



在中国和东亚地区促进教师发展和教育质量

## 教师专业共同体工具包

Improving Teacher Development and Educational Quality in China and East Asia

### Teachers PLC Toolkit

#### 目录 Table of Contents

1. 领导和管理一个专业学习共同体.....	3
<b>Leading and Managing a PLC .....</b>	<b>3</b>
2. 充分利用空间促进专业学习共同体的发展.....	11
<b>Making the best use of space to promote PLC .....</b>	<b>11</b>
3. 提升专业学习和反思性探寻.....	13
<b>Enhancing professional learning and reflective enquiry .....</b>	<b>13</b>
4. 在一个专业学习共同体中塑造具有全纳性的成员意识.....	18
<b>Promoting inclusive membership in a PLC .....</b>	<b>18</b>
5. 通过网络和伙伴关系扩大您所在的学习共同体.....	21
<b>Extending your learning community through networks and partnerships .....</b>	<b>21</b>
6. 更高层级（国家和地方政府）和更低层级（教研组）对支持学校专业学习共同体发展的贡献.....	23
<b>Contribution of higher (local and national government) and lower structural levels (teaching and research groups) in supporting School PLC development.....</b>	<b>23</b>

#### 背景介绍

##### Introduction

当我们就如何更好地在中国的学校推进和支持专业发展共同体这一议题咨询了中国教师（2016 年 11 月）和 ITDEQC 顾问组之后，教师专业发展共同体工具包应运而生。这一举措响应了相关方面的提议，即教师专业发展共同体这一概念和方法需要调整，从而更加长久地应用于中国和其他东亚地区。

The teachers Professional Learning Communities (PLC) toolkit was created after consultation with Chinese teachers (November 2016) and ITDEQC advisory group to identify best practice in how PLCs can be promoted and supported in Chinese schools. This approach responds to stakeholder views indicating that the PLC concept and approach needs to be adapted and sustainable for the Chinese and other East Asian contexts.

所以在此工具包中，我们引用了相关的话，阐述了如何最好地推动专业学习共同体，列举了来自案例学校教职工的相关评论和例子以及专业学习共同体工作坊中政策制定者和教师提供的反馈。这些引用的话选自 ITDEQC 项目的数据，聚焦于**学校教职工可能用来推动学校专业学习共同体可持续发展的流程和活动**。我们还设置了一些问题，供学校教职工反思自己学校专业学习共同体的发展工作。

Therefore below we provide quotes illustrating best practice in promoting PLCs and other relevant comments and examples from the staff in case study schools, policy makers and teacher feedback from PLC workshops. These quotes have been selected from the ITDEQC project data and focus specifically on some of the **processes and activities that might be used by school staff to promote and sustain their school as a PLC**. We also provide some questions that school staff can ask to reflect on their school as a PLC.

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## 1. 领导和管理一个专业学习共同体

### Leading and Managing a PLC

好的领导力和管理对于专业学习共同体来说至关重要，它们确保了其他所有的活动和流程顺利进行。所以，首先我们提供了一些例子，说明在案例学校当中，校长和老师如何在四个方面促进专业学习共同体发展：形成和共享学习的愿景；建立信任与合作；推动分散式的领导力；评价与监督专业学习共同体。我们在举例之后提出了一些问题供您结合自己身处的专业学习共同体进行思考。

Leadership and management are vitally important to a PLC, underpinning all other activities and processes. So first we provide examples of how head teachers and staff in our case study schools promoted their PLC in four ways: developing and sharing a learning vision; building trust and collaboration; promoting distributed leadership and evaluating and monitoring the PLC. Following the examples, we pose some questions for you to consider in relation to your own PLC.

#### 形成和共享学习的愿景

##### Developing and Sharing a Learning vision

#### ● 领导在发展专业学习共同体过程中所发挥的关键作用

##### The Key role of leaders in developing PLC

我个人觉得，首先是领导的决策和支持。其它的在于大环境来说，就是整个县里边对于学校的支持。再就是还是要调动教师的教学积极性、内部的积极性。(Lea1Sch2English : 392-393)

The first thing should be the leaders' decision-making and support. Others, when considered in a big environment, should be the whole district's support of our school. Another thing is to arouse teachers as well as school's inner initiatives. (Lea1Sch2English : 392-393)

这些特征和过程针对你个人和学校的特点可以拿过来用，但要灵活地用。The features and processes of the PLC need to be adopted into the daily practices flexibly, based on practical conditions of the schools. (Plc 2nd FU lea1Sch2, HT line 178)

再一个就是作为一个校长是干什么的？就是引领学校往前走，而这种引领更多的是服务……也是以身作则，要是说老师们来早点，我们也就得经常来早点。如果让老师在这多干点工作，我也得多干点，树立榜样。得以身作则。What should a headteacher do? That is to lead the whole school, of which the large part is rooted in service to the school.....It's also about setting an example by our own behaviour. If requiring teachers to come to the school a bit earlier, we also have to often be in the school earlier. If asking teachers to do a bit more, we too have to do a bit more, to set an example. We must set the example to the staff" (Lea1Sch1HT, 155-156, 167-168).

