

北京市中小学名校长工作室成果  
北京教育学院重点学科学校管理学成果

RESEARCH ON SCHOOL  
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# 学校组织变革研究： 校长的视角

陈丽 李希贵 等 著 北京教育学院组织编写



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XUEXIAO ZUZHI BIANGE YANJIU; XIAOZHANG DE SHIJIAO

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总

序

## 探索基础教育前瞻问题，引领基础教育改革方向

陶西平

时光飞逝，2011年7月17日第二期北京市中小学名校长工作室启动仪式仿佛就在昨天。两年来，第二期北京市中小学名校长工作室在北京市教委、教育工委与北京教育学院领导下，在特聘导师们精心指导下，在学院导师的周密设计下，“相约星期三”，探索基础教育前瞻问题，开展现场学习、理论学习、国内外考察、诊断策划、行动研究等学习、研究、交流活动，大大提升了校长的专业发展水平，推动了学校的发展。

第二期北京市中小学名校长工作室有三个工作室，采取主题式研究，三个工作室的主题分别是“教育国际化”、“学校组织变革”、“学生自我能力培养”。主题确定的依据一是校长关注的重大实践问题，对学校发展能够产生重要影响，即是学校实践中的问题，是校长关注的问题，是重大的问题；二是教育管理理论界研究的重要问题，国内外学术界探讨并形成了一些理性成果的问题，即是理论有解的、探索性问题；三是当前教育、学校关注的、急需探讨的问题，即具有时代性的问题，研究主题是国家教育发展的方向，是北京市基础教育发展需要破解的问题。

围绕三个主题，第二期北京市中小学名校长工作室进行为期两年的行动研究，取得一批可喜的改革成果，引领首都基础教育改革方向，作为第

二期北京市中小学名校长工作室的总顾问，我也倍感欣慰！

第二期北京市中小学名校长工作室的研究主要分两大方面，一是工作室校长们围绕主题，结合学校实践，确定自己的研究课题，带领全校教职员工进行行动改进式研究，校长们在改革探索中不断成长，学校在改革中也不断发展，贡献了一批首都改革经验，详见《教育国际化：学校发展的新探索》《学校组织变革实践：校长的探索》《从健康自我出发——八位校长对学生培养目标的再思考》三本著作中。三本著作是三个工作室校长们两年来鲜活变革实践的理性思考，有的已经走在中国基础教育改革前沿，引领着中国教育改革与发展方向；有的尚显稚嫩，尚需假以时日，不断完善。二是工作室项目组围绕主题，结合实践探索案例，进行理论研究，贡献了三个主题方面的理论体系，详见《教育国际化：学校发展的新视界》《学校组织变革研究：校长的视角》《理解自我——教育文明的基础》三本专著。三本专著围绕三个主题进行开拓性研究，虽然有的研究尚显深度不够，但三本专著提出的理论观点与体系有许多创新，而且是基于实践取向的研究，对实践有较强的指导价值。

北京市名校长工作室已经成功举办了两期，积累了丰富的经验，已经成为探索中国基础教育前瞻问题、引领基础教育改革方向的重要平台，成为名校长成长与交流的重要平台。首先，北京市名校长工作室的导师团队注重整合多方资源，注重发挥多方主体作用。工作室采取特聘导师与学院导师“双导师制”，分别聘请清华大学的史静寰教授与中国人民大学附属中学的刘彭芝校长、北师大的褚宏启教授与北京十一学校的李希贵校长、北师大陈会昌教授与北京实验二小的李烈校长为第一工作室、第二工作室、第三工作室的特聘导师，由北京教育学院校长研修学院的李雯副教授、陈丽教授、季苹教授分别任三个工作室的学院导师，并且每个工作室都配备一名年轻博士作为秘书。这样的组织结构保证了工作室团队多方力量的有机整合，从而保障了工作室的专业、高效运转。其次，北京市名校长工作室入室研究员选拔程序的公正严格。通过校长自主报名、区县教委推荐、专家面试等环节选择了对主题研究感兴趣、有研究能力、有改革魄

力与改革需求、有一定办学业绩的校长进入名校长工作室，作为入室研究员与导师团队一起就主题开展行动研究，保障了工作室校长的高质量投入。再次，统分结合的工作室运作模式。三个工作室既有共同的培训交流活动，也有各工作室个性化的活动。每个工作室，既有共性活动，也有个性化指导活动，这种既有面上的整体培训、交流活动，又有个性化的培训、指导活动，保障了工作室整体质量与个性风格的形成。最后，整合运用多种研修方式，尤其注重行动研究，引领校长在对重要问题进行系统思考和实践探索，促进了校长与学校的发展，推出一批高水平的研究成果。

北京教育学院作为北京市中小学名校长工作室的具体承办单位，在探索名校长工作室运行模式、培养名校长、推出首都教育改革经验等方面功不可没。

A stylized handwritten signature in black ink, appearing to read '陈辉' (Chen Hui). The signature is fluid and expressive, with a long vertical line extending downwards from the bottom right.

