

THE POWER OF

— Practice and Exploration of the “Prominent Teacher and Prominent Principals Training Program” in Yanqing District, Beijing

教育变革的力量

——北京市延庆区“双名工程”实践探索

EDUCATIONAL

REFORM

主 编 陈 丽

副主编 王秦生 高鹏玉

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序一

市区携手，共助名校长名师群体成长

北京教育学院 何劲松

在国家科教兴国与人才强国发展战略指引下，在首都教育优质均衡发展中，北京市各区乘势而上，积极谋划与努力推进本区教育现代化，把队伍建设尤其是区域领军人才的培养放在重要位置。

“明者因时而变，知者随事而制”（《盐铁论》）。延庆区正面临从北京市后花园迈向国际一流生态文明示范区的重大历史发展机遇期，延庆教育也处于实施“十三五”规划大发展的关键时期。中共延庆区委教育工委、延庆区教委高瞻远瞩，设计了延庆区“双名工程”，委托北京教育学院承办。希望通过“双名工程”这个支点，培养一批在延庆区乃至北京市基础教育界有影响力的领军人才，撬动区域教育走向现代化、国际化、优质化，办人民满意的教育。

“君子藏器于身，待时而动。”（《周易》）北京教育学院作为全国有影响力的校长教师继续教育专业院校，非常注重名校长名师的培养，先后实施了北京市名校长工作室、北京市名校长发展工程、北京市优秀班主任工作室、教育部中小学校长“领航计划”、北京市名师工作室、北京市中小学教师“卓越计划”等培训项目，积累了丰富的名校长名师培养经验，探索了名校长名师培养规律，形成了名校长名师培养模

式，出版了一批名校长名师研究成果。

服务市区，成就彼此。服务市区教育发展是北京教育学院的使命担当。北京教育学院积累了与区县合作的丰富经验，如曾经与西城区合作举办西城中小学校长“课程建设”专题研修班；与石景山区合作举办石景山中小学校长培训班、石景山区青年硕士培训班；与原宣武区合作举办宣武区中小学后备校长班、宣武区中小学新锐校长班；与顺义区合作举办顺义区小学校长“实学实用校长专业标准”研修班等。在常年与区县合作的过程中，推动了区县培训专业化与教育发展，得到了各区的认可与追随。

创新探索，引领前瞻。延庆区“双名工程”（2016年开始洽谈与筹备，2017年1月11日正式启动）是北京教育学院首次探索与区域联合培养名校长名师的项目，得到了北京教育学院高度重视，由交流培训中心主任陈丽教授为项目负责人。陈丽教授有着丰富的校长培训经验，在培训专业化、学校管理研究等方面具有较高的造诣与影响力。她整合北京教育学院与北京市优质教育资源，探索市区合作培养名校长名师模式，使延庆区“双名工程”富有成效，得到多方好评。

延庆“双名工程”有以下几个方面的特点：

一是实行“双导师制”。导师的价值不仅在于指导，还在于榜样示范与平台搭建。项目组精选了22名在北京市乃至在全国有影响力的专家、校长、特级教师作为市级导师团队，为每位学员配备一名理论导师与一名实践导师；理论导师与实践导师各有所长，指导各有侧重，旨在提升学员的理论水平与办学（教学）实践能力。22位导师中，有7位是北京教育学院的专家，这种立足学院、超越学院的导师配备方式既体现了北京教育学院的开放格局与胸怀，也体现了北京教育学院对委托方的责任，体现了对学员成长的期盼，体现了培训的专业化追求。22位导师不负众望，以自身为榜样，指导学员学习与研究，为学员发展搭建平台，发挥引领作用，促进学员成长。

二是共性管理与个性研修相结合。延庆“双名工程”人数虽不多，但对象多样化（10名校长中，小学校长6名，中学校长3名，体校校长1名；9名教师中，小学语文教师2人，小学数学教师2名，小学思品教师1名，小学体育教师1名，小学美术教师1人，幼儿园教师2名）、研修时间长（为期两年，300课时）、研修要求高（在两年研修中有突破性成长，期待成为北京市名校长、名师，成为首都基础教育领军人

