



大夏书系·学校领导力

Winning the *Future*: Transformation  
of Instructional Organizations in Schools

# 赢得未来的 学校教学组织变革

陈丽 吕蕾等 著



**创新性、引领性**

指导一线实践

分析教学组织存在的问题，探讨未来教学组织变革的方向



华东师范大学出版社

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北京市高校教改立项课题“学校教学组织变革行动研究与课程开发”成果  
北京教育学院重点学科学校管理学成果

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## 赢得未来的学校教学组织变革

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## 见微知著，睹始知终

《韩非子·说林上》说：“圣人见微以知萌，见端以知末。”汉代袁康的《越绝书·越绝德序外传》也指出：“故圣人见微知著，睹始知终。”我辈非圣人，但很荣幸身处教育变革之中，或亲眼目睹或亲身探索或亲自指导着中小学变革实践，斗胆对中小学教学组织变革进行研究。但“斗胆”并非盲干，一是有第二期北京市中小学名校长工作室第二工作室与首期北京市中小学名校长工程中学04组导师们与校长们的行动研究支撑；二是有北京市高校教改立项课题“学校教学组织变革行动研究与课程开发”的支撑。课题组整合了一批专家、校长进行较为深入的比较研究、案例研究、行动研究，在此基础上，分析中小学教学组织变革的趋势。因此，我们提出的这些趋势不是书斋里的畅想，而是基于一批先锋学校的实践探索，希望我辈能够“见微知著，睹始知终”。

本书围绕中小学教学组织变革从三方面进行研究：中小学教学组织变革的必要性与重要性（第一章）、中小学主要教学组织（如教学管理组织、课程组织、教学研究组织、年级组、班级、学生自治组织等）的变革（第二至七章）、中小学教学组织变革的趋势（第八至九章）。

《势在必行的教学组织变革》一章首先阐述了在信息时代的大背景下，在当前课程改革和教育领域综合改革的深化过程中，伴随着教育观念的转变

和学校的现实探索，教学组织变革对于学校发展、教育改革的重要意义，接着在相关文献的分析中和中西学校教学组织的比较中，阐释了教学组织变革的概念，最后指出了校长在学校组织变革过程中的重要角色和作用。

《教学管理组织变革》一章在介绍我国一般中小学教学管理组织的结构、职责、人员要求的基础上，分析了我国一般中小学教学管理组织存在组织结构多属于直线职能型、组织人员普遍缺乏服务理念、工作职责上“教务管理有余，专业引导不足”等问题，结合几个典型的教学管理组织变革案例，指出教学管理组织变革趋势，即教学管理组织结构的扁平化、教学管理组织人员的专业化、教学管理组织工作职责的明确化、教学管理组织系统管理的信息化四个方向。

《学校课程组织建设》一章针对不少学校存在对课程管理认识不足，课程组织机构专业性不够，课程组织建设系统性不足、作用发挥不充分，课程组织管理制度建设不足、难以保障课程及其组织建设的持续发展等问题，提出了运用职能分类法进行学校课程组织机构设计的科学性与适切性问题，分析了课程组织自身内在结构设计的合理性、整体性、学术性问题以及课程组织建设的制度化问题。

《学校教研组织变革》一章对我国中小学教学研究组织在学校的组织定位、组织任务、组织方式和管理制度进行分析，揭示了当前学校教研组织学术功能定位缺位，学校教研组织职责不明，教研组织不够开放等问题。通过国内外中小学教研组织活动和组织变革案例分析了学校教研组织建设需要关注和跟进的趋势：教研组织定位于具有研究功能的学术支持性组织；学校教研内容从单一任务到多元融合；学校教研组织结构扁平化；学校教研打破组织边界，进行跨界创新。

《逐步成为学校中间力量的年级组》一章指出年级组是随着学校规模扩大而出现的以年级为单位的具有教育、教学、管理职能的学校基层组织。但



随着学校教育的发展，年级组在行政管理取向和任务驱动影响下，管理效率越来越高而教育教学效率堪忧，越来越多的学校开始对年级组织进行变革。对于规模较大的学校而言，年级组已不再只是最初的为了管理便利而建立的基层事务性组织。随着年级组权利与地位的提升，变革中的年级组已经逐渐成为学校的中间力量，其教育教学职能也日益突显出来。