2013年7月21日

## 变则通，通则久

当今基础教育面临信息化、国际化、专业化、民主化的挑战，学校组织变革势在必行，“穷则变，变则通，通则久”（《周易·系辞下》）。我们调研发现<sup>①</sup>，88.7%的北京高中校长认为“学校组织变革很重要”，47.5%的北京高中校长认为学校“正在进行组织变革”，37.1%的校长认为“准备变革”。但是，组织变革是一个艰难复杂的过程，正如意大利著名思想家马基雅维利指出的那样，“世界上没有比推动组织变革更难的事情”<sup>②</sup>。学校组织变革需要校长的学识与智慧，需要理论指导。

本书力求从校长的视角来研究学校组织变革，围绕为什么要进行学校组织变革、学校组织变革的方向、变革内容、怎么变革四大问题，分九章展开研究。

《组织变革——学校应对挑战的积极选择》（作者：吕蕾）一章回答了学校组织变革的重要性问题。从信息化、国际化、专业化、民主化社会

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<sup>①</sup> 数据来源于“北京市高中发展热点问题调查研究”课题。“北京市高中发展热点问题调查研究”课题是北京市教委委托项目“祥云行动——北京高中校长办学特色实施项目”2012年项目的年度调研课题，负责人是北京教育学院校长研修学院院长陈丽教授，参与者有校长研修学院吕蕾、胡荣堃、王晓玲三位博士，指导专家有北京市教委副主任罗洁、北京市教委委员李奕、北京教育学院党委书记马宪平、北京教育学院副院长杨志成。详见本书附件。

<sup>②</sup> 马基雅维利：《君主论》[M/OL]，北京：商务印书馆，2009。[2013-04-12]，<http://www.doc88.com/P-313747876071.html>。

变革背景对学校提出组织变革要求、各国中小学校积极应对的案例分析、学者们对学校组织变革的研究三个角度分析学校组织变革的重要性。

《回归教育本质——学校组织变革的价值取向》（作者：胡荣堃）一章在揭示学校组织具有伦理性、双重性、开放性的特性上，分析了现代学校具有育人的基本功能以及研发、试验、社区服务的衍生功能，重点分析了当代学校组织变革的四大价值取向，即回归教育的本质追求、重塑系统的民主开放、实现组织的高效运行、实现学校的可持续发展。

《结构决定功能——学校组织结构变革》（作者：吕蕾）一章在分析我国中小学“三处一室”组织结构优缺点的基础上，主张建立扁平化组织结构，推行分权领导，实施项目管理，加强横向沟通的学习共同体建设。

《人才制胜——学校组织人力资源变革》（作者：王淑娟）一章指出，组织变革背景下，学校功能的完善和扩展要求学校调整和优化岗位，提升学校员工的素养和能力，这就需要学校对岗位履职能力进行重新定位，采取各种激励措施激发教师的积极性，提高教师的专业水平。

《刚柔并济——学校组织制度与文化变革》（作者：胡荣堃）一章主要研究与学校组织价值取向相呼应的组织制度和组织文化变革的设计和实施。

《技术改变学校——信息技术变革视角》（作者：石英德）一章分析信息技术改变学校内部组织结构，如教育教学管理技术改变了学校组织形态，出现虚拟学校等，同时这对校长也提出更高的信息素养要求。

学校课程开发及其实施技术直接影响学校课程这种核心产品，《课程建设——学校组织技术变革视角》（作者：王晓玲）一章分析了学校如何将国家课程进行校本化改造，并给出实施技术，如校本课程体系化建设技术以及学校课程整体构建技术。

