



北京教育学院“十二五”继续教育成果  
北京教育学院“学校管理学”重点学科建设成果

# 个性发展， 各展其美

Let Schools find  
their own ways to success

——首都高中校长的特色建设之旅

主 编：陈 丽

副主编：何育萍 石英德

北京教育学院组织编写



重庆大学出版社

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## 前言

# 在路上,我们共同探索

◆北京教育学院党委书记 马宪平

“祥云行动”是北京市教委为了顺利启动、推进高中新课程改革于2008年启动的大型培训项目。在市教委与北京教育学院直接领导下,“祥云行动”项目组致力于探索大型、连续性、研训一体项目的专业化,致力于把项目打造为一个全市性平台。项目组密切跟进北京市高中教育重大问题,为教育决策的落实提供理论与经验支撑,引领北京市高中教育发展方向,为校长专业成长提供政策、理论与案例支撑。六年来,项目组把“祥云行动”打造成为北京市高中教育政策传播平台、经验交流与问题解决平台、经验提炼与成果传播平台、校长成长与学校发展展示平台,也因为如此,“祥云行动”这个“新苗”在六年的时间里成长为一棵枝繁叶茂的“大树”,成为首都基础教育耳熟能详的品牌项目,获得了第四届北京市基础教育教学成果二等奖的殊荣。

其中,为了把“祥云行动”打造成经验提炼与成果传播平台,项目组超越一般培训项目的职责要求,担当起提炼、推出首都高中教育经验的重任;一方面注重提炼首都高中教育经验。对一批学校的课改经验、特色建设经验进行梳理、提炼,使其达至体系化与理性化。另一方面,注重传播首都高中教育经验。传播方式是多方面的,如推荐到全国性大型会议上进行经验介

绍,在《中小学管理》《现代教育报》等杂志报刊上刊发文章,推出“祥云行动”书稿等。其中,“祥云行动”书稿是项目组投入大量精力与时间着力集中推出的首都高中教育经验,目前已经推出《一路探索一路歌——首都高中校长的课改之旅》《追梦而行——首都高中校长的课改之旅》《大家不同,大家都好——首都高中校长的特色建设之旅》《建构个性,追求品质——首都高中校长的特色建设之旅》四本著作共78所学校的课改或特色建设经验。本书《个性发展,各展其美——首都高中校长的特色建设之旅》是“祥云行动”2013年年度项目成果,共提炼了16所学校的特色建设经验,既有学校整体教育特色建设经验,也有课程特色建设经验,还有教学特色与德育特色建设经验。相对于去年的“祥云行动”书稿,本书16所学校的特色建设多聚焦于课程特色建设与课堂特色建设,反映出首都高中特色建设已经从外围建设开始进入核心领域建设。高中特色建设的终极价值就是为了学生的个性丰盈发展,而学生个性的丰盈发展,归根结底有赖于课程与课堂建设中不断输送的“养分”与“能量”,这无疑反映出当前首都高中校长们对探究特色建设本质的深刻认识。

本书的这些经验是首都部分高中校长特色实践探索的真实呈现,从他们的实践探索中,我们能够强烈感受到首都高中校长开放的心胸、进取的精神、丰富的智慧,还有难能可贵的教育情怀与责任担当!这些经验为实践其他高中校长思考本校的特色建设提供重要的思路借鉴,为学术界专家研究高中特色建设提供鲜活的案例支撑,对于政策界领导把握高中教育发展态势提供丰富的实践参考。

“祥云行动”已经走过六年,感谢一路同行!六年来,我们共同走过,见证了北京高中新课程顺利启动与深度发展,见证了北京高中特色建设的谋划与实施,见证了北京高中校长们的执着与智慧,见证了彼此的成长与发展。感谢这一路彼此牵手,教育之路才如此多彩!

在路上,我们继续携手同行,共同探索,推进首都高中教育多样化发展!

## Foreword

# On the Road, Together We Explore

◆ Ma Xianping

Secretary of the Party Committee of Beijing Institute of Education

“Auspicious Clouds Program” is one of the large scale, high level training programs initiated by Beijing Municipal Commission of Education in 2008, with the intension of promoting the new curriculum reform in senior high schools. Directly under the leadership of Beijing Municipal Commission of Education and Beijing Institute of Education, the project team has worked on the exploration of large scale, continuing, research-training integrated professional projects, and has made it a citywide platform.