我们学校的教职工，全体教职工对于学习共同体，我们可以用两个概念来涵盖，一个是校园文化，企业有企业文化，我们有校园文化。校园文化是什么？这个校园文化有一些外在的体现。但是我今天讲的是精神上的，大家共同的追求的这种价值，共同追求的理想、共同的愿景，这是一种文化。……另外绩效至上，品牌绩效至上是最终看你的工作，你说一千到一万还得靠绩效。最后获得结果怎么样，联系到一块。尤其品牌立校既是一种对人的成长，成长到哪一个方向，另外是绩效至上呢，也是看过程工作经验的。那么最后，两句话是同舟共济，大伙和谐合作。……我的理解，对于你所说的共同体，作为一个学校，从精神层面，就是说学校的校园文化，共同的追求的价值观、价值理念。另外，通过什么途径呢（可以完成吗）？通过教研组组织的培训，通过提升培训（的内容）。

For all staff in our school, we use two aspects to develop the [concept] of learning community. One is school culture...What is meant by school culture? It has its outward appearance, but what I talk today is pertaining to the spirit. The common value, the common ideal, the common vision that we all pursue is a culture...Another is performance with an established good brand of our own...Particularly establishing a brand school is to provide the direction for people's growth... Moreover, through what approaches [can it be done]? It is through the trainings organised by teaching and research group, and improving [the contents of] the trainings" (Lea1Sch1HT, 17-29, 33-43).

- **领导对于教师和其他学校员工之间进行的分享学习的直接举措**

**Leaders' explicit commitment to sharing learning amongst teachers and other school staff**

我们校长提出一个三步战略，有一个校园文化立校，规章管理治校。最后一条是：名师群体兴校。名师群体兴校的概念就是说，他不是让某一个人成为大家或者专家，而是让一群人成专家，这本身也是一个学习共同体的这样的一个概念。希望培养出一大批名师来，是这样一个概念。Our headteacher has put forward a three-step strategy including to develop school by the school culture; to manage school by rules and regulations; to enable the school to flourish by outstanding teachers. The third one doesn't mean to cultivate just one individual to be an expert, but a group of teachers. Indeed, this is a concept of the learning community for cultivating a large number of prominent teachers. (Lea1Sch1JT5, 575-578).

现在我们不老师们做三不老师，就是不学习、不研究、不合作。就是它提倡的是学习，研究提倡的是一种合作的精神。我听这个定义，跟我们学校整体的氛围是一致的。Our school value is a kind of spirit including cooperation, learning and research. Thus, we do not allow teachers to become Three-No teachers including no learning, no research and no collaboration. (Lea1Sch2ET2, 489-492).

另外每个教研组每周都要在全校做公开课，促进交流。Every teaching and research group needs to organize weekly open lessons to the whole school to enhance the exchange [of experience]. (Lea1Sch1ET4, 82-85).

应该说是你们所说的这三个都是非常重要的，先说这个全纳性，全体人员不管是行政的、教学的、辅助工作的，都应该参与，这一点是非常好的。二是共同的教育教学远景，拿我们中国人的话来说就是共同的教育教学理想。三是为了学生。提出这一点是因为现在的教育上的说法就是学校工作所有的一切终归都是为了学生的发展……这么说会给人一种温暖的感觉，这是很重要的” (Lea2Sch1HT, 25-29)。It should say that the three points you mentioned are very important. First of all, to speak of inclusiveness, all the staff, no matter whether they are an admin staff, a teaching staff, or an assisting staff, should all be involved in [the community]. This point is very good. The second is the common prospect of educational teaching. Taking our Chinese people's word, it is the common ideal of educational teaching. The third is that it is all for students. Because from educational perspective, all work in school is for the development of students.....the concept brings people a kind of warm feeling, is very important” (Lea2Sch1HT, 25-29).

- **学校领导对于促进员工发展做出的直接举措**

**Leaders explicit commitment to staff development**

学校领导起的作用是组织、号召和推动。学校领导如果不重视了，这些活动很快就销声匿迹了。学校领导只有重视教师发展，才会想尽办法来推动，由领导号召、监督和推动。领导一般参与，说实在的，我所了解的高中校长里面，有好多都是非常优秀的老师当了校长，都是特级教师。这些人当了校长以后，往往对学校教师的专业化发展成长更重视。因为他本身就是优秀教师出身，不是纯领导或是纯行政人员。他们走上领导岗位以后，会更支持教师专业发展的成长，更有说服力，针对性更强。School leaders play the role of organizing, appealing and promoting. If school leaders don't attach importance to them, these activities will die out. Only if school leaders attach importance to teacher development will they do their best to promote. They appeal, supervise and promote. Leaders usually participate. To tell the truth, among senior secondary school headmasters, many of them were outstanding teachers, special-grade teachers. After they take the position of headmasters, they usually attach more importance to professional development of

teachers, because they themselves support outstanding teachers and they are not pure leaders or executives. After they take the leading positions, they pay more attention to the professional development of teachers. Their work is more persuasive and pertinent. (Lea1LPM2 : 339-345)

- **领导通过额外的资金支持员工的发展**

**Leaders supporting staff development through additional funding**

如果老师对自己的学历不满意的话，可以自己进修，我们现在大部分教师是本科学历，可以去往研究生去进修，学校比较支持，还可以支付你一部分的费用。A teacher, if not satisfied with his or her own degree, could do advanced studies. The majority of our teachers now have a Bachelor degree, and could do an advanced study and achieve a Master degree, which is very supported by our school and the school may pay part of the tuition fees. (Lea1Sch2English, 23-25)

## **建立信任与合作**

### **Building Trust and Collaboration**

- **领导支持员工和学生的身心健康**

**Leaders supporting staff and student well-being**

而且老师工作甚至生活上，有困惑、困难，也会跟校领导谈一谈。校领导也会经常跟我们这些中层了解一些老师的情况，关心他们的生活，生活好才能工作好，两者并不是矛盾的。我们学校还确立了三位首席教育专家，他们都是老教师，长期担任班主任工作，而且心态特别好，他们会给我们搞讲座，教给我们如何生活和工作兼顾，看看别人是怎么处理的。When teachers have difficulties in their work or life, they usually chat with school leaders. The school leaders will get to know teachers' conditions from us the intermediate leaders and take care of their life. Good life enables them to work well. Our school designates three principal education specialists. They are all experienced teachers, and have been class-head teachers for years. Their mentality is very good. They give us regular lectures, teaching us how to balance life and work and learning how others treat similar things (Lea1Sch1Chinese, 179-183).