班级是落实教育教学任务的最基层组织，《班级组织变革》一章分析了当前我国中小学班级面临着如下问题：班级建设目标走偏，只见集体不见个人；班级建设手段异化，管理主义取代育人目标；班级建设主体单一，班主任过累，其他师生积极性不高；班级教育元素单一，班级文化建设滞后；等等。为此，许多学校开始进行变革探索，这些探索呈现以下趋势：一是班级功能从建设班集体走向整体育人；二是班级组建方式从管理导向的行政班到以学生为中心的教学班的转变；三是班级管理结构在分布式、扁平化自我管理中实现自我教育；四是班主任角色从管理者走向教育者；五是作为班级重要空间载体的教室凸显为学科教学和师生交往服务的功能。

学生自治组织是教学组织中“学”的组织，教学组织变革必然牵动和影响学生自治组织的变革，学生自治组织变革也会影响教学组织变革。《学生自治组织变革》一章通过宏观和微观两个方面对目前我国中小学学生自治组织的现状和问题进行了分析，以北京十一学校六个典型的学生自治组织为例介绍了学生自治组织的发展情况，展望了学生自治组织变革的五大趋势：组织形态走向现实与虚拟结合的O2O模式；治理机制更加自主，协调机制应运而生；志愿者组织逐步壮大，服务范围扩大，面向社会，面向弱势群体；走向跨界合作；西方学院制的引进改造与中国传统书院制回归重生的融合。

“没有人能够左右变化，唯有走在变化之前。”（彼得·德鲁克）要想走在变化之前，就需要把握变革趋势，这也正是本书命名为《赢得未来的教学组织变革》的旨意所在。《学校教学组织变革方向》（上、下）部分在前几章

研究的基础上提出中小学教学组织变革十大趋势，即：强调多元共治理念，教学治理主体多元化；强调整合，学校教育、教学组织功能一体化；教学组织结构扁平化；教学组织机构从边界清晰的封闭性走向跨界合作的开放性；教学支持性组织与设施的教学功能强化；正式组织与非正式组织相得益彰；实体组织与虚拟组织共融发展（线上与线下相结合）；凸显教学组织的研究性与专业化；教学组织运行方式强调民主化与高效化；教学组织形态从单一走向多元。

本书是北京市高校教改立项课题“学校教学组织变革行动研究与课程开发”研究的主要成果。该课题（负责人是笔者）于2013年立项，前期研究基于第二期北京市名校长工作室第二工作室所进行的“学校组织变革”研究。第二工作室特聘导师是北京十一学校李希贵校长与原北师大教育学部书记、现北京教科院副院长褚宏启教授，学院导师是笔者。本课题是学校组织变革研究的深化，是对学校组织中最重要组织即教学组织变革所进行的系统研究。本课题的行动研究则主要基于首期北京市中小学名校长工程中学04组（特聘导师是李希贵校长，学院导师是笔者）校长们的探索。感谢这些校长们的责任担当与智慧实践，引领着未来的学校组织变革。

本课题研究主体是北京教育学院重点学科“学校管理学”的团队（学科带头人是笔者），该团队凝聚了一批追求卓越的优秀培训者，他们愿意在繁杂的项目工作之余，牺牲休息时间，牺牲节假日，开展学术研究，追求以专业成就培训，以研究促进发展。2013年以来，“学校管理学”重点学科团队推出的学术研究成果主要有《学校组织变革研究：校长的视角》（陈丽、李希贵等著，教育科学出版社，2013）、《义务教育学校校长专业标准：要点·行动·示例》（陈丽主编，北京师范大学出版社，2014）、《普通高中特色建设：谋划与实施》（陈丽、柴纯青等著，北京师范大学出版社，2014）、《赢得未来的学校教学组织变革》（陈丽、吕蕾等著，华东师范大学出版社，

2016);推出的校长行动研究成果主要有《学校组织变革实践:校长的探索》(王铮、李明新等著,教育科学出版社,2013)、《个性发展,各展其美——首都高中校长的特色建设之旅》(陈丽主编,重庆大学出版社,2014)、《各美其美,美美与共——首都高中校长的特色建设之旅》(陈丽主编,北京出版社,2015)等;学科组发表学术论文20多篇。

本研究是团队智慧的结晶。课题组在两年多的研究历程中,组织20多次研讨交流会,“在智慧碰撞里,从框架结构到理论观点,从逻辑分析到案例支持,研究逐步清晰与完善;在温馨笑谈中,从生活到工作,从思维方式到人格魅力,彼此相互欣赏,结下同伴友情,温馨前行人生。虽然作为负责人,要牺牲节假日、休息日,一遍又一遍修订文稿,但在艰辛中也体验着快乐。感谢我们共同度过的累并快乐着的美好时光!”<sup>①</sup>

