

创建学习型组织成功案例

The Fifth Discipline and Teachers' Development:
Art and Skill for Transform Teachers' Mode of Thinking

五项修炼



教师发展

——转变教师思维方式的艺术与技巧

主 编 李金巧

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序

学校内涵发展是当前基础教育改革与发展的核心任务。学校内涵发展要求学校重视人力资源——广大教师的潜能开发。教师人力资源的开发,不仅仅是提高教师的学历、职称,更要转变教师传统的思维方式。思维方式的转变,对于教师正确把握课程改革、建立新型的师生关系、提高教育教学效能都是非常重要的。上海市徐汇区第一中心小学开展“在学校中培养反思型教师的研究”课题研究,把改变教师的思维方式作为出发点,赋予校本研修新的功能,是对教师人力资源开发的积极探索。

序

谈论教师思维方式不能是抽象的、无情境的,而必须放在特定的时代背景中。在当前人类所处的信息时代、知识社会,封闭、分离、自上而下、自我为中心都已成为传统思维方式的代名词,而与之相对的则是开放、整合、互动。当前,深化课程改革、提高课堂教学效能、提高学生德育时效性等,都需要教师具有开放、整合、互动的思维方式,并落实到教育教学行为中,诸如开放教室,主动让同事走进和分享自己的课堂,开课后一起讨论;把现代教育技术整合到学科教学中,真正让多媒体为教学服务,提高教学的有效性;把相关的事情联系起来,统筹解决;与学生及其家长建立伙伴关系,主动接受学生的评价;把自己对课程与教学的研究与学校传统、办学特色结合起来等。只有如此,教师个体愿景与学校组织愿景才能实现融合,人际冲突才能减少而合



理效应得到发挥,教师的工作效率才能得到提高。

在现实中,由于惯性的力量、教学任务的忙碌,教师转变思维方式需要一个过程,并且常常是一个“痛苦”的过程。这也对校长的人力资源领导力提出了挑战。在传统学校中,校长对教师多是统一的管理、评价,而现代学校人力资源开发需要校长给予教师人文关怀,以教师喜欢的方式改变教师不合理的思维习惯。上海市徐汇区第一中心小学组织全体教师研读《第五项修炼》,把有关的理论与日常教学实践紧密联系,就是在此方面的尝试与创新。《第五项修炼》提出的自我超越、改善心智模式、共同愿景、团体学习和系统思考,内在的思维方式是开放、整合与互动的。

当然,转变教师思维方式,不仅是人力资源开发的切入口,也是学校文化建设的关键。教师的思维方式在学校文化形态中处于比较深的层次,对学校文化建设具有根本性的影响。这也要求我们不能就思维方式谈思维方式,而要把转变教师思维方式提到教师自觉生活方式的高度去认识和行动,这样才能产生更好的效果。

尹后庆

上海市教委副主任



Preface

The development of school connotation is a kernel duty of the current elementary educational reform and development. Such a development requires to pay great attention to human resources, which means the teacher's potential development. Developing human resources in school is not only to enhance the teachers' education qualification and title, but also to change their traditional way of thinking. The transformation of the way of thinking is significant for teachers to understand the curriculum reform correctly, to establish new relationship between teachers and students, and to enhance the efficacy in education. The First Central Primary School of Xuhui District in Shanghai develops the topic research of "training introspective teachers in schooling". This topic research is a positive exploration of human resources in school, which takes the changes in teachers' way of thinking as a starting point and endows the school-based research work with new functions .

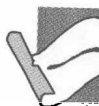
The discussion of teachers' way of thinking must not be abstract or non-situational, it must be placed into a specific time and social background. Nowadays, in the information age and the knowledge-type society, words like blocking, separation, bureaucracy and self-centered have become the representative ones for the traditional way





of thinking , which is opposite to opening, integration and interaction. In order to deepen the curriculum reform, to improve classroom instruction efficacy and to enhance a timely efficiency of the student's moral education, it requires teachers to have an opening, integrated and interactive mind. Meanwhile, teachers should put them into action, taking such forms as opening classroom for their colleagues to sit in, sharing their own initiatives and discussing together after a course; integrating modern educational technology with the discipline of teaching and making multimedia serve for an effective teaching; contacting the related matters together and solving them overall; establishing a partnership with students and their parents and accepting student's appraisal actively; and combining their curriculum and their studies of teaching method with the school tradition and its characteristic. Only in this way, can teachers' vision be integrated with the school's prospect, to reduce interpersonal conflict, so that the reasonable effect is attainable, and teachers' working efficiency be improved.