老师跟学生，我们的老师很多情况下是这样的，举个简单的例子，年轻老师基本上做到这一点。我们在07、08年班主任好多都是过中秋节一看住宿的孩子，好多没有回家。中国人有习惯中秋节吃月饼。老师都是出自己的钱买月饼，每人一块月饼。虽然不多，但是每个住宿生发一块。在这样一个感情的积淀之上，学生对老师有一种天然的信任，容易跟老师建立比较正常的师生关系。象这样的例子我们学校很多，你可以问学生。The Chinese have a custom to eat moon cakes on the Mid-autumn Day. Once they found many boarding students didn't go home on that day, teachers bought moon cakes with their own money, so each student had one, despite that each had only one. With this kind of affection, students have a natural trust in teachers. Examples like this are numerous in our school. You can ask the students (Lea1Sch1JT5, 417-421).

- **领导者确保学生的心声能获得倾听**

**Leaders ensuring student voices are heard**

每个学期期末，有一个对老师的评价，让我们发自内心的给老师提一些小意见，就是能更好的向老师反映我们的学习情况，以及我们的想法和对老师的期望。然后老师再根据我们的想法再进行交流和调整，能更好的进行师生互动，促进我们的学习。At the end of each semester, students give an assessment to teachers. We are asked to give some sincere opinions to teachers that

are to better reflect our learning conditions, our thoughts and expectations of teachers. Then teachers communicate and make adjustment according to our thoughts. This promotes better interaction between teachers and students as well as our learning. (Lea1Sch1ST2, 71-74)

- **领导者确保教研团队组织高效**

**Leaders ensuring that teaching and research groups are organised most effectively**

高中的管理模式是以年级组为核心，年级组来管理。以教研组为管理群体的话，它是以学科为主，你比如说语文组是语文组，数学组是数学组。但是年级组呢，年级组它是 13 门课的老师在一起管理，是一个管理群体，共同管理学生。Now, the management pattern in senior high schools takes class year groups as core. In the past, the teaching and research groups took subjects as core. For example, Chinese subject groups, math subject groups. However, this pattern has been changed as there are now 13 subject teachers in same class year group. They, as a joint managing group, can jointly serve to students. (Lea2Sch2RH, 316-324).

学校还成立备课组，就是同一年级的同一门学课，比如说高一年级的语文，它一共是 8 个语文老师，他们就成立一个语文备课小组，这个小组呢每周有一次集体备课的时间，集体备课，这样做的目的就是让每一位老师都能得到提高，每一位老师课都上好。The school has also set up the lesson preparation groups, which are teamed up by the teachers of the same subject and same grade. For example, there are altogether eight Year One Chinese teachers. They form a Chinese lesson preparation group and meet up once every week to prepare class lessons together. The purpose of collective preparation is to enable each teacher to improve and deliver good lessons. (Lea2Sch2DH, 130-133)

- **领导者确保，支持学生是工作的关键**

**Leaders ensuring that student support is the key focus**

（在我们学校）这 13 位学科的老师实际上每天都在交流，对某个学生，那 13 位老师都会说那个学生学习怎么样，大家都知道，互相去关心他，互相去帮助他，他的好处就在于多门学科结合起来，管理一个班级、管理一个人，这个样子，齐心协力” (Lea2Sch2RH, 316-324) [In our school,] a class year group consists of 13 subject teachers as a collective team to manage students.....These 13 teachers exchange their daily information about individual students' learning. So they may pay particular attention to certain students [who need support] and provide help to them. The advantage of class year groups is that it assembles teachers of various subjects to manage a class or students” (Lea2Sch2RH, 316-324)

还有年级组，就是高一年级的所有老师对高一年级学生刚刚入校，完了到高二、高三，他们一直跟着学生走，学生到高二，他们就是高二年级组，学生到高三，他们就是高三年级组，他们会对学生的成长有较详细的了解，他们发现学生成长的一些问题，互相交流，比方怎样面对学生从高一到高三的心里变化，吸取一些共同的，第一学期，第一周，应该注意什么，第二周注意什么，形成一种经验性的，如何对调皮的学生，对有问题的学生，家长找如何面对，还有对不想学习，厌学的学生，这样互相交流。 All teachers who teach new senior secondary Year 1 students would be in Year 1 class group. When the students are in Year 2, the teachers would be in Year 2 class group. When the students are in Year 3, the teachers would be in Year 3 class group. The teachers would have more detailed understanding of the cohort students' development for having been following the cohort from Year 1 to Year 3. Cohort teachers can identify and exchange any issues about the cohort students' development. For example, how to face students' psychological changes from Year 1 to Year3, cohort, teachers can draw from and cumulate common experiences, such as what should be paid attention to at the first week of the first semester, or at the 2nd week; how to

deal with naughty students; how to face parents of difficult students; how about students that lack of interest in learning. Cohort teachers can communicate with each other about all these issues.) (Lea2Sch1RH1, 410-415)

