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北京教育学院重点学科学校管理学成果

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王铮 李明新 等 著 北京教育学院组织编写



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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，在学院导师的周到设计下，“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。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、北师大附中的褚宏启教授与北京十一学校的李希贵校长、北师大附中的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。第三，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。第四，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 '陈红' (Chen Hong).

2013年7月21日

## 探寻学校组织变革的真谛

关注中小学学校组织变革很久了。记得 2004 年北京广渠门中学打破教务处、教导处、后勤处结构，成立课程部、资源部、学生服务部时，我就小小地震撼了一把。而真正促使我们关注学校组织变革问题的是北京市高中新课程改革后一批学校的创新，如北京十一学校的学部制、北大附中的单元制、北京丰台二中的流程再造，等等，校长们组织变革的实践智慧大大激发了我们对学校组织变革研究的兴趣。于是，在第二期北京市名校长工作室启动时，经多方协商，领导认可，我们确立第二期北京市名校长工作室第二工作室的研究主题就是“学校组织变革”。该研究由北京教育学院校长研修学院承办，聘请在学校组织变革探索方面卓有成效的北京十一学校李希贵校长、北京师范大学教育学部书记褚宏启教授为工作室特聘导师。通过自主报名、区县教委推荐、专家面试等环节，选择了北大附中王铮校长、北理工附中陆云泉校长、北京一七一中学陈爱玉校长、北京一五六中学吴伟东校长（时任，2013 年 8 月起任北京一六一中学校长）、北京丰台二中王志江校长、北京小学李明新校长、北京延庆第二小学刘明军校长作为入室研究员，开始了为期两年的学校组织变革共同研究之旅。

有人说，你是谁不重要，重要的是你与谁在一起。两年来，第二期北京市名校长工作室第二工作室在褚宏启、李希贵两位特聘导师的引领下，在七位可爱、智慧的校长的共同努力下，在学院导师陈丽的具体设计下，

在项目秘书吕蕾博士的细致服务下，形成了开放大气、快乐分享、研究合作的文化氛围。难忘我们一起深入每所学校交流时的畅所欲言，难忘确定选题时各位的唇枪舌剑，难忘研究过程中的痛苦纠结。难忘在上海国际学校考察时的兴奋分享，难忘延庆冰灯之行的坦诚相见。难忘李希贵校长的智慧点拨，难忘褚宏启教授的高屋建瓴，与他们在一起，我们方才领略了什么叫教育家的风范！难忘王铮校长沉稳内敛中的变革魄力与深沉谋略，难忘陈爱玉校长婉约妩媚中的雷厉风行，难忘吴伟东校长温婉低调中的不凡卓见，难忘陆云泉校长才子风骨中的务本求实，难忘王志江校长诗性哲理中的教育坚守，难忘李明新校长激情飞扬中的远见卓识，难忘刘明军校长朴实外表下的诙谐聪慧，与他们在一起，才更深切地明白了什么叫名校长，什么叫静下心来办教育！两年来，我们“相约星期三”，共同走过点点滴滴，把第二期北京市名校长工作室第二工作室装饰得美轮美奂，这已成为我们人生之旅的幸福回忆，温馨着我们未来职业生命的前行之路！

两年来，第二期北京市名校长工作室第二工作室的校长们完成了选题、开题、研究实施、成果撰写的过程。校长们的研究是对学校组织变革的行动研究。在校长们行动研究过程中，一方面充分发挥工作室校长们的智慧，大家群策群力，智慧共享，先后举办了18次研讨交流会；另一方面导师们对每位校长进行多次个性化的单独指导，引领校长们的研究方向，解决研究思路、研究观点等问题。工作室学院导师陈丽教授对校长们的成果逐一修订，特聘导师褚宏启教授与李希贵校长最终定稿，并由秘书吕蕾博士进行最后的文字校对。

北大附中王铮校长的《学校多元自主发展体系的设计与实施》，在分析当前中学面临问题的基础上，探索与推进北大附中走多元自主发展之路的组织结构变革（建立五大部、七大单元、四大学院、五大中心）与组织制度变革（实行学分制与选课制的统一结合、走班制与小班教学、导师制），可以看出王铮校长在进行学校组织变革顶层设计的前瞻性以及整体推进的力度与睿智。

北理工附中陆云泉校长的《教学方式转变与学校组织变革研究》，提



出学校组织变革需要聚焦教学方式的变革，带动和推进学校组织结构和文化的变革，陆校长采取课题研究带动与行政推进有机结合、组织结构优化与组织职能完善有机结合、观念引领与机制保障有机结合、小步子渐进性推进五大策略进行变革，体现了陆云泉校长进行组织变革的谨慎与智慧。