物，学校管理或教学有较大发展与提升)。对这样一个复杂的高端研修项目，项目组采取了共性管理与个性研修相结合的原则，很好地应对了这种复杂挑战。共性管理是项目组“统”的地方，如果“统”得过多、过细，就会压制了导师的积极性，忽视了学员的差异性，遮蔽了研修的精准性，不仅研修的针对性与实效性要大打折扣，而且可能导致学员与导师的不满。但是如果只重视个性研修，忽视共性管理，虽然可以关照到每个学员与导师的需求与积极性，但是可能会因无统一标准，造成差异性过大，研修效果参差不齐的情况。因此，需要把共性管理与个性研修有机结合起来。项目组设计整体研修方案，进行集中培训、节点管理、标准管理与成果管理，学员在整体方案框架下，在导师的指导下，研制个性化研修方案与行动改进课题研究方案，进行个性化研修。这样就较好地解决了研修共性与个性、统一要求与个性化差异的关系。

三是形成“三线交织”的研修模式。项目组设计了三条研修线，即学习线（包括理论专题学习、跟岗学习、考察观摩学习、自学读书等方式）、研究线（各位校长、教师聚焦学校或教学变革的核心问题，确定行动研究课题，设计行动研究实施方案，推进行动研究过程，进行研究成果总结与提炼）、展示交流线（在市区进行展示，发挥示范引领作用）。三条线相互交织，以行动研究为主线，在两年四个学期研修过程中各有侧重。“三线交织”研修模式体现了“研修，让改变看得见”的理念，体现了立足实践场域、着力提升“实战”能力的研修价值追求。

四是市区互信，分工合作，彼此成就。合作的前提是互信，合作的基础是分工，合作的高境界是彼此成就。北京教育学院在与延庆区教委的合作中，无论是领导层面的共识达成、信任配合，还是交流培训中心与北京市延庆区教育科学研究中心项目组成员之间的分工合作、相互补台；无论是市级导师们与延庆区教委、学员之间，还是与北京教育学院之间，都建立起密切的互信、合作关系。这既得益于项目有关参与人员的情怀格局、大气担当，也得益于常年合作建立起的互信，还得益于项目设立之初对延庆区教委、北京教育学院、延庆区教研中心、导师、项目负责人、班主任、学员等职责所进行的细致分工。各方各展所长，各负其责，密切配合，彼此成就，共同推动延庆区“双名工程”卓有成效地开展研修活动，“为延庆校长和教师的发展、提高、成才创设条件，提供机会，搭建平台，滋养了他们的成长，推动了延庆教育的

整体发展”^①。

春华秋实，芳华绽放。本书收录的成果，是延庆区“双名工程”学员们课题研究阶段性成果。这些成果中，有些研究成为中国基础教育改革最前瞻的实践探索，有些则是农村学校面临的共性问题的体系化校本经验，对校长办学、对教师教学、对研究者研究学校变革都很有启发价值与借鉴意义。虽然有的成果或在理论高度上，或在逻辑严谨性上，或在思考深度上，或在思想先进性上，或在举措创新性上可能存在这样那样的不足，但这些成果是他们两年来鲜活的变革实践的理性思考，反映了他们直面问题、推动变革、引领发展的使命担当、智慧魅力与追梦情怀！

何劲松

2019.3

^① 北京市延庆区教委原主任魏旭斌在延庆区“双名工程”成果展示会上的讲话。

PREFACE I 

Municipality–District Collaboration for the Growth of Prominent Principals and Teachers

He Jinsong, Beijing Institute of Education

Under the national strategy of revitalizing through science and education and invigorating the nation through talented persons, all districts in Beijing take the opportunity in the quality and balanced educational development in the capital city, and have been actively making plans to promote the modernization of education within their districts. Therefore, all districts in Beijing have prioritized team building, especially the training of leading talents.

“Sensible people adapt themselves from time to time, and wise people adjust their approaches towards different things.” (*Discourses on Salt and Iron*) Yanqing District is now facing a historical period with major development opportunities during its transformation from Beijing’s backyard to a world–class demonstration area of ecological civilization. Meanwhile, the education in Yanqing District is in a crucial time period for the implementation of the 13th Five–Year Plan. The visionary cadres of the Education Working Committee of the CPC Yanqing District Committee and the Education Commission of Yanqing District have planned out the “Prominent Teachers and Prominent Principals Training Program (Dual Prominence Program)” in Yanqing District, which is co–organized by Beijing Education Institute, with the objectives of cultivating key influences in the field of basic education for Yanqing District or even Beijing, giving impetus to the modernization and internationalization of the education in this district, ensuring higher quality education, and enabling the education better serve the people.

