教育国际化,也是学校基础与发展的必然选择。联洋国际社区是一个文化多元的社区,居民除上海户籍外,还有来自全国各地、世界各地的不同文化背景的人群。他们的子女成了学校生源的一部分,外籍学生、港澳台学生和少数民族的学生占学生总数的比例很高。同时,学校所辖社区居民有“三高”(学历高、收入高、品位高)、“三强”(民主意识强、维权意识强、自我意识强)的特点。地域、生源和家长的特征,决定了学校走国际化道路,是生存的需要、发展的追求。

教育国际化,是一个适合未来发展与人才需求对接的高瞻远瞩的过程,也是观念更新与办学方略匹配的循序渐进的实践。上海市进才实验中学将教育国际化置于整体办学的框架内,实施“做起来、走出去、请进来”的战略与策略,通过跨文化交往与渗透、课程开发与设置、外语强化与多元、交流多点与常态等方式,推进教育国际化进程。师生通过国际交往,不仅增进了民族自豪感,而且提高了国际意识;不仅拓宽了视野,而且学会了思考。这些对学校办学品质的提升、教师素养的提高、学生成长的提携,产生了重大的影响。

在教育国际化的征程中,上海市进才实验中学已经走在同行的前面,正从一个更高的起点,去实现更大的飞跃。





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