

COMMUNICATION AND SHARING  
IN EDUCATIONAL ADMINISTRATION

# 沟通与分享

## 中西教育管理领衔学者 世纪汇谈

AND SHARING

The Dialogue Between Leading Chinese and Western Scholars at the Turn of the Century

冯大明 主编  
Edited by Feng Daming

与20世纪的学校领导者相比, 21世纪的学校领导者需要哪些新的观念、新的知识和新的技能?

教育管理理论、研究和实践探索应当服务于哪些目的?

您认为信息技术(IT)的飞速发展会给教育管理带来什么变化?

您如何界定“领导”? 它在改进和提高学校教育质量中发挥着什么样的作用?

您对校本管理有何评论? 它是否会成为新世纪教育(管理)改革的重要趋势之一?

(贵国/地区)20世纪教育管理事业的发展经历了哪几个基本阶段?

20世纪教育管理的发展历程赋予我们哪些启示?

21世纪的教育管理研究将面临哪些重要的研究课题?

(贵国/地区)新世纪教育管理实践可能出现哪些新的趋势?

(贵国/地区)20世纪教育管理理论发展经历了哪几个基本阶段/有哪些重要流派?



# 沟通与分享

中西教育管理领衔学者世纪汇谈

冯大鸣 主编

上海教育出版社

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## To Overseas Readers

Many months have passed without my knowing that the book project had started. After much unrelenting effort, I can now proudly announce the launching of this book, *Communication and Sharing in Educational Administration: The Dialogue Between Leading Chinese and Western Scholars at the Turn of the Century*.

The basic objective of this book is to communicate and share ideas between Chinese and western scholars in educational administration. It focuses on educational administrative research and practice; the definition and the role of leadership; the course of development in the field during the 20<sup>th</sup> century; the changes and new trends in educational administration of the 21<sup>st</sup> century, and the consequences from the rapid development of IT.

The book is built on the structure of the Introduction, the leading scholars' responses to the 10 questions, the 6 commentary papers with Chinese key figures of the new generation along with international perspectives of the leading scholars' responses to the questions in the field today, the introduction and commentary of the leading scholars' background, their selected works and key contributions to the field. I believe that readers shall have the opportunity to have a broader access to more meaningful and beneficial information about the educational administration in China, US, UK and Australia.

As the editor, I am grateful to all the contributors to the book, and to the SEPH production editor Miss Yuan Bin, for their cooperation, commitment and wisdom. Many thanks go to Professor Mark Hanson at the University of California (Riverside), Professor Philip Hallinger at Vanderbilt University, Professor Harry Tomlinson at Leeds Metropolitan University, Professor Reynold Macpherson at University of Auckland, Professor and Dean of Academic Affairs Lin Hsinfa at National Taipei Teachers College, Professor Cheng Ying Cheong at Hong Kong Institute of Education, Professor Merle Rife at Indiana University of Pennsylvania and my sister X. Yan Messerschmidt at US-based IBM for their friendly advice and consultant work. Special thanks to my former classmate Miss Liao Shanman for her forwarding the necessary messages between the Taiwan Straits. Last but not least, I would like to thank Professor and Dean of Education Chen Yukun at East China Normal Univer-

sity, Professor Reynold Macpherson at University of Auckland, Professor Kenneth Leithwood at University of Toronto and Professor Peter Ribbins at University of Birmingham for their accepting my invitation to be contributors to the book though they were withdrawn by too many business demands later.

An American philosopher and writer Ralph Waldo Emerson once said that "No truth is so sublime, but it may be seen to be trivial tomorrow in the light of new thoughts." I sincerely hope that readers will give us their constructive, or critical comments to help with future improvements.

Feng Daming

Dec. 12, 2001

## 致中国读者

在为这本重要的书撰稿期间,我曾 在香港策划组织了一个由加利福尼亚大学和香港大学联合主办的研讨会,该研讨会的主题是“东西方教育分权化策略”。与会的学者交流了有关智利、墨西哥、美国、西班牙、日本、中国、(中国)香港、(中国)澳门以及俄罗斯教育分权化的研究论文。在那次研讨会上,我们这些来自西方国家的学者开始意识到,我们对东方国家教育管理新近实践的真正认识是何等匮乏。当然,那些东方国家的教授们在对西方教育管理的认识方面,也完全可能存在与我们相同的情况。在这个高速全球化的世界上,伴随着东西方之间国际贸易、旅游事业、政治生活及医药方面信息的常规化共享,我们须毋忘分享教育儿童和管理学校的信息——这便是本书的一个重要目的。本书主编冯大鸣(副)教授汇聚了中国和西方学者的文字表述与思想理念,以通过学者们的各种见解去探寻过往的历程所留下的种种教益,而这些教益将会有助于建设未来更好的学校。