- **领导者鼓励教师通过合作的方式开发教学素材和进行教学研究**

**Leaders encouraging teachers to develop teaching materials and conduct their own research collaboratively**

现在我们学校不允许买现成的教学资料，由老师自己编写……自己编写教学材料。我教研组长一个人肯定编不完，就分工合作，规定时间、内容、体例、格式，有人把关审核，最后还有讨论……所以现在的合作在我们学校已经形成了一种风气。所以老师和老师之间的合作沟通非常好，老师和领导之间的沟通和合作也比较畅通。Our school does not allow us to buy ready-made teaching materials. We have to write our teaching materials. Even being the head of the teaching and research group, I am definitely not able to finish all the work just by myself. So we collaborate and divide the work between teachers according to the requirements of time, contents, genre and format. And then all the materials would be verified and discussed. Therefore, now there is an established atmosphere of collaboration in our school. The cooperation and communication between teachers are very good, and those between teachers and school leaders are also pretty smooth. (Lea1Sch1Chinese, 189-192).

提到课题研究的话，我们学校老师也多一些，然后再加上这个区教育局教研室这个课题研究都在搞，搞得时候就是同组的，比如说就是我是语文这门学课，我们学校成立语文教研组，就是所有上语文的老师坐在一起，那么成立一个大的课题，就是我们共同探讨这一课题，然后下来初中的老师分做一个专题，高中的分做一个专题，像我们今年立下的就是，在我们的农村学校学生基础薄弱的情况下，如何培养学生的这种良好的学习习惯。As for research, quite a few teachers in our school do that, and are also involved in the projects conducted by our district educational authority. And it is done by teachers of the same group. For example, I teach Chinese. Our school has set up the Chinese teaching and research group. That is to say, all the teachers who teach Chinese sit together to propose a big topic and explore it. Accordingly, teachers of junior and senior high provisions separately carry out their own specific themes under the big topic. For example, the topic we set for this year is about how to cultivate students' good learning habits under the circumstance that rural students have a poor foundation" (Lea2Sch1JT2, 84-88).

- **领导者在评价教师时将个人工作和集体工作同时纳入考量**

**Leaders taking account of both individual and collaborative work in teacher appraisal**

因为我们有些学校他的这个考核，对老师的考核在我们区上，有一部分学校实施，它叫一个“捆绑式考核”……你比如说，我们两个一个带语文，一个带数学，数学提高了不行，数学提高了算你数学的，语文提高了算我语文的，两门课的总分还要影响你们两个人的成绩。(Lea2LPM1, 168-178) Some schools implement a so-called bundled teacher appraisal. For example, both of us, one teaches Chinese, another teaches Math. It is no good only students' math but not Chinese performance improved. Although the appraisal of the Math teacher takes account of his or her students' performance in the subject, it also considers the students' performance in Chinese. (Lea2LPM1, 168-178)

## 分散式的领导力

### Distributed Leadership

- **领导者面向全体教师不断提供机会，真正促进专业学习共同体的发展**  
**Leaders supporting and facilitating opportunities for all teachers to contribute meaningfully to the PLC**

现在单独把教研处从教务处中里面抽出来，主要搞教学研究这块，加大了这方面的工作力度  
Now the teaching and research office has been singled out from the dean's office to do the teaching and research, which strengthens the working dynamics in this respect (Lea1Sch2DH : 234-237)

这是教学主管副校长的主要职责，教学和教研是他的主要职责……由这个主管校长还有教导主任，他们是管理一条线，教导主任也是主要管教学和教研。主管校长和教研，教导主任和教研组长他们这一条线当中，经过商量拿出一个计划来，拿出这一个学期的研究计划，再由教研组长去执行，组织本组的教师，来完成这个教研活动计划。再由校长管理层的人员来监督。The vice-headmaster is the executive headmaster whose main duty is in charge of teaching and research. This headmaster and the director of educational administration both belong to the administration line. The director of educational administration is also in charge of teaching and research. After discussion, the executive headmaster, the director of educational administration and the leader of teaching and research group leaders bring up a term research plan for the next term, and the teaching and research group leaders organize the groups to accomplish the plan. (Lea1LPM1 : 519-524)

教研组是一个主要的形式，其次很多地方青年教师自发的形成了专业发展共同体，实际上就是有共同兴趣爱好的教师，同一学科或相近的专业领域的人聚在一起，比方有的教师对环保感兴趣，生物老师、地理老师、化学老师、数学老师、他们就成立环境教育研究的小组，不仅是上课时间、在校时间认真讨论，撰写论文，而且课余时间还搞些环境监测，上海教师还搞黄浦江水质监测。 Young teachers in many areas are spontaneous to form a professional development community based on their common interest or having the same teaching subjects. For example, some teachers are interested in environmental protection and establish an environmental teaching and research group with Biology teachers, Geography teachers, Chemistry teachers and Maths teachers joined. They discuss and write paper at school, and carry out environment monitor after school. Some teachers in Shanghai even monitor the water quality of Huangpu River. (NPM4, 218-227)