学校组织变革是一个系统改进和渐进发展的过程，《系统与渐进——学校组织变革的智慧实施》（作者：陈丽）一章分析了校长智慧地实施与推进学校组织变革的五大方面问题，即：科学规划学校组织变革的过程，采取有效工作策略推进变革；了解教职员工组织变革发展水平，提供有针

对性的变革指导；激发组织变革的内部支持因素，开发利用组织变革的外部资源；理性分析学校组织变革阻力，系统化解阻力；慎重分析学校组织变革风险，进行有效的风险管理。

学校组织变革有策略可循，《变革之道——学校组织变革的策略选择》（作者：李希贵）一章分析学校组织变革常用的策略：调整结构是组织变革的有效杠杆；鼓励先进，允许落后；校长要走在改革队伍的中间；让变革最大程度发生在“民间”；不破不立与先立后破；有了感情再变革；在变革中发现可分配的利益；先开枪，再瞄准。

本书是第二期北京市中小学名校长工作室第二工作室的研究成果之一。第二期北京市中小学名校长工作室第二工作室的主题是“学校组织变革”。在北师大教育学部党委书记褚宏启教授、北京十一学校李希贵校长两位特聘导师的精心指导下，在北大附中王铮校长、北京理工大学附中陆云泉校长、北京一七一中学陈爱玉校长、北京一五六中学吴伟东校长、北京丰台二中王志江校长、北京小学李明新校长、北京延庆二小刘明军校长的变革实践基础上，课题组对学校组织变革进行基于实践的理论研究。本书大量引用了第二期北京市中小学名校长工作室第二工作室校长们组织变革的案例，充分借鉴了他们的智慧。可以说，是校长们的实践探索催生了本书的理论构建。在此，向名校长第二工作室的特聘导师与校长们致敬！导师褚宏启教授，集渊博学识、精辟见解与儒雅气质于一身，轻言慢语中尽展大家风范与远见卓识；导师李希贵校长，汇博学多才、文采飞扬与幽默诙谐于一体，谈笑风生里尽显教育智慧与高瞻远瞩。两位特聘导师交相辉映，使得第二工作室的研究成果精彩纷呈！感谢第二工作室七位可爱可敬的校长的智慧探索，不仅为中国学校组织变革提供精彩范例，也为学术研究提供了丰富的营养！虽然理论来源于实践，但也可能抽象了实践，抹去实践鲜活的个性、灵动的智慧，有幸的是，我们还同时出版《学校组织变革实践：校长的探索》一书，学者们、校长们可以欣赏到第二期北京市中小学名校长工作室第二工作室七位校长精彩的组织变革过程与智慧！

本书也是北京教育学院重点学科“学校管理学”阶段性研究成果之

一。学校管理学是北京教育学院目前已经批准的17个重点学科之一，在“白+黑”、“五+二”的繁忙工作状态下，如何保证研究的质量就成为学科带头人要解决的一个重要问题。本人利用既是学校管理学重点学科带头人又是第二期北京市中小学名校长工作室第二工作室学院导师的便利条件，采取整合策略，把学校组织变革确定为学校管理学重点研究方向之一，得到学院领导与专家的高度认可与大力支持。同时，本人还运用成事成人策略，一方面带领这批年轻的硕士、博士开展研究，一步步完成研究任务；另一方面，把研究过程变成学科团队共同成长的过程，从文献研究、实践研究到理论研究，从研究框架、研究提纲、研究观点到最后成稿，学科带头人带领团队举行了二十余次的研讨交流会，在研讨交流中，在碰撞交锋中，发现自己不足，学习他人优长，共享了智慧，共促了成长！在此，也感谢成长路上有彼此的携手共心，如此生命旅途才会风光旖旎！

本书力图从校长视角研究学校组织变革，研究的是中小学面临的组织变革中的问题，也力图从学校组织变革实践中提炼出组织变革的理论，希望能够揭示学校组织变革规律，为校长智慧推进组织变革提供理论支撑，但由于水平有限，尚存在理论研究不够深入，实践分析不够透彻，语言表达不够生动活泼等问题，还请各位前辈与同行多多斧正！

本书的出版得到北京市教委叶茂林委员，北京师范大学高鸿源教授，首都师范大学副校长孟繁华教授，北京教育学院马宪平书记、李方院长、杨志成副院长、钟祖荣副院长，北京市教委人事处吴武处长，第二期北京市名校长工作室项目负责人季苹教授，北京市普职成教干部培训中心办公室胡淑云主任，北京教育学院教务处余新处长等的关心指导，得到科学出版社刘灿主任和闫景女士的大力支持，对于参与本书研究、指导、出版的所有领导与朋友致以真诚的谢意！感谢北京教育学院外语系主任李宝荣副教授对本书前言与目录的英文翻译！