The project team closely follows up the major issues in senior high school education and tries to provide theoretical basis and experiences to the implementation of educational decisions, to lead the direction of Beijing senior high school development, to provide the school principals with theories, policies and cases in their professional development. For six years, the team has made the program a platform of spreading Beijing senior high school educational policies, a platform of experience exchanging and problem solving, a platform of experience extracting and dissemination of research findings, a platform for school principals’

professional development and school achievement. Thus, within the six years, the “Auspicious Cloud Program” has grown into a “huge leafy fruitful tree” from a “young sprout” and become a well-known, brand project of the Capital basic education, which won the Second Prize of the Fourth Beijing Municipal Basic Education Outstanding Achievement Award. In order to make the project a platform of experience extracting and dissemination of research findings, the team has worked beyond their job requirements. They undertook the responsibility to extract and promote practical experience of the Capital senior high schools. On one hand, they focused on the practical experience of the Capital senior high schools. They helped a group of schools to analyze and sort out their excellent experience and distinguishing features in their education reforms to become more systematic and make their experience and features more systematic and rational. On the other hand, the team paid attention to the spreading of the Capital high school educational experience nationwide. Ways of spreading are varied. For instance, the team recommended some schools to introduce their wonderful experience on national conferences and publish their articles on journals or newspapers, such as *School Administration* and *Modern Education*. The team has invested much time and effort on the compilation of the program outcomes. They have published four books, they are “Exploring All the Way, Singing All the Way — The Education Reform Journey of the Capital Senior High School Principals”, “Pursuing the Dream—The Education Reform Journey of the Capital Senior High School Principals”, “We Are All Different, We Are All Good—School Characteristics Construction of the Capital Senior High School Principals”, “Constructing School Own Character, Pursuing Quality -School Characteristics Construction of the Capital Senior High School Principals”. These books included the excellent experience of curriculum reform or characteristics construction from 78 Beijing senior high schools.

This book, “Let Schools find their own ways to success—Characteristics construction in Beijing Senior High Schools” is the outcome of 2013 Auspicious Clouds Program. The book includes characteristics construction experience of 16 senior high schools, involving the construction of overall educational characteris-

tics, the building of featured school-based courses and the features of classroom teaching and moral education. It signals that the characteristic building of the Capital senior high schools has come to the core area of the construction. The utmost values of the movement is the aim for the full development of students, which is highly dependent on the “nutrient” and “energy” conveyed from the courses and classroom teaching. This reflects the profound understanding of the Capital senior high school principals on the nature of school characteristics construction.

The practical experience and cases showed in this book authentically display the practical explorations of the Capital senior high school principals, from which we can strongly feel their broadened minds, enterprising spirit, rich wisdom and their invaluable passion and responsibility for education. The experience has no doubt provided important ideas for other schools to think out school characteristics construction, vivid cases for academic experts to research into the topic, and practical reference for decision makers to learn about the development of senior high schools.

The “Auspicious Clouds Program” has been on a long journey for six years. Within the six years, we walked together and experienced together the successful beginning and deep development of the new curriculum in Beijing senior high schools. We also experienced the planning and implementation of the Capital high school characteristics construction. We witnessed the perseverance and wisdom of Beijing senior high school principals. We witnessed the growth and development of each other. We feel grateful for our taking the journey hand in hand, because of which the journey of education is so colorful!

On the road, we will continue to walk together hand in hand and explore together to promote the Capital senior high school education for a diversified development!

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丨 第一部分 丨

学校整体教育特色建设





# 北京宏志中学中医药文化教育 特色实践探索

◆北京宏志中学 熊 劲 陈昌林

## 一、建设的背景

### (一) 中医药文化是中华优秀传统文化的重要组成部分

中医药文化与中国传统文化一脉相承,其核心价值主要体现为以人为本、医乃仁术、天人合一、调和致中、大医精诚等理念,即“仁、和、精、诚”。中医药文化有着整体观哲学思想、平衡的思维方式、辩证方法等独到的教育价值。中医药文化在对人的自然属性、社会文化属性、精神心理属性的认识方面,以及对人的健康、疾病的认识方面,都有独特的优势。在中医药文化的视野里,呈现出来的不仅仅是“人的病”,而更多的是“病的人”。中医更加关注人身体的整体气血流动,阴阳平衡。

弘扬中医药文化,让优秀传统文化的精髓进入学生的思想、情感、血脉,成为学校实施中医药文化教育的价值追求。目前,中医学正日益走向国际,越来越受到各国人民和医务人员的认同和喜爱。作为中华民族子孙,我们有责任和义务将国粹传承、延续,特别是在青少年中弘扬中医文化。

### (二) 北京宏志中学发展的突破口

根据《国家中长期教育改革和发展规划纲要》和全国教育工作会议精神,国家鼓励举办特色高中,推动普通高中多样化、特色化发展。东城区作为国家中医药发展综合改革发展实验区,为全面落实《北京市人民政府关于