各学科之间的交流合作机会是越来越多。咱们有好多学科必须整合，你不整合工作就没法做了。比方说综合实践活动课程……比方说这次组织的活动，是户外的一些污染的情况的调查研究和实践活动。这里面有几种学科的老师来综合、来整合进来。有语文老师，他指导孩子们最后写结论报告。有信息技术教师整合进来，一些网上的资料、远程这些东西，网络上的东西，需要信息技术教师进来。这个污染的程度可能涉及到化学教师，化学教师也要整合进来。根据课程需要，提前由教务处把这些老师安排好，由哪个人牵头，由哪些人辅助这个活动，来做一些辅助性的工作。There are more and more opportunities in facilitating exchange and collaboration between individual subject teachers. Now, we have quite a few courses that need to combine different subjects together...for example, the course of Comprehensive Practice Activity...a survey activity is designed for the course about outdoor pollution. The activity needs a few different subject teachers' support. It needs Chinese teachers to guide students about how to write a report, ICT teachers' advices on collecting information from the Internet. And the pollution may involve knowledge of Chemistry, and then Chemistry teachers are needed. According to the course requirement, the Academic Affairs Office will have to arrange those relevant teachers in advance, from who to lead the course, and who to play a supporting role" (Lea1LPM1, 231-241).



- **领导者确保教师专业发展和学习得到监督**

**Leaders ensuring teacher professional development and learning is monitored**

学校对教师专业发展与学习有专门的评价，通过量化检查和学校领导不定期巡视等手段评价教师的专业学习情况，对各种不同的专业学习共同体采取不同的评价方式 The school has special assessment of teacher professional development and learning. Teacher professional learning is assessed by means like quantitative check and school leaders' irregular inspection tours. Different assessing methods are applied to different professional learning communities (no specific reference. It can be found in document on page 52)

按照教研处的工作要求，老师要经常写教学反思，对教学点滴体会，无论是成功的地方，还是个人觉得有进一步改进的地方，都有如实的写下来的，每学期都收集，甚至对此进行考核打分，作为教师日常工作的一个检测内容，教学反思最近抓的比较进 According to the Teaching and Research Office's requirements, teachers should regularly reflect upon their teaching, and truthfully write down their feelings of teaching, whether the successful parts or the parts that need to be improved. Every semester these reflections will be gathered together and even be given a score as a part of examining teachers' daily work. (Lea1Sch2RH, 129-134)

一般来讲每半个学期教师要对自己的教学工作有一个全面的回顾，并要求有个书面的小结，每一个学期，也就是半年，要对半年的成绩做一个自我评价，每一年教师要对自身和同事的工作都要有一个全面的评价，校长要对他进行考核，一个自然年过了，要全年的考核，学校按常年制，最主要的不是这次，而是 6 月底学年的考核。Generally speaking, teachers should have a comprehensive review for their education every half semester and make a written summary. For every semester, they should have a self-evaluation for the results they get and for each year they should make a comprehensive evaluation for themselves and their colleagues. The principal will make an assessment for them and after a year they make an annual assessment. But the most important is the academic assessment at the end of June. (NMP4, 230-233)

老师的学习包括业务进修，有一套完整的教学评价体系。每到学期结束的时候根据复杂的内容，分类打分，把老师分成若干等次。好的要授予一定的荣誉称号，授予学校内部的优秀教师，每一学期的优秀教师称号，这个荣誉称号在教师进行职称方面会起到相当的作用。所以对老师起到一定的管理作用，也就是有制度，有措施，有奖惩，有效果。The education of teachers, including profession enhancement, should have a complete teaching assessment system. When it comes to the end of the term, scores should be given according to complex contents, and teachers will then be ranked. For those who perform well should be awarded some honorary titles. Honorary titles are given to our school's excellent teachers. And excellent teachers' title given every term could play a very important role in achieving a higher professional title, which could work to control teachers. That is, by so doing, there is a system, measures, rewards and punishment, as well as effects (Lea1Sch2RH, 209-313)

- **领导者促进学生反馈的运用，提升学生学习成绩，从而提高教师的教学水平**

**Leaders promoting the use of student feedback and academic outcomes to improve teacher performance**

学生本身的学习成绩是一个反思改进的重要指标。The record of students' academic outcomes is an important indicator for reflection and improvement of teachers. (NMP2, 203)

如果你教高二的学生，教得不好，或者学生不喜欢你。学生对老师也有一个评价，我们学校对老师都有打分，如果他们给你打低分，我们学校可能会考虑，你这个老师不要跟着他们上高三了，继续留在高二，继续学习。或者如果再不行的话，你可能就得去二线去服务，不让上课了……但并不是说，让他完全放弃教学，可能要求他在多长时间，比如在半年时间内继续进行这些方面的学习，是不是有机会再去一线教学，还是有重返岗位的机会。If you teach Year 1 students and do not do the job well or students do not like you. There is student evaluation on teacher performance, and then students may give you a low score. The school will appraisal your performance too and then may consider not allowing you to continue teaching the students in their Year 2. You would stay in teaching Year 1 students and seek to improve your teaching. If you keep perform poorly, it is very likely that the school won't let you teach but be a support staff. (Lea1Sch2English, 97-101, 149-151)

我们有一个学生民意测评，每月进行一次。一个班抽出十个学生，代表班级，包括老师的上课、辅导、认真程度、学生的满意程度，有没有老师违纪违规的。There is a student evaluation of teachers once a month. Usually, we can randomly pick ten students in each class. They will give opinions and feedback on teachers' teaching, coaching, and their work attitude, students' satisfaction, and whether teachers have violated any school disciplines or rules. (Lea2Sch1ET, 58-59)