陈 丽

北京教育学院

2013年6月

## Foreword

Currently, basic education in China is faced with the challenge of informatization, internationalization, professionalization and democratization, so organizational change in schools has become an inevitable trend. There is a famous saying in *The Book of Change* that any circumstance hitting a limit will begin to change and change will in turn lead to an unimpeded state, and then lead to continuity. Our research Surveyed Beijing high school principals and revealed that 88.7% of them think school organizational change is very important, 47.5% of them said that their schools “are going through organizational change” and 37.1% of them think their schools “are going to start change”. However, organizational change is a complex and difficult process. Just as the famous Italian thinker Machiavelli pointed out that “in this world nothing is more difficult than promoting organizational change.” What organizational change in schools requires is principal’s knowledge, wisdom and theoretical guidance.

This book intends to study organizational change in schools from principal’s perspective. It is composed of nine chapters around four themes, that is, why schools make organizational change, directions of organizational change in schools, contents of change and how to change.

Chapter One: *Organizational Change: Schools’ Proactive Choice to Cope with Challenges* is written by Lv Lei. This chapter deals with the significance of school organizational change. It analyzes the significance of school organizational

change from three aspects, namely, the social contextual demand for change posed by informatization, internationalization, professionalization and democratization, case study of how elementary and secondary schools in other countries actively respond to the context and scholars' study of organizational change in schools.

Chapter Two: *Return to the Nature of Education: Value Orientations of Organizational Change in Schools* is written by Hu Rongkun. This chapter elaborates on school's characteristics of ethicality, duality and openness as an organization and analyses the modern school's basic function of educating people and its derivative functions of research and development, trial and community service. This chapter puts a special focus on analyzing the four value orientations of contemporary school organizational change, that is, returning to the nature of education, remodeling systematic democracy and openness, realizing efficient operation of the organization, and promoting school's sustainable development.

Chapter Three: *Structure Determines Functions: Change of Organizational Structure in Schools* is written by Lv Lei. While analyzing the advantages and disadvantages of organizational structure of four divisions in Chinese schools, namely, Civics Education Department, Teaching Affairs Office, Logistics Office and School Office, the author advocates establishing horizontal organizational structure, implementing distributed leadership, starting program – based management and promoting the learning community featured by communication and collaboration.

Chapter Four: *Talents Drive Success: Change of Human Resources in Schools* is written by Wang Shujuan. This chapter focuses on the demand for schools to adjust and optimize jobs and the demand for staff to improve their abilities and qualities with the improvement and expansion of the school functions. This requires schools to redefine work-performance criteria and use various incentives to give full display to teachers' initiatives, thus improving their professional levels.

Chapter Five: *Combining Firmness with Flexibility: Organizational System and Culture Change in Schools* is written by Hu Rongkun. This chapter discusses the design and implementation of organizational system and culture change in alignment with the school organization value orientations.

Chapter Six: *Technology Changes Schools: from the Perspective of School Information Technology Change* is written by Shi Yingde. This chapter analyzes how information technology changes school organizational techniques. For example, the education and teaching management technology changes the organizational form in schools and leads to the emergence of virtual schools. This situation also poses higher requirements for principal's information literacy and proficiency.

Curriculum development and implementation techniques directly affect a school's core products—the school curriculum. Chapter Seven: *Curriculum Development: from the Perspective of Organizational Technique Change* is written by Wang Xiaoling. This chapter analyzes the methods and strategies to localize national curriculum, to systematically develop school – based curriculum and to promote the overall development of school curriculum.

Organizational change in schools involves system improvement and is a gradual process. Chapter Eight: *System and Gradual Improvement: Wisdom for Implementing School Organizational Change* is written by Chen Li. This chapter analyzes how principals wisely implement and promote the five aspects of school organizational change. The first aspect is scientific process planning for organizational change in schools with effective change management strategies. The second aspect is watching school staff's level of implementing change and providing differentiated guidance. The third aspect is stimulating internal support for organizational change, developing and utilizing the external resources for organizational change. The fourth aspect is rationally analyzing resistance to school organizational change and dissolving resistance in a systematic way. The last aspect

is carefully analyzing school organizational change risks and taking effective risk management measures.