关于教学组织变革研究,目前系统的研究并不多,基于实践探索的系统研究更少。本研究得到课题结题论证专家的高度认可,他们一致认为本研究具备以下特点:

一是体系完整。该书从教学组织变革的背景分析、学理分析、国际视野分析着手,提出教学组织变革的必要性与重要性,系统探讨了我国中小学教学组织如教学管理组织、课程组织、教学研究组织、年级组、班级及学生自治组织的变革情况,在此基础上概括出教学组织变革的一般趋势。二是结构逻辑性强。在每一部分的研究与写作上,从分析问题入手,介绍典型的变革案例,从这些不同类型的学校变革案例中揭示出变革的方向。把问题研究、案例研究、趋势研究有机结合起来。三是具有前瞻性与引领性。课题组在案例分析的基础上揭示了学校教学组织变革的方向与趋势,案例具有代表性,从案例分析中揭示出的变革趋势具有前瞻性,能够引领中小学校变革方向。

但是,任何组织都存在组织智商局限。虽然在研究过程中,我们多次请

<sup>①</sup> 陈丽,柴纯青等.普通高中特色建设:谋划与实施[M].北京:北京师范大学出版社,2014:5—6.



专家指导，但由于我的学识水平局限，研究还存在不少问题，敬请前辈、同仁批评指正。

本课题在研究过程中得到北京市教科院方中雄院长，北京师范大学赵德成教授、石中英教授、宋洪鹏博士，首都师范大学傅树京教授，北京十一学校李希贵校长，北京广渠门中学吴甦校长，北京小学李明新校长，北京一七一中学罗红艳副校长，首都师范大学附属中学永定分校徐骏校长，北京一六六中学王蕾校长，原首都师范大学附属房山中学校长、现北京房山区教师进修学校王徜徉副校长等的精心指导与大力支持。得到北京教育学院杨公鼎书记、何劲松院长、钟祖荣副院长、杨志成副院长、卢晖书记、邱磊处长、石炆处长、李淑君副处长等等的关心与支持。在此深表感谢！同时感谢北京教育学院李娜博士、胡佳怡博士为本书出版所做的翻译工作。感谢华东师范大学出版社任红瑚女士为本书出版所作的努力！

北京教育学院

陈 丽

# Foreword

## See Bigger From Small, See Trends from Beginnings

It is said in *Han Fei zi-Shuo Lin shang* that: "Saints see micro to know macro, see the beginning to know what will happen next." Yuan Kang in Han Dynasty also pointed out in the book titled *Yue jue shu·Yue jue de xu wai zhuan*: "Therefore the sage can see what is coming from a small cue." We, the authors, though not saints, are all in an era of education reforms. We have either witnessed or personally involved in guiding or exploring education reforms in practice. So we have ventured to conduct this study on the transformation of instructional organizations in primary and secondary schools. However, "to venture" is not to act recklessly. On one hand, this study is based on the action research done by the mentors and principals from Group 4 of the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals. On the other hand, it is also based on a research subject named "Action Research and Curriculum Development on Transformation of Instructional Organizations in Chinese Schools", funded by Beijing Education Reform Research Programs for Colleges. This research team has gathered a group of experts and principals to do in-depth comparative studies, case studies and action research, based on which we discussed the trends of the transformation of instructional organizations in primary and secondary schools. In this sense, these trends we pointed out are not pure imagination, but rather based on a number of practice-based explorations in some pioneer schools. Through this endeavor, we look forward to seeing how things will develop based on its current beginnings.

This book discusses the transformation of instructional organizations in primary and secondary schools from three aspects: the necessity and importance of transforming instructional organizations in primary and secondary schools (Chapter One), the transformation of major instructional organizations in primary and secondary schools (such as instructional management organizations, curricula organizations, instructional research organizations, grade, class, student autonomous organizations) (Chapters Two to Seven), and the trend of transformation of instructional organizations in primary and secondary schools (Chapters Eight to Nine).

*The Imperativeness of Transforming Instructional Organizations* first elaborates on the significance of transforming instructional organizations to school development and education reform in the ICT era, during the comprehensive education reforms and along with the transformation of educational philosophy as well as the practical explorations of schools. By analyzing relevant literature and comparing instructional organizations in Chinese and western schools, this chapter provides the definition of transformation of instructional organizations and points out the important role a principal plays in the transformation process.