为本书撰稿的西方学者均选自西方最杰出、著名的教授,他们的著述为英语国家教育工作者所耳熟能详,他们中的大多数人也是我所熟知的。这些代表着英国、澳大利亚和美国的西方研究者曾对教育管理领域作出过诸多原创性的贡献,所涉及的主题颇为宽泛,包括:组织变革、组织文化、教育政治学、教育分权化、学校效能与改进、学校财政、教育管理模式、教学领导以及学校领导专业发展等。

最后,我要向冯大鸣(副)教授表示祝贺,祝贺他在编撰这部对研究文献具有重要贡献的书稿中所表现的创造性的设想、不懈的工作和全力的投入。我与大鸣从未谋面,但是自若干年前他主持一个小组翻译我的著作《教育与组织行为》以来,我们一直保持通信联络。我了解他对今日中国教育管理研究与实践发展的责任感,而本书无疑将对国家、地区及地方层面教育领导者的思维产生重要作用。就我个人而言,能加盟这部学术作品,乃是一种快乐,也是一份荣幸。

加利福尼亚大学(里弗赛德)教育管理教授

马克·汉森 博士

2000 年 12 月 22 日

## To the Chinese Readers of

### *Communication and Sharing in Educational Administration: The Dialogue Between Leading Chinese and Western Scholars at the Turn of the Century*

About the time I wrote my contribution to this important book, I organized a conference in Hong Kong on the subject of strategies of educational decentralization in the East and West. The University of California and the University of Hong Kong sponsored the conference. Scholars presented research papers on Chile, Mexico, the United States, Spain, Japan, China, Hong Kong, Macao, and Russia. At that conference those of us from the West became aware of how little we really know about recent practices of educational administration in the East, and quite probably the same was true for those professors from the East about developments in the West.

In this world of rapid globalization, with information between the East and West routinely shared about international trade, tourism, politics, and medicine, we must not forget to share information about educating our children and managing our schools. That is an important objective of this book. The editor, Professor Feng Daming, has brought together in words and ideas of scholars from China and the West to explore, from their various perspectives, lessons learned from past experiences that may make for better schools in the future.

The Western scholars who have made contributions to this book represent a selection of the most distinguished and well known professors in the West. I personally know most of them and the work of all of them is very familiar among educators in the English-speaking world. These Western researchers, representing England, Australia, and the United States, have produced numerous seminal contributions to the field of educational administration covering a wide range of topics, including: organizational change, organizational culture, the politics of education, educational decentralization, school effectiveness and improvement, school finance, the models of educational administration, instructional leadership, and professional development for school leaders, etc.

Finally, I would like to congratulate professor Feng Daming for the creative

thinking, hard work, and dedication that went into producing this important contribution to the research literature. Daming and I have never met, but we have continued a correspondence that began several years ago when he led a group that translated my book into Chinese: *Educational Administration and Organizational Behavior*. I know of his commitment to the development of research and practice of educational administration in China today, and this book will not doubt make an important contribution to the thinking of educational leaders at the national, regional, and local levels. For me personally, it was a pleasure and privilege to participate in this academic publication.

Dr. Mark Hanson  
Professor of Education and Management  
University of California, Riverside  
Dec. 22, 2000

## 领衔学者名录

(中国人名按姓氏的汉语拼音音序排列,外国人名按姓氏的英语字母顺序排列)

### 中国大陆

**贺乐凡** 中国教育学会教育管理分会理事长,全国教育管理学科专业委员会主任,北京教育学院研究室主任、教授。

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### 澳大利亚

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**帕特里克·伯纳德·福西斯(Patrick Bernard Forsyth)** 美国俄克拉荷马州立大学研究生院教育学教授,美国大学教育管理委员会(UCEA)常务主任(1985—2000)。

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**马克·汉森(E. Mark Hanson)** 美国加利福尼亚大学(里弗赛德)教育学院及安德森管理研究生院教授。

**苏珊·莫尔·约翰逊(Susan Moore Johnson)** 美国哈佛大学教育研究生院小卡尔·H·福泽默教与学教授,管理、计划及社会政策系教授,哈佛大学教育研究生院学术院长(1993—1999)。

**托马斯·萨乔万尼(Thomas J. Sergiovanni)** 美国三一大学莉莲·雷德福教育与管理杰出教授,三一大学校长中心主任、教育领导研究中心高级研究员。