Organizational change in schools can follow certain strategies. Chapter Nine: *The Pathway of Change: Choices of Strategies for School Organizational Change* is written by Li Xigui. This chapter analyzes the commonly-adopted school organizational change strategies, which mainly include the following: structural adjustment is an effective lever for organizational change; encouraging excellence and allowing space for falling behind; school principals should be part of the reform action team; expanding the scope of change at the “grassroots” level; establishing the new before the old is overturned; building rapport before starting change; finding shared benefits in change; shooting first and then aiming at the target.

This book is the research results of the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals, whose research theme is “organizational change in schools”. Under the meticulous guidance of two tutors, professor Chu Hongqi, the Party Secretary of Faculty of Education, Beijing Normal University and Mr. Li Xigui, principal of Beijing October First Secondary School, the research project team has carried out theoretical research on school organizational change based on the change practices of seven principals, including Mr. Wang Zheng, principal of the Affiliated High School of Peking University, Mr. Lu Yunquan, principal of High School Affiliated To BIT, Ms. Chen Aiyu, principal of Beijing NO. 171 Middle School, Ms. Wu Weidong, principal of Beijing NO. 156 Middle School, Mr. Wang Zhijiang, principal of Beijing Fengtai No. 2 Middle School, Mr. Li Mingxin, principal of Beijing Primary School and Mr. Liu Mingjun, principal of Beijing Yanqing No. 2 Primary School.

This book refers to many cases of organizational change in schools whose principals are members of the second cohort of the Second Research for Learning

Team of Beijing Distinguished Principals and draws on their wisdom, which gives rise of the theoretical construction of the book. Therefore, I'd like to extend my hearty thanks and respect to the two distinguished tutors and member principals. Professor Chu Hongqi is a charismatic tutor with broad knowledge, insights and scholarly deep thinking. His thought-provoking words show his farsightedness and sagacity as a master. The other tutor, Mr. Li Xigui is a learned and capable man with great vision, resourcefulness and humor. His talk and smiles display his wisdom and depth as an educator. The two distinguished tutors have done a wonderful job in combining their strengths to lead the research process to be fruitful and rewarding. In addition, I'd like to express my thanks to the seven respectable principals for their wisdom in piloting organizational change in their schools, which not only provides good example for organizational change in Chinese schools, but also provides rich nutrition for academic research.

Although theory comes from practice, it can also abstract the practice and cover the lively individuality and the wisdom of practice. We are lucky that we'll publish another book *School Organizational Change Practices: the Principals' Trials*, which will illustrate the seven principals' wisdom in the process of their school organizational change.

This book is also part of the serial research results of Beijing Institute of Education's key discipline of "school administration". School management is one of the 17 key disciplines approved by Beijing Institute of Education. With a 24/7 busy work schedule, how to guarantee the research quality becomes an important problem for discipline leader to solve. As the discipline leader, I combine my roles as school management discipline leader with the tutor of the Second Research for Learning Team of Beijing Distinguished Principals. I set organizational change in schools as the key research direction for school development discipline. This combination has been well – recognized and supported by Beijing Institute of Education leaders and experts. Meanwhile, I use the strategy of promo-

ting staff development in doing research. On the one hand, I led the young staff who have doctor and master degrees to carry out and complete their research step by step. On the other hand, I turned the research process into a platform for school management discipline team to develop together. I have held over 20 discussions and seminars covering a wide range of themes, from literature review, case study to theoretical study, from the research framework, research outline, research findings to the final draft of the book.

In this process, the research team members have shared their wisdom in discussion and even in conflicting ideas, which help them realize their own weaknesses and draw on others' strengths, thus promoting their professional development. Here I'd like to extend thanks to the team members for their contribution and collaboration on this path to development. Their contribution and collaboration makes our life journey fascinating.

This book tries to research organizational change in schools from principal's perspectives and focus on problems that primary and secondary schools are faced with in organizational change. The books is also intended to abstract school organizational change theory from school organizational change practices and to reveal the law of school organizational change so as to provide theoretical support for principals to wisely promote organizational change. However, due to our limited abilities, the book may have some shortcomings. For example, the theoretical research is not satisfyingly insightful, analysis of school practice is not adequately penetrating, and the wording is not engaging. Therefore, we invite senior scholars, researchers and colleagues to share their feedback with us.

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