*Transformation of Instructional Management Organizations* offers introduction to the general structures, duties and requirements on staff members in instructional management organizations in Chinese primary and secondary schools, and analyzes some existing problems, such as the linear nature of the structures of instructional management organizations, the lack of the awareness of service among staff members, and the coexistence of redundancy in instructional management and lack of professional guidance. By analyzing several typical examples of transforming instructional management organizations, this chapter points out the four directions in the trend of transformation of instructional management organizations, i.e. to flatten the structure, to make staff members more professional, to clearly define the duties of the instructional management organization, and to introduce IT in instructional management.

*Construction of Curricula Organizations in Schools* responds to the lack of understanding in curricula management, the lack of professionalism in curricula organizations, the lack of

systematic construction of curricula organizations, the underplayed role played by curricula organizations, and the lack of construction of curricula organizations, which jointly result in the lack of sustainable development of curricula and construction of curricula organization. This chapter discusses whether it is reasonable and suitable to design curricula organizations in schools in the way of duty categorization, and analyzes the rationality, integrity and academic nature of the structural design of the curricula organizations, as well as the building of relevant institutions for these organizations.

*Evolution of School Teaching and Research Group*, discusses the role, tasks, administration and organizational culture of School Teaching and Research Group in Chinese primary and secondary schools, and in turn reveals some problems in current, such as failure to play due role in school academic research, overlapping tasks among different research organizations, teaching and research methods and contents do not meet the needs of the current curriculum reform, less organizational openness etc. By analyzing some cases of transformation of T-R activities and organizations reform, this chapter provides some suggestions for future development of Teaching and Research Group. Based on the academic support orientation, school should rebuild flat structure of T-R Group. Instructional research focus on multiple tasks from daily life rather than singular task just from book knowledge; school should break boundaries of different organizations, integrate virtual and actual teaching and research, and jointly develop and share resources.

*Grade as the Intermediate Organization in Schools* points out that grade is originally a grassroots organization with instructional and administrative duties that appears along with the expansion of school scale. Yet as school education evolves, driven by its administrative orientation and tasks, grade is becoming more and more administratively effective yet less and less effective in instruction. As a result, more and more schools are reforming grades. For some big schools, grades are not grassroots organizations for the convenience of administration any more. As grade gains more power and enhances its status, it is becoming intermediate organizations that highlights its instructional functions.

Class is the most basic organization in school education. *Reforms on Class Organizations*

analyzes current problems faced by classes in Chinese primary and secondary schools in achieving class building goals. For example, individuals are neglected while the class in a whole is highlighted; the class-building means putting more importance on administration rather than educating students; the class-building responsibility falls solely on class supervisor, making him or her too tired while others lack the enthusiasm; the lack of multiple education targets for class results in the underdevelopment of class culture. In response to these problems, many schools have undertaken exploration on class reforms in following ways: transform class function from building the class collective to educating class members as a whole; transform class forming rationale from administration-oriented class to student-centered instructional class; adjust class structure so as to realize students' self-education in a distributed, flat class; transform class supervisors' roles from managers to educators; highlight the classroom's function to serve instruction and teachers' and students' social interactions, as it is the most space for a class.

Student autonomous organizations are learning organizations in schools. The transformation of instructional organizations will inevitably elicit the transformation of student autonomous organizations, and vice versa. *Transformation of Student Autonomous Organizations* conducts analysis on the current situation and existing problems of student autonomous organizations in Chinese primary and secondary schools from both macro and micro levels. Six typical student autonomous organizations in Beijing National Day School are introduced, and based on these cases, the author elaborates on five trends for these organizations, i.e. the O2O model that combines real and virtual spaces; a more independent governing mechanism and the consequent coordinating mechanism; a bigger volunteer organization that extends to social services with the focus on disadvantaged population; cross-industry cooperation; the integration of localized western-style residential college system and traditional Chinese academy of classical learning.

"No one can control changes. The only thing one can do is to leave changes behind." (Peter F. Drucker) It is the imperative to grasp the future trends if one is to leave change behind. This is the reason why the book named *Winning the Future: Transformation of Instructional*



*Organizations in Schools. Future Trends for Transformation of Instructional Organizations*

lists ten future trends for transformation of instructional organizations based on the above chapters, i.e. the philosophy of shared governance among multiple stake-holders and the diversification of instructional administrative bodies; integration of functions of school education and instructional organizations; flat instructional organizations; open, cross-industry-cooperation-oriented organizations; strengthened instructional functions in instructional supportive organizations and facilities; interaction between formal and informal organizations; integration and common development of real and virtual organizations (online and offline combined); highlight the academics and professionalism in instructional organizations; the focus on democratic and effective operation in instructional organizations; plural forms of instructional organizations.