## 反思问题

### Questions

鉴于上述案例，请思考领导者在多大程度上发展和维护了您所在学校的专业学习共同体？

**Considering these examples, what does this suggest to you about the extent to which leaders seek to develop and sustain your PLC?**

领导者还可以做些什么事情来确保教师承担个人职责去反思学生的学习？

**What more could leaders do to ensure teachers take individual responsibility to reflect on their students' learning?**

领导者可以用哪些指导和评价策略来监管和促进学校专业学习共同体的发展？

**What supervision and evaluation strategies could leaders use to better monitor and promote the school as a PLC?**

领导者可以引进哪些校本培训，从而更好地支持教师发展、推动学校专业学习共同体的发展？

**What school-based training could leaders introduce that would better support teacher development and promote the school as a PLC?**

在您的学校当中，最近有哪三项最重要的领导举措创造、推动和维持了专业学习共同体的发展，从而推动所有儿童或者年轻人的学习、身体健康和心理健康？

**What are the three most significant leadership actions taken recently to create, develop and sustain your PLC in order to promote the learning, health and well-being of all children or young people?**

## 2. 充分利用空间促进专业学习共同体的发展

### Making the best use of space to promote PLC

我们通常利用空间来做某些事情，比如正式的会谈，但是如果你去观察学校空间的组织和利用，你可能会发现，建筑空间的重新整合也许会促进教职工的分享和学习。请思考下列案例和问题。Space can often be allocated for some things, such as formal meetings, but if you look at the way space is organised and used in the school, this may also suggest ways in which some reorganisation in the building could facilitate staff sharing and learning. Consider the following examples and questions.

#### 利用空间发展专业学习共同体的案例

#### Examples of using space to promote PLC development

应该说是比较普遍的，因为我国教师办公室怎样形成呢，两种形式，一种是数学教师、语文教师按专业集中，还一种按年级集中，还一种是既按年级又按专业，就是说我初一的数学老师在一起，语文老师在一起，这样相对来说就是学校比较大点，这么集中后有一个最大的好处就是他们可以互相切磋、互相研究、互相帮助，这个是比较普遍的。The formation of teachers' offices in our country is mainly in two ways. One is to arrange according to the subjects they teach, the other is to arrange according to the class years they teach. There is also a third way that is to arrange teachers of the same class year and the same subject in the same office. The advantage of this kind of arrangement is that they can learn from each other, do researches together and support each other [within subject and even within class year]. It is very common. (NMP3, 201-205)

学校想办法挤，比如我们高三专门给我们准备了两个教研室，因为有的时候如果在办公室里面教研会影响别人，所以就专门给我们准备两个教研室，我们每次教研活动都定时间、定地点、定主讲人，大家轮流使用这两个教研室，就是地方非常紧张的情况下，给我们挤了这两个教研室，特别不容易 The school managed to squeeze to provide room. For example, the school has specially prepared two rooms for senior three teachers, because we will disturb others when having the teaching and research meeting in the office. So two teaching and research rooms are specially reserved for us. We appoint the time, place and lecturer for the teaching and research activity every time, taking turns to use the two rooms. In the case of very limited space, it's really not easy for the school to arrange two teaching and research room (Lea1Sch1Math, 433-436)

我们一个办公室基本上按照这样的原则来分配布局，你是历史的，所有历史科的都在一起，高三高二同时在一起。类似的是，教地理或者政治的老师在都分在一个办公室。因此，同科目的老师可以在备课的过程中互相交流经验，弥补不足(Lea1Sch2ET3, 166-169)。The basic principle for us to allocate individual teachers' office is that, you are a History teacher, all teachers who teach History, no matter in Year 2 or Year 3, are arranged in the same office. Similarly, geography teachers are all in the same office and so do Politics teachers. Hence teachers of the same subject can exchange their experience and supplement each other's deficiency during the process of preparing lessons (Lea1Sch2ET3, 166-169).

比方说这六位老师，大家经常在一起探讨，站在某一位学生角度上讲。任课老师都会针对每一个学生反映到班主任老师，各个学科老师之间在一个班上一个课观察的比较仔细，及时反映到办公室。并且班主任的办公室都安排在教室的两侧，下课以后都可以直接进去。For example, six teachers in school can usually make a discussion from student-based perspective. Each subject teacher can carefully observe the students' performance to feedback to their class-head teacher. The class-head teachers' offices are located beside the classroom so that the subject teachers, after class, have directly access to the class-head teachers for responding students' statue in class. (Lea1Sch2JT4, 51-54)

## 反思问题

### Questions

您心中完美的办公室或者共同学习空间可能是什么样的？

**What would your ideal staffroom/collaborative learning space look like?**

做出哪些简单的改变可以让您的办公室或工作空间变得更能促进教师合作、促进您所所处的专业学习共同体发展呢？您怎么做才能让它实现呢？

**What changes could be easily made to make your existing staffroom or work space a better location for teacher collaboration and promoting the development of your PLC? How can you make this happen?**

### 3. 提升专业学习和反思性探寻

#### Enhancing professional learning and reflective enquiry

总而言之，一个专业学习共同体能够促进持续的专业学习以及所有成员的成长。这种学习的根本目的是促进学生学习，所以当我们思考应当推动什么专业学习和探寻活动时，应当考虑这一活动对学生学习可能造成的后果。请思考下列案例以及问题。

Above all, a professional learning community promotes ongoing professional learning and growth of all its members. The underlying purpose of such learning is to promote pupil learning, so when deciding what professional learning and enquiry activities to promote, potential consequences for pupil learning need to be considered. Consider the following examples and questions.