北京延庆二小刘明军校长的《基于教学管理的学校组织变革实践研究》，围绕教学管理，按照“高站位决策，低重心运行”的管理策略，稳步进行管理关系的调整（以教导处为核心的学校组织结构改进）、行动导航（以实践为主导的干部培训和提升）、课程建设（构建“两院一组一团”校本课程格局）、技术服务（以科研为导向的技术变革）、文化与制度变革（以文化为统领的环境建设创新）的系统学校组织变革实践过程，反映出刘明军校长进行组织变革时的务实态度与系统思维。

北京一七一中学校长陈爱玉的《基于学习型教师团队建设的学校组织变革》，在分析科层制管理模式制约教师队伍发展的基础上，指出新课改提出组织变革专业化的取向，并在梳理学校“基于学习型教师团队建设的组织变革”举措基础上，提炼出学校组织变革的基本策略：构建价值体系，形成组织结构向心力；在强调专业化取向中引领教师自我发展规划；在基于实际问题的校本研修中丰富教师团队学习；在管理上从集中向赋权转变；在运作机制上从竞争到既合作又竞争演变；构建以专业绩效导向为特色的综合评价体系。陈爱玉校长的改革探索反映了陈爱玉校长战略思考与实践落地的完美结合。

北京一五六中学吴伟东校长的《以教科研促进教师专业发展的实践研究》，结合学校管理面临的新挑战，明确地提出教科研是促进教师专业发展的重要路径，清晰地分析了学校选择什么样的科研课题、组织层面如何推进教科研才能保障教科研作用发挥的问题，反映出吴伟东校长进行组织人员变革时的务实态度与智慧取舍。

北京小学李明新校长的《“四季课程”整体构建的实践探索》，以促进小学生生命成长质量为根本，以北京小学培养目标为核心，以北京鲜明的四季变化和社会现实作为新的课程资源，对学校课程进行整体性规划而

构建起学校课程体系，形成“2—1—2—1式”课程实施模式，以及由此而推进学术型组织的建立与机制的完善、扁平式管理方式下的班组建设、加强家长委员会作用及家长作用的发挥等组织变革的策略，促进了学校组织由行政型向学术型转型。李明新校长的探索，是我国基础教育学校课程的整体构建及由此带来的组织变革，富有极大的创新性、前瞻性，反映了李明新校长的远见卓识与责任担当。

北京丰台二中王志江校长的《关于学校文化建设的哲学思考》，在提出“教育学建立在哲学与心理学基础之上”的观点之后，进一步追问学校之本质，分析学校是由“常人—真人”构成的生生不息的存在之境域，然后对学校使命、价值观、愿景、战略、校歌、校徽、校旗等进行了系统设计，反映了王志江校长对学校的理想建构与诗意追求。

校长们的探索，以服务学生发展为出发点和最终旨归，涵盖学校组织价值与战略变革、结构变革与功能调整、制度变革与文化变革、人员变革与技术变革等方面，体现了学校组织变革育人为本、学术主导、聚焦学习的本质追求，反映出校长们重塑学校系统的民主开放、实现组织的高效运行与促进学校的可持续发展的价值追求。至于在变革过程中采取的策略与举措，更是反映出校长们把握学校内外部环境进行创造性变革的实践智慧！校长们改革探索的价值一方面表现为校长基于学校实践而提出的创造性的改革思路和改革举措，另一方面表现为他们源于对学校组织变革系统和深刻研究的改革自信。这些鲜活的变革实践，为北京市乃至全国的中小学组织变革提供了有益的借鉴，体现出这批名校长的责任担当、智慧魅力与教育情怀！

校长们的研究成果是阶段性成果，本书呈现的是两年来校长们进行组织变革的部分行动研究成果，有些已经成为中国基础教育改革最前瞻的实践探索，有些则尚显稚嫩，还需要进一步完善。第二期北京市名校长工作室有明确的结业时间，但是校长们的变革探索还在继续，也许再过几年会有更加成熟的组织变革经验呈现在人们面前，我们期待着！

第二期北京市名校长工作室第二工作室在研究过程中还得到北京市教

委叶茂林委员，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，北京教科院方中雄院长，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等的关心指导，得到教育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！感谢北京教育学院校长研修学院教师胡荣堃博士翻译本书的前言和目录。