“Hide your talent until the right time comes.” (*The Book of Changes*) Beijing Institute of Education, as an influential continuing education institute for principals and teachers in China, pays special attention to the cultivation of prominent principals and teachers. It has organized or is currently organizing Beijing Prominent Principals Workshop, Beijing Prominent Principals Development Program, Beijing Excellent Headteachers’ Workshop, Ministry of Education’s “Pioneer Plan” for Primary and Middle School Principals, Beijing Prominent Teachers Workshop and Beijing Excellent Primary and Secondary School Teachers Plan, through which, it has gained rich experience, explored the patterns and developed models for the cultivation of prominent principals and teachers, and published a large number of research findings.

We have achieved mutual accomplishment through serving the city and districts. Working for the educational development of Beijing is the mission of Beijing Institute of Education, which has gained rich experience in collaborating with districts and counties. For instance, the workshop on “Curriculum Construction” for primary and secondary school principals organized in collaboration with Xicheng District; the training workshop for primary and secondary school principals and the training workshop for young Master’s Degree holders organized in collaboration with Shijingshan District; the training workshop for reserve principals and the training workshop for new prominent principals organized in collaboration with former Xuanwu District; as well as the training workshop on “practical professional standards” for primary and secondary school principals organized in collaboration with Shunyi District. Through years of collaboration with districts and counties, BJIE has helped promoting the specialization of trainings and the development of education in those districts and counties, winning their acknowledgement and endorsement.

We have taken the lead by innovative explorations. The “Dual Prominence Program” in Yanqing District (Relevant negotiations and planning started in 2016 and the program was officially launched in 11 January 2017) is the first time for Beijing Institute of Education to work in collaboration with a district to conduct a training program for prominent principals and prominent teachers. The Institute has paid great attention to the program and appointed

Professor Chen Li, Director of the Communication and Training Center, as the leader of the program. Professor Chen Li is very experienced in the training of principals and has expertise and influence in areas such as specialized trainings and researches on school management. Having integrated quality educational resources of Beijing Institute of Education and other institutes in Beijing and explored the collaborative training model for prominent principals and prominent teachers, she has made the “Dual Prominence Program” in Yanqing District fruitful and well commended.

The features of the “Dual Prominence Program” in Yanqing District are as follows:

First, the “Dual Tutors System” is applied. Tutors are not only there to give instructions, but can also set examples and establish platforms. The program team selected twenty-two influencers from Beijing and even from all over China, including experts, principals, and top-class teachers, to form a tutor team for the trainees, each of whom is assigned a theory tutor and a practice tutor with different specialization and focuses on helping to enhance his/her theoretical and practical teaching capabilities. Among the twenty-two tutors, seven are from Beijing Institute of Education. The composition of tutors’ team from and outside the Institute demonstrates the Institute’s open-mindedness, responsibility for the partners, expectation for the trainees, and pursuit for the professionalization of training. The twenty-two tutors live up to the expectations by setting examples for the trainees, instructing their study and research, establishing platforms for their development, and leading and promoting the development of the trainees.

Second, the unified management and personalized training are combined. Despite its limited number, the participants of the “Dual Prominence Program” in Yanqing District constitute a complex and diverse group. Among the ten participating principals, there are six elementary school principals, three high school principals and one sport school principal. Among the nine participating teachers, there are two Chinese teachers, two math teachers, one teacher of philosophy and morals, one PE teacher, one art teacher and two kindergarten teachers. The training also has a long duration (two years and 300 class hours) and strict requirements (The participants are expected to make groundbreaking improvement after two

years' training and become prominent principals or excellent teachers of Beijing, taking lead in basic education in the capital city as well as promoting the further development of their units). For this complicated high-level training program, the program team adopts a principle of combining unified management with personalized training and deals with this challenge in a strategic way. Unified management refers to the general part of the program team's approach. If the training has too many generalized and detailed elements, that would stifle the tutors' enthusiasm while overlooking the trainees' individual differences and affecting the precision of the training, not only damaging the specificity and effectiveness of the training but also resulting in dissatisfaction of the trainees and the tutors. However, if the personalized study is given too much importance while unified management is neglected, that could result in great discrepancy and uneven training results due to the lack of a unified standard even though the needs and motivation of each student and tutor could be taken care of. Therefore, it is necessary to combine unified management with personalized training. The program team developed the overall training framework, carried out centralized training, and conducted regular management, standard management and result management. Under the overall framework and the instruction of the tutors, the trainees developed their personalized study plan, improved the proposal of their action research, and carried out personalized study. This approach ensures a balanced relationship between commonality and individuality as well as between standardized requirements and individual differences.