来自案例学校的例子如下所示：

Examples from the project schools are:

- 对学生的进行学习进行集体审阅和讨论

#### Collaborative review and discussion of pupils' work

[如果不负责任会有同行压力]。班主任要是不负责的话，我科任老师就不干。哪个科任老师不负责，班主任老师也不干。所以我们就形成六科的一个合力，我们六科是每周一个小教研会，以班主任为核心。这六个科任老师坐在一块讨论讨论这个班级的哪个学生怎么样，哪个学学生有潜力” [There is peer pressure on individual irresponsibility.] If the class-head teacher is irresponsible, other subject teachers also become reluctant to work hard and vice versa. So we have formed a small teaching and research meeting every week, including six subject teachers. The weekly meeting is led by the class-head teacher. We, six teachers, sit together to discuss about individual students' learning and what their potential is” (Lea1Sch1Math, 172-175)

我们特意安排了同一年级组教师的交流活动，安排在两小时的教研活动之间……有时候，交流活动也可以安排给同一学科组的老师……的确起了一些作用 (Lea2Sch1DH, 59-67, 68-72)。We specially arrange communication of teachers of the same year groups, which takes place in the two hours of teaching research activity.... some time is also set aside for communication between teachers of the same subject...it does have some effect (Lea2Sch1DH, 59-67, 68-72)

- 同伴观察和反馈

#### Peer observation and feedback

学期初，学科组长将组织教师分析教学素材和教学方法。他们会讨论经常遇到的问题和教学当时意想不到的问题。所有这些进行了常规化。At the beginning of a semester, the subject heads will organise teachers to analyse teaching materials and then teaching methods. They will also discuss frequent problems that they may encounter with and any unexpected problems that have happened during their teaching. All of the above has been regulated. (Lea1LPM1, 496-510)

我们学校有 8 个教研组，教研组每周的星期三的下午，固定的时间，一个半小时的时间各教研组进行教学研讨活动，你比如说听了一堂课，让每个人发表评价意见，这节课他成功的地方、不足的地方，我们要求每一位老师都必须发言，而且各个组要做好记录，要进行检查。There are eight teaching and research groups in our school. On every Wednesday afternoons, each group has a teaching and research seminar for one and half hours. For example, after observing a class, everyone is expected to give comments on its strengths and weaknesses. Every teacher is required to speak in the seminar, and each group needs to keep a record for ready to be checked (Lea2Sch2DH, 125-128).

通过学校成立这个教学督查组，督查组主要就是针对这些年轻教师，他的课，听课、斟酌、评价，促进这些老师提高课堂教学。“We enhance junior teachers' teaching through setting up the teaching steering group to observe and evaluate their teaching” (Lea2Sch2DH, 69-71).

为了充分落实我们的课堂指导思想，从学校来说，有两个角度改动是比较大的，一个是有明确的推门课和周公开课制度。推门课就是可以随便进一个教室，不用打招呼，就可以听。也可以面向家长对外开放，家长也可以进学校。主要是侧重老师的相互学习。另外每个教研组每周都要在全校公开周公开课制度，便于交流。In order to enhance our classroom teaching, from the school's perspective, we have made great changes in two aspects. On one hand, we carry out 'push door' policy; on the other hand, we set up a specific system of weekly open lessons. Pushing the door open is to enter a classroom and listen to the teaching without informing the teacher in advance. It is also open to students' parents. It stresses on the mutual learning of teachers. On the other hand, every teaching and research group needs to organise weekly open lessons to the whole school to enhance the exchange [of experience] (Lea1Sch1ET4, 82-85).

我们要求每一位老师自觉的听课，向别人学习，你觉得哪个人上的课好，你就去提着凳子到他上课时听课” (Lea2Sch1RH1, 69-70)。We require every teacher to sit in on other teachers' classes, and learn from them. Whichever teachers you think have better teaching, you just bring a chair to their classes and sit down to listen to their teaching (Lea2Sch1RH1, 69-70).

- **指导/辅导**  
**Coaching/mentoring**

学校建立起来的一个新的体系，老教师要帮助新教师提高新教师的教学水平，达到学校对所有教师的要求。因此，有经验的老教师会在前三年听新教师的课，给予他们指导。The school has set up a new system in which the senior teachers need to help the junior teachers to improve the new (Junior) teachers' instructional level and meet the school's requirement for all teachers. Thus, the experienced (senior) teachers will observe the new (junior) teachers' teaching in their first three years and give them some guidance. (Lea2Sch1DH, 25-29)

我总是说，咱们共同学习。有时候，老教师比较资深，但是相对于新教师来说学历上不如人家。因此辅导对于老教师来说也是一个学习的过程。有时候我们从年轻教师那里学到一些先进的教学理念，我们再教给他们有效管理课堂的技能。I usually say, let's learn together. Sometimes...a paired senior teacher although more experienced has a lower educational qualification compared to the junior teacher. Therefore, mentoring is also a learning process for senior teachers. Sometimes we learn an advanced teaching idea from young teachers and we teach them the skill of effectively managing the classroom. (Lea1Sch2Chinese, 52-55).