陈 丽

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# Forword

## Exploring the Truth of School Organisational Change

I have been interested in school organizational change for a long time. In 2004, I was impressed by the change of Beijing Guangqumen Middle School. The school broke the original structure of Teaching Affairs Office, Academic Affairs Office and Logistics Office, and established Curriculum Division, Resources Division and Student Service Division. However, what actually drew our attention to school organizational change were the innovations of a batch of schools after the implementation of Beijing high school new curriculum reform, such as faculty system of Beijing National Day School, unit system of the Affiliated High School of Peking University, process reengineering of Beijing Fengtai No. 2 Middle School, etc. The practical wisdom of the principals in organizational change greatly promoted our interest in research on the topic. Therefore, after many sided consultations and with superiors' approval, "school organizational change" became the research topic of the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals. The program was held by Beijing Institute of Education and two distinguished tutors were invited to guide the cohort. One was Mr. Li Xigui, principal of Beijing National Day School, who has rich successful experience in the exploration of school organizational change. The other one was professor Chu Hongqi, the Party Secretary of Faculty of Education, Beijing Normal University. Recommended by district education committee through applying and interview, seven principals were selected as research mem-

bers and started their two-year collaborative research on the topic. They are Mr. Wang Zheng, principal of the Affiliated High School of Peking University, Mr. Lu Yunquan, principal of High School Affiliated to Beijing Institute of Technology, 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.

It's commonly believed that what matters is not who you are but whom you are with. During the two years, the second cohort of the Second Research for Learning Team of Beijing Distinguished Principals has formed a team culture featured by openness, confidence, happiness, sharing, research and collaboration, under the guidance of the two distinguished tutors, with the efforts of the seven adorable and wise principals, the design of the institute tutor, professor Chen Li, and the considerate service of the project secretary, Dr. Lv Lei. We will never forget the frank communication embracing us when we visited each school, the heated debate when we discussed individual research topics for each principal, the frustration we experienced in the research process; we will never forget the embracing us when we visited international schools in Shanghai and the "frankness" we exhibited in the trip to Yanjing district; we will never forget the wise advice of Mr. Li Xigui and the holistic view of Professor Chu Hongqi, both of whom showed us what a educationalist is. We will never forget Mr. Wang Zheng's courage and strategies for change, Ms. Chen Aiyu's gracefulness and decisiveness, Ms. Wu Weidong's excellence and low key gracefulness, Mr. Lu Yunquan's talents and practical-mindedness, Mr. Wang Zhijiang's educational ideal embedded in his poetic philosophy, Mr. Li Mingxin's passion and foresight, Mr. Liu Mingjun's humor with an unadorned appearance. With such a group of principals, we understand what the distinguished principal should be and the meaning of concentrating on education without distractions. Over the

past two years, we have kept “Meeting on Wednesday” and experienced the whole process together. The second cohort of the Second Research for Learning Team of Beijing Distinguished Principals has become a beautiful home leaving us the happiest memory in our life that will warm our way to the future.

Over the past two years, all the principals of our cohort have completed a process of selecting topics, proposal, conducting research, and writing reports. Their studies are all action research on school organizational change. During the research process, the principals collaborated with each other and held 18 seminars to discuss the research and share insights. At the same time, the two distinguished tutors provided personalized guidance for each principal and helped them to anchor their research directions, form their research designs, and confirm their ideas. Then, the institute tutor, professor Chen Li reviewed and revised all their research reports and the other two tutors, professor Chu Hongqi and Mr. Li Xigui finalized the reports. Finally, the project secretary, Dr. Lv Lei finished the proofreading work.

The principal of the Affiliated High School of Peking University, Mr. Wang Zheng’s study is *The design and implementation of school pluralistic independent development system*. Based on an analysis on the problems of secondary schools, he presents his exploration into promoting the school’s organizational structure change (establishing five department, seven units, four colleges, and five centers) and organizational system change (combining credit system with elective system, free class-selection system with small-class teaching, tutorial system), aiming for the pluralistic independent development of students. The work displays the prospect of the top design as well as the strength and wisdom of the implementation process when a mature distinguished principal promotes school organizational change at a prestigious school.

The principal of High School Affiliated to Beijing Institute of Technology, Mr. Lu Yunquan’s study, *Research on the transformation of teaching approach and school organizational change*, points out that school organizational change

should focus on the change of teaching approach which will drive and promote the change of school organizational structure and culture. Mr. Lu uses five strategies to realize the change. They are combining research drive with administrative promotion, combining organizational structure optimization with organizational function improvement, combining leading conceptions with guarantee mechanisms, and advancing gradually by small steps. These strategies exhibit the prudence and excellence of a beginning distinguished principal in the process of carrying out organizational change.