Third, the “triple-track” training model is formed. The program team developed three tracks for the training, i.e., the study track, including theoretical study, follow-up study, study tour and self-study; the research track, where the participating principals and teachers focus on the core issues either at school or in the process of education reform, decide on the topic of their action research, develop their action research plan, carry out their action research, and summarize/refine their results; and the presentation and communication track, where the trainees present their research within the district, and set examples for others. The three tracks are intertwined with action research serving as the main track, and are given different emphasis during the two years' training. The three-track training model embodies the idea of making

changes visible through training, and demonstrates the pursuit of a training value to enhance practical capacity based on practical experiences.

Fourth, the win-win situation is achieved through mutual trust, division of tasks and cooperation. For cooperation, the prerequisite is mutual trust, the basis is division of tasks, and the highest achievement is a win-win situation. This is reflected in the collaboration between Beijing Institute of Education, the Education Commission of Yanqing District and, as shown in the agreement made between cadres at the decision-making level, the cooperation within the program team which is composed of members from both the Exchange and Training Center of BJIE and the Educational and Scientific Research Center of Yanqing District, the mutual trust and cooperation established between the city-level tutors and the Education Commission of Yanqing District, the trainees and Beijing Institute of Education. This is due to not only the ambition and foresight of the program team members, but also the mutual trust established through years of cooperation and the detailed division of tasks among the Education Commission of Yanqing District, Beijing Institute of Education, the Education Research Center of Yanqing District, the tutors, the responsible persons of the program, the head teachers and the trainees, at the beginning of the program. The various parties showcase their strength, take their responsibility, work closely, and make their achievement to support the “Dual Prominence Program” for fruitful results, thus “contributing to the self-improvement of principals and teachers in Yanqing District by providing favorable conditions, opportunities and platforms, and promoting the overall development of education in Yanqing District.”^①

Glorious flowers bloom in spring and solid fruits are harvested in autumn. This book includes the periodical research achievements of the trainees in the “Dual Prominence Program” of Yanqing District. Among the results are the most forward-looking practical exploration of China’s basic education reform, and systematic school-based experience of shared problems in schools in the rural areas. They are of instructive and inspiring values

^① Speech at the Achievement Showcase of the “Dual Prominence Program” of Yanqing District, by former Director of the Education Commission of Yanqing District.

regarding school management for principals, teaching methods for teachers, and studies on school reforms for researchers. Although some of the researches might still have weaknesses in terms of theoretical foundation, logics, depth of thinking, progressiveness of thoughts and innovation, they result from the trainees' rational thinking of transformative practices in the past two years, and reflect their commitment, wisdom and dreams in their efforts to face the problems, make the changes and lead the development!

He Jinsong

March 2019

序二

“双名工程”芳华绽放

魏旭斌^①

《教育变革的力量——北京市延庆区“双名工程”实践探索》正式出版，是值得祝贺的事，这不仅是延庆区“双名工程”学员两年来学习研修的成果展示，更是中共延庆区委教育工委、延庆区教委与北京教育学院合作培养区域领军人才的实践成果展示。

习近平总书记说，教育是国之大计、党之大计。而教师是教育之魂、教育之关键。“十三五”以来，延庆进入发展的快车道，2019年世园会召开在即，2022年冬奥会备战正酣，这两件绿色大事给延庆发展带来了重大机遇，对延庆教育事业提出了新的更高要求。要实现延庆教育“优质、均衡、开放、特色”的发展目标，迫切需要一大批优秀的学校教育教学工作的引领者，需要一大批优秀的专家型教师和专家型校长。“双名工程”正是我区立足当前，着眼长远，努力提升干部教师队伍素养而做出的一项重要举措。

为解决困扰延庆教育发展的最关键问题——人才问题，延庆区教育两委在全国最有影响力的校长教师继续教育专业院校之一的北京教育学院的帮助下，依托北京教育学院交流培训中心，启动了“双名工程”培训任务。

^① 魏旭斌，时任北京市延庆区教委主任，现任北京市教委基教一处处长。

两年来的学习研修，北京教育学院为学员搭建了高起点、高水平的学习平台，为学员们营造了既有高深专业知识又有教育情怀的学习氛围，为学员们精心设计课程，开展多样化学习指导，带领学员们多次走进京城名校感受前沿的首都教育，走进国际学校与国际教育接轨，走进全国知名学校进行实践学习，参加高水平学术会议，以课题带动学习，以课题研究促进工作，学员们在研修中转变了观念，厘清了思路。