In reality, due to the strength of inertia and busy tasks of teaching, the transformation of teachers' way of thinking needs a time process, and it is usually a painful one. This is also a challenge to the principal's ability as a leader on human resource. In traditional schools, most of the principals adhere to unified management and appraisal system on teachers, but the human resources development of modern schools needs principals to give teachers humane concerns, and change teachers' unreasonable habits of think-



ing by the ways teachers accepted. The First Central Primary School of Xuhui District in Shanghai organizes all its teachers to read *The Fifth Discipline*, and keep a close relation between the author's theory and their daily teaching practice, that is the attempt and innovation in this field. The ideas, namely, personal mastery, improving mental models, building shared vision, team learning and systematic thinking proposed in "The Fifth Discipline", are calling for an intrinsic mode of thinking in opening, integration and interaction.

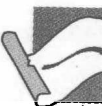
The change of teachers' thinking mode is not only the entry point of human resource exploitation, but also a key point of the cultural construction in schools. Teacher's thinking mode lies in the deeper level of cultural morphology, which has fundamental influence on the cultural construction of schools. So it also requests us not to discuss a thinking mode itself, but to put the reforming of teachers' thinking mode at a higher level, which is regarded as a kind of conscious life style and, only in this way, can we have a better achievement.

Yin Houqing

Vice-Chairman of Shanghai

Municipal Education Commission





前言

徐汇区第一中心小学是一所已有 95 年历史的学校,学校坚持依托科研结合课程改革研究促进队伍建设,推进学校整体发展。在分析和把握影响学校可持续发展的关键要素后,将课题研究教师的成长紧密挂钩,把焦点投向改变教师的思维方式上,以此不断开掘校本研修的内涵。

我们认为,校本研修追求教师的有效学习,其含义是教师在研修的体验中,能够透过教学现象,深挖矛盾背后的问题,使自己的思维逐渐清晰,进而跳出固有的思维框架,使自己的思维和行为发生质的变化。思维方式的变化依赖于教师的内心对话,同时也需要和同伴之间的切磋与互助。以往的教研活动,教师对问题的讨论不能深入,主要原因之一是教师固有的思维习惯难以突破。这种固有的心智往往不易被觉察,有的人抱着开放的心智模式,善于自我反思,并积极吸纳他人的意见;有的人则过多顾及个人面子,囿于原有经验,急于为自己辩护,这是一种以防卫性姿态出现的心智模式,它会影响和阻碍教师的进步。显然,聚焦于教师思维方式的改变,是开展有效校本研修的立足点。

自 2000 年起,我校承担的上海市教育科研课题“在学校中培养反思型教师的研究”,坚持从改变教师的思维方式为出发点。在市、区有关专家的指导和直接参与下,探索有效的方式和途径,通过组织教师研读理论,帮助教师自我察觉思维状况;运



用反思技巧——“左手栏”，在比较分析中审视自我；开展深度汇谈，在思维的柔性碰撞中突破思维定势，进而促进教师思维方式的改变，提升教师的专业素养。

我们确定“第五项修炼与教师的发展”为“十一五”校本培训项目，是我们深入学习和实践科学发展观的具体行动，意在通过再读《第五项修炼》的过程加强对教师自身的修炼，提升教师的专业素养；通过团队合作的研读与宣讲，增强教师学习理论的自信心，促进教师思维方式的改变，帮助教师有能力应对各种复杂的教育改革发展要求，促进教师的可持续发展，实现教育的可持续发展。由此可见，学习《第五项修炼》对教育领域学习和实践科学发展观显得尤为重要。