The principal of Beijing Yanqing No. 2 Primary School, Mr. Liu Mingjun reports his study of *School organizational change based on teaching management*. Centering on teaching management, he adopts a management strategy of “decision from a high plane, operation at a low level” and steadily carries out a systematic school organizational change, involving adjustment of management relationship (school organizational structure improvement around the academic affairs office), action orientation (practice-oriented management training and promotion), curriculum construction (constructing a school-based curriculum structure of “two colleges, one team, and one group”), technology service (research-oriented technology change), culture and system change (culture-led innovations of environment construction). This reflects the pragmatic attitude and systematic thinking of a distinguished principal of a suburban school in terms of implementing organizational change.

The principal of Beijing No. 171 Middle School, Ms. Chen Aiyu shares her insights in the paper *An organizational change based on building a leaning team of teachers*. On the basis of analyzing the constraint of hierarchical management on the development of teaching staff, she proposes a professionalization orientation of the new curriculum reform and summarizes specific measures her school has taken to actualize the organizational change based on building a leaning team of teachers, which leads to five basic strategies of school organizational change. The strategies are constructing values system to form a centripetal force within the

organizational structure, guiding teachers to make self-development plans with an emphasis on professionalization orientation, enriching teachers' group learning in school-based research which is based on practical problems, changing from centralization to empowerment in school management, changing from competition to combining cooperation with competition in operational mechanism, establishing an integrated assessment system orientated by professional performance. Her exploration displays a perfect integration between strategic thinking and practical implementation of a distinguished principal of a prominent school.

The principal of Beijing No. 156 Middle School, Ms. Wu Weidong's report is *Promoting teachers' professional development through research*. Considering new challenges involved in school management, she argues that research is an important approach to teacher professional development and clearly explains what research topics a school should choose and how a school promotes research at the organizational level in order to ensure the outcomes of research. This indicates the practical attitude and wisdom of a distinguished principal who carries out a personnel change in an ordinary secondary school.

The principal of Beijing Primary School, Mr. Li Mingxin's work, *An exploration of the construction of "Four-season Curriculum"*, introduces the newly-established school curriculum system *via* a holistic plan and the "2 - 1 - 2 - 1" pattern of curriculum implementation, which centers on the cultivation objectives of Beijing Primary School, aims to promote the quality of pupils' life growth, and uses the obvious change of four seasons and social reality in Beijing as a new curriculum resource. The reform involves several strategies promoting the school to change from an administrative organization to an academic organization, that is, establishing academic organizations and improving relevant mechanisms, class and team building under flat management, and enhancing the parent committee and the importance of parents. The exploration is an entire construction of our national basic education curriculum leading to an organizational change, which is highly innovative and prospective and reflects the farsightedness and re-



sponsibility of a distinguished principal.

The principal of Beijing Fengtai No. 2 Middle School, Mr. Wang Zhijiang shares his insights in his paper, *A philosophical reflection on school culture construction*. After pointing out that “education is based on philosophy and psychology”, he further questions the nature of school and indicates that school is an endless existing context consisting of “common human-true human”, and then provides a systematic design of school mission, values, vision, strategies, anthem, school badge, and school flag. These exhibit an ideal construction of school and a poetic pursuit of a young distinguished principal.

All the principals' explorations, whose starting point and final aim are both to facilitate student development, contain different aspects of school organizational change: values and strategic change, structure and function adjustment, system change and culture change, and personnel change and technology change. All of them show the natural pursuit of school organizational change, i. e. , people-oriented, academics-dominant, and focusing on learning, and reflect the principals' value pursuit of reshaping school as a democratic and open system, realizing the efficient operation of school, and promoting its sustainable development. Furthermore, the strategies and measures adopted in the change process embody the principals' practical wisdom in terms of controlling schools' internal and external environments to carry out creative changes. The principals' reform explorations exhibit two aspects of value. For one thing, a set of creative reform thoughts and measures are proposed by the principals on the basis of their school practices. Besides, their confidence in the reform emerges from their systematic and deep research on school organizational change. These fresh change practices provide a beneficial reference for school organizational change in Beijing or even nationwide and reflect the responsibility and commitment, wisdom and charm, and education ideals and pursuits of the batch of distinguished principals.

The principals' research findings are outcomes of their studies at this stage. All the work included in this book is a part of the findings of the principals' ac-