This book is the major achievement of the research subject named “Action Research and Curriculum Development on Transformation of Instructional Organizations in Chinese Schools” funded by Beijing Education Reform Programs for Colleges. This research subject (led by Professor Chen Li from Beijing Institute of Education) was founded in 2013. Its preliminary study is based on research on school organizational changes done by the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals. The Distinguished Instructors of second cohort second are Principal Li Xigui from Beijing National Day school and Professor Chu Hongqi, former CPC secretary of the Faculty of Education, Beijing Normal University, and now the Vice President of Beijing Academy of Educational Sciences. Professor Chen Li serves as the intramural academic advisor. This research subject is a further and extended research based on the research on school organizational change. It is a systematic study on the transformation of instructional organizations, the most important organizations among all kinds of school organizations. Action research of this subject is mainly based on the secondary school principals from Group 4 of the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals (Distinguished Instructor is Principal Li Xigui from Beijing National Day school; college mentor is Professor Chen Li from Beijing Institute of Education). We should thank

these principals for their strong sense of responsibility and wisdom in practices, for they are leading the future of school organizational change.

Most members in this research team are from the team of the key disciplines of Beijing Institute of Education “school management” (academic leader is Professor Chen Li from Beijing Institute of Education). This team gathers a group of outstanding excellence trainers. They are willing to do academic research work apart from the work in complex projects at the cost of spare time and holidays to pursue professional training and to promote professional development by doing research. Since 2013, the team of “school management” has published many academic books, such as *School Organizational Change Studies: the Principals’ Perspective* (Chen Li, Li Xigui, et al., Education Science Press, 2013), *Professional Standards for Principals in Compulsory Education: Highlights • Actions • Examples* (Chen Li as editor-in-chief, Beijing Normal University Press, 2014), *Senior High School Feature Development: Planning and Implementation* (Chen Li, Chai Chunqing, et al., Beijing Normal University Press, 2014), *Winning the Future: Transformation of Instructional Organizations in Schools* (Chen Li, Lv Lei, et al., East China Normal University Press, 2016). The team also published some achievements from principals’ action research, such as *School Organizational Change Practices: the Principals’ Trials* (Wang Zheng, Li Mingxin, et al., Education Science Press, 2013), *United in Diversity-Characteristics Construction in Beijing High Schools* (Chen Li as editor-in-chief, Chongqing University Press, 2014), *Let Schools Find Their Own Ways to Success-Characteristics Construction in Beijing High Schools* (Chen Li as editor-in-chief, Beijing Press, 2015). In addition, the team has published more than 20 papers.

This research achievement belongs to the research team. The team has organized more than 20 group discussions over the past two years. “With collective wisdom, we have constructed the framework and theoretical arguments and have formed logical analyses and supportive cases. The research procedure gradually grew clearer and ever improved. In this process, the team members worked together, collaborated with one another, appreciated one another’s thoughts and work, and developed close friendships. As the discipline leader, I had to spend lots of spare time such as weekends and holidays revising drafts over and over again.

However, I feel really happy despite the hard work. Thanks for the time we have shared, working hard and happily!”<sup>①</sup>

There is not much research on transformation of instructional organizations, and even less systematic research based on practical exploration. This research result was highly recognized by the experts who have evaluated the book draft. The experts all agreed that this book shows following characteristics:

First, the book has forged a complete system. Based on background analysis, theoretical analysis and analysis from the international perspective, the authors point out the necessity and importance of transformation of teaching organizations and systematically discuss the changes of main instructional organizations in Chinese primary and secondary school such as instructional management organization, curricula organization, instructional research organization, grade, class and student autonomous organizations. On this ground, the authors sum up the general trends of transformation of instructional organizations. Second, the book has a highly logical structure. For each part of the book, it begins with problem analysis, and then introduces some typical cases of transformation, and finally comes to the future trends based on analyses on different types of cases on transformation of instructional organizations. So each part includes problem analysis, case studies and trends analysis. Third, the book is forward-looking and leading the future. Based on plenty of case studies, the authors reveal the direction and trend of transformation of instructional organizations. These cases can represent different types of schools and so the changing trends revealed from case studies are forward-looking, capable of leading the direction of transformation of instructional organizations in Chinese schools.

However, every research result has its limitations. Although we repeatedly requested the guidance of experts during the research, the book may still have some shortcomings due to our limited abilities. Thus, any comments and critics from other researchers and principals will be highly appreciated.

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① Chen Li, Chai Chunqing, et al, *Senior High School Feature Development: Planning and Implementation*. Beijing Normal University Press, 2014:5—6.

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