促进首都中医药事业发展的意见》,将我校指定为中医药文化进校园的试点单位,已帮助在校内建立了“一地、一区、一园”的中医药教育实践基地,中医药文化教育在学校普及性开展。五年来,学校把中医药文化教育作为学生素质教育的重要组成部分,努力实现中医药文化教育的特色。学校以中医药文化教育为切入点,渗透中国传统文化教育,注重民族精神的传承,实现了传统文化教育与现代文化的有机统一,在潜移默化中影响着学生的心智。这种教育对于培养良好的道德素质、丰富的文化素质、健康的身心素质、富有创新精神的高素质人才具有重要的作用。

2011年4月,北京市教委批准我校与北京中医药大学合作办学,成立中医“杏林”实验班,面向全市招生。我校充分利用高校的丰富资源,依托项目管理与课程建设,实现中学和高校的深度合作,通过“引进来”“走出去”和高校自主招生的方式,与中医专业的高校优质教育资源真正地、深层次地对接,为学生搭建成长和发展的平台。

同时,我校一直在努力建设良好的中医文化校园环境,在学科教学中渗透中医文化,在校本选修、综合实践课程中,开展中医药文化教育。

上述探索为我校形成以中医药实验班为龙头、全体师生参与的中医药文化教育的特色校园文化打下了坚实的基础。

我校在制订“十二五”规划的过程中,确定了“品牌学校、特色学校”的办学定位,确定了将学校建设成为一所中医药文化特色鲜明的中学的目标,确定了依托东城、立足北京、走向全国的发展方针。与这些目标、定位、方针相配套,学校明确以建设中医“杏林”实验班为抓手,以培养中医药专业的后备人才为目标,带动整个学校的文化制度建设。

## 二、“分类指导,分层推进”文化教育特色建设策略

在中医药文化教育的价值渗透上,学校依据“分类指导,分层推进”的原则建设文化,以中医文化精髓来感染和鼓舞学生,让其在习熏物化中学会思考人生,学会待人接物,学会学习,学会生活。

### (一)从整体层面加强学生对中医药文化素质的养育

我校面向全体,渗透中医药文化的通识教育,引导学生加深对中医药文化的认识,激发学习中医药文化的热情,让学生树立“仁、和、精、诚”的普世

价值观。“仁”，体现了中医仁者爱人、生命至上的伦理思想，以救死扶伤、济世活人为宗旨，培养学生尊重生命、敬畏生命、爱护生命的普世情怀和社会责任感。“和”，体现了中医崇尚和谐的价值取向，表现为天人合一的整体观，阴阳平和的健康观，通过打造和谐文化，正确处理和把握人与自己、与他人、人与社会、人与自然的关系，培养学生心态平和、待人谦和、与人为善、和谐共处的道德观。“精”，体现了中医的医道精微，这要求学生做事严谨、精勤治学、精研学术、追求精湛。“诚”，体现了中医人格修养的最高境界，要求心怀至诚于内，言行诚谨，以此培养学生在为人为世方面贵诚笃端，真诚可信的高尚人格操守。

## （二）实施优选计划，以中医药“杏林”实验班为重点，打造特色实验班

我校普及中医药科学文化知识，让学生感受中医药的文化氛围，激发对中医药文化的学习兴趣，培养扎实的中医知识基础和宽厚的中国传统文化基础，向北京中医药大学等高等中医院校输送一批有志于从事中医药事业的、具有良好潜质的专门人才。同时，探索大学和中学联合进行拔尖创新特色人才的培养模式和机制，为特色人才的培养搭建平台。

## 三、北京宏志中学中医药文化特色课程体系的结构与内容

### （一）课程结构与内容建设

中医药文化特色课程体系由“必修课程+传统文化通识课程+中医特色基础课程+传统文化延伸拓展课程”组成，是一个有特色、重体验、能选择的课程体系。（图1、图2）

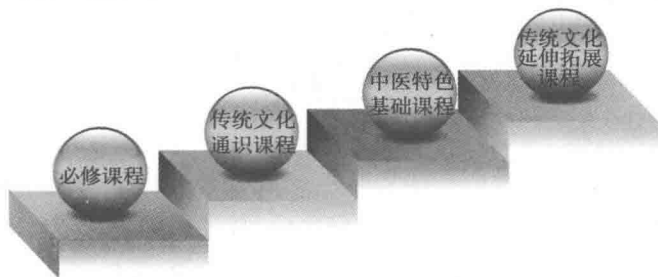


图1 中医药文化特色课程体系（纵向）