我们将有关的文献或专著内容分解提炼成若干学习项目，由教师自愿组合成专题学习团队，坚持个体研读与团体学习相结合，自学与宣讲解读相结合，理论诠释与课改实践相结合，重视过程与关注结果相结合的原则组织校本培训。

在反复研读的基础上，将有关理论与日常的教学实践案例紧密联系，然后将学习笔记梳理成宣讲提纲和文稿，配上PPT，由相关的教师团队向全体教师进行宣讲、解读、共享，宣讲采用一人主讲多人举例配讲的形式。宣讲者娓娓道来，听讲者细细品味，理论同教例的对比诠释，启迪每位教师的深层思维。无论是宣讲者，还是聆听者，都经历一个研读、思考和提升的过程，从而在一定程度上觉察到自己的思维状况。

本书是在我们全校教师再次通过研读形成讲稿的基础上汇编而成。希望对教师自身素养的提升有所帮助。

编者



Foreword

The First Central Primary School of Xuhui District in Shanghai has a history of 95 years. It persists in improving the ranks of teachers by engaging in scientific research and promoting curriculum reform to facilitate the development of the whole school. Based on analyzing the key influential factors for a sustainable development of the school, the project research establishes close contact with professional development for teachers. The school focuses on changing the teachers' way of thinking and enriches the connotation of the school-based research work.

The school-based research work goes after an effective learning of the teachers. It means that the teachers make their mind clear by finding the problems behind the contradictions in their teaching. Then, the teachers' mind and behavior will change essentially. Changing the way of thinking relies on the teachers's internal dialogue and their interaction with colleagues. In the past-day teaching and research activities, the lacking of thorough discussion between the teachers was mainly caused by inherent and habitual thinking. The inherent mind is always imperceptible. Those who have opening mind are good at self-reflection and listening to others' opinion positively, and those who excessively save their faces will stick on their



experience. Those who anxiously defend themselves will have no progress. Obviously, focusing on changing the teachers' mind is the basis of school-based research work.

Since 2000, this school has undertaken a Shanghai municipal project of pedagogical studies, the studies on training self-reflective teachers, and has adhered the starting point of changing the teachers' mind. Under the direction and participation of the experts of both municipal and district institutions, we explore effective ways and channels to help teachers to be aware of their state of mind. We use an approach of self-reflection called "left-hand column" to survey them selves by comparing with others. We hold deep-going talks to break through the stereotyped dimension of mind, from which we promote a change in the teachers' mind and improve the teachers' professional attainment.

The Fifth Discipline and the Development of Teachers is affirmed to be the school-based training project in the 11th five-year period, which is our specific step for further studying and practicing the concept of scientific development. Through the process of going over again *The Fifth Discipline: The Art & Practice of the Learning Organization* by Peter M. Senge, we aim at promoting the teachers' discipline and improving the teachers' professional accomplishment. Through reading and advocating by team work, we can boost the teacher's self-esteem on theory-learning and give impetus on mind-changing. And in this way, we help teachers to cope with complicated acquirements in educational reform and to keep a sustainable





development for the faculty, and to realize a sustainable development of education. Therefore, the study of *The Fifth Discipline* is of vital importance in the educational field for its learning and practicing the theory of scientific development.

We divide the related literatures and monographs into several learning programs, and let the teachers organize their topic learning teams freely. We insist on combining individual reading with team learning, self-learning with interpretation, theory elaboration with curriculum reform practices, and paying attention to process with concerning the results.

Based on a repeated reading of the related literatures, we closely combine related theories with the teaching practices, and put the teachers' notes into outlines and articles. A group of teachers as a team interpret their studies with Power Point presentations and shares their learning experiences. The speakers explain the details while the audiences appreciate the contents. The theory elaborations accompanied with teaching cases make both speakers and audiences think further and re-evaluate themselves, from which they can know their own state of mind.

We compile into this book the lectures which are the re-reading results of all the teachers in our school, and we hope it can be helpful to improving the teachers' professional attainment.

Editor





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