“双导师制”的科学配备，共性管理与个性研修相结合的学习方式，学习、研究、展示三线交织的研修模式，让“双名工程”这一研修项目区别于以往的各种教师培训，取得了显著效果。在此，我代表延庆区教育两委和延庆区的干部教师，对为此项培训付出辛苦努力的北京教育学院领导、交流培训中心的老师们表示真诚的谢意和敬意！

思想和理论是实践的前提。“双名工程”的研修，让参训的校长和老师的理论层次得到提升，教育实践有了新的突破和发展。“网络环境下的混合式教学”“小学项目化学术团队建设”“七彩阳光课程建设”“农村小班化课堂教学探索”“幼儿自主游戏研究”“情境教学探索”等研究课题在专家的引领下，延庆区的校长和老师们，结合自身办学实际和教学实践进行了深层次的思考，这些思考伴随校长和老师们融入自己的工作实际，一定会使学校得到新的发展，使教师迸发新的活力，学生得到快乐和收获。

“双名工程”研修成果在这个美丽的春天芳华绽放，带给延庆教育的必将是新的思考、力量和行动，我们有理由相信，在不久之后的秋天，“双名工程”一定会在妫川大地上结出更丰硕的果实，让我们共同期待！

魏旭斌

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PREFACE II 

The Blooming “Prominent Teachers and Prominent Principals Training Program”

Wei Xubin^①

The official publication of *The Power of Educational Reform—Practice and Exploration of the “Prominent Teachers and Prominent Principals Training Program” in Yanqing District, Beijing* is an event worth celebrating. It shows not only the results of all participants’ two-year study in the “Prominent Teachers and Prominent Principals Training Program” in Yanqing District, but also the practices of leading specialists training of the Education Working Committee of the CPC Yanqing District Committee, the Education Commission of Yanqing District and Beijing Institute of Education (BJIE).

General Secretary Xi Jinping once said that education is a grand plan of the country and of the Party. Teachers is the key element of education. Since the implementation of the 13th Five-Year Plan, Yanqing District has boarded the express train of development. The International Horticultural Exhibition 2019 will soon be held while we are also in the middle term of the preparation for the 2022 Winter Olympic Games. These two events have brought great opportunities to Yanqing’s development and raised higher demands for education. In order to achieve the goal of developing a “high quality, balanced, open and characteristic” education, more leaders in school education and teaching as well as a large number of prominent expert

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teachers and principals are needed. The “Prominent Teachers and Prominent Principals Training Program” is a significant approach we have taken to improve the capabilities and quality of our teaching team.

In order to solve the problem of talents cultivation, the most critical issue hurdling the education development in Yanqing District, and with the help of Beijing Institute of Education, one of the most influential institutes of further education for principals and teachers in China, the Education Working Committee of the CPC Yanqing District Committee and the Education Commission of Yanqing District have launched the “Prominent Teachers and Prominent Principals Training Program” relying on the support of BJIE Exchange and Training Center.

Over the past two years, BJIE has set up a high-level learning platform for all participants. The program has created an atmosphere rich in specialized knowledge and educational environment for participants, and carefully designed courses with diversified learning guidance. Participants have immersed themselves in the leading teaching methods of elite schools in Beijing and connected themselves to international teaching skills of international schools. Participants are also given opportunities to acquire first-hand teaching and learning experiences through attending high-level academic conferences, during which participants can enhance their study and promote their teaching through research. All participants have managed to upgrade concepts and sort out teaching methods during these researches.

The “Prominent Teachers and Prominent Principals Training Program” differentiates itself from previous teacher training programs in its “Dual Tutors System”, the combination of unified management and personalized training, and “triple-track” (study, research and presentation) training model, and achieved a number of remarkable results. On behalf of the Education Working Committee of the CPC Yanqing District Committee & the Education Commission of Yanqing District and the leading teachers of Yanqing District, I would like to express my sincere gratitude and respect to the leaders of Beijing Institute of Education and teachers of BJIE Exchange and Training Center!

Thoughts and theories are two prerequisites of practice. The “Prominent Teachers and Prominent Principals Training Program” has elevated the theoretical knowledge of principals