再就是学校组织一些公开的教课活动，所有老师都参加，高级教师让他上公开示范课，全体老师都来听，让他们学习，然后集中起来谈这节课优点是什么，缺点是什么，大家评判，完了一人写一个反思材料，看对我的启发是什么，交到办公室，这是高级教师的示范意义。Another thing is that the school organises some open teaching activities for all teachers. Senior teachers are asked to give a model teaching class. All other teachers come to the class and learn from senior teachers. Then they gather to discuss the strengths and weaknesses of the class. After the discussion, each teacher writes down the reflection concerning what enlightenment the class brings to him/her, and submit it into the Office. This is the significance of demonstration from senior teachers. (Lea2Sch1RH1, 49-52)

- **向学生寻求想法和反馈**  
**Seeking ideas and feedback from pupils**

我们会通过问卷问学生最喜欢哪个老师、老师的授课方式喜欢与否、会不会过长、做作业的作业量的多少等。Students are asked in a questionnaire about which teachers we like most, whether we like their teaching approach, is their teaching too long, what the amount of homework allocated and so on (Lea1Sch1ST2, ST4, ST1, 75-81).

平时一科老师觉得工作已经努力了，但学生的成绩不见得增长，不见得进步，他就会问学生，然后采用一些方式，说你对我有甚么建议或者需要什么就写上去，老师再进行自我反省改善一下。 Usually, our teacher(s) would talk to us when we do not show any improvement in study even though our teacher(s) feels that he or she has been working very hard. Our teacher(s) will adopt some ways, to say, what is your advice for me or what are your needs, write them down. Then, the teacher(s) will take our feedback into account in their later self-reflection. (Lea1Sch2ST1, 112-114)

比如说[我是班主任嘛]，数学课有的学生反映老师讲课太快，太快，还有呢就是难度大，对于他们这种情况的话，就需要我向数学老师进行沟通，就说你讲课有点太快，学生有点为难，然后数学老师听了之后，马上会调整他的这个。然后我再去征求学生的意见，哦，这样差不多。 For example, [I am a class-head teacher] some students reported that the math teacher teaches too fast and the level of difficulty is high. In such a case, I need talk to the math teacher that he or she has taught a bit too fast and students feel difficult to catch up. After hearing this, the math teacher will adjust his or her teaching. Then I will seek for students' opinions if the teaching is now ok for them (Lea2Sch2ET, 74-77).

- **分析或运用数据和证据**

- Analyzing or using data and evidence**

成绩分析做的更多的是教研组长可以做，往上不说往下是班主任每个人做的比较细。任课老师做的课程比班主任少一点，他只看他一科和其它科目比较起来怎么样，相对降低还是落后了，他这一科的成绩怎么样，他这一科学生成绩怎么样。而班主任更全面，组长可以把这一年级的各教室之间横向比较做一个更到位。 The leader in teaching and research group needs to do some analysis by using all students' outcomes and horizontally compare the student's achievement between different teaching and research groups. The teachers of each subject only focus on his/her own students' outcome and overall achievement of his/her class. The class-head teachers need to analyze all subjects' results. (Lea1Sch2math, 463-466)

因为我们学校有月考，科研处都会把成绩进行量化分析，这个表到了年级组、教学组、教研组都要开不同层级的分析会。首先年级组要对教学的贡献率进行评价，要有奖惩。然后会有两个组开会，一个是学科教研组，就是我们如何为学生成长贡献更多力量，问题在哪儿，改进措施是什么，要拿出书面措施。还有一个就是班级教学组，在一起研究学生，哪个学生成绩稳定，哪个不稳定，平时表现，各学科成绩，做总结，要总结出重点，比如他退步比较多，或是他潜力比较大，要确定重点，确定老师，帮助学生实现下次月考的目标。 Because our school has monthly exams, the Science and Research Section will make a quantitative analysis of the results. When this form gets to the grade group, teaching group, teaching and research group, they will have meetings of analysis of different levels. First the grade group will make an evaluation of teaching contribution rate, and there is punishment and award. Then there will be meetings of two groups. One is teaching and research group of subjects. That is how we contribute more strength to students' growth: where lies a problem, what is the measure to improve. Written measures are supposed to be produced. Another one is teaching group of classes, studying students together: whose marks are steady, whose aren't, their daily performance, marks of each subject. Summary is made, and key points are included. For example, he has lagged behind pretty much, or has great potentials. The meeting sets the key points and teachers, in an effort to help students realize their objectives of next monthly exams. (Lea1Sch1Chinese 134-140)

我们会看学生分数分布的状况，根据分数的分布状况，反思一下教师在教课所选的内容是不是照顾到了所有学生，然后对哪一部分学生照顾到什么程度。比如说分布挺合理，最高是 140 分，然后 130、120，各个层次的分都分的比较均匀，说明老师的教学内容，教学各种内容在课堂的时

候所占的比例或者是课堂下辅导，针对的对象选择比较合理。如果出现了，同样是这个卷子，如果最高分也是 140，然后第四名就是 100 分，这差距很大的话，可能这个教师的针对性不太好。根据这种情况，先看分数，然后再看卷面，看看学生到底是哪里丢的分，是知识没有掌握、是答题不规范，还是习惯不好丢掉了分数，各种情况来分析后，如果这个是教的原因，那么从教的方面找原因，如果是学生的情况，就指导学生应该怎样学，怎样考试。We would see the score distribution, which reflect things like whether the contents teachers chose to teach have covered all levels of students, and to what degree did those contents to certain students. For example, if the distribution is reasonable, the highest score is 140 points, and then 130, 120. That is, scores are well-distributed in every level. And this indicate that the teacher's teaching contents as well as the proportion of each kind of contents is very proper or the students are very well chosen to receive after-class coaching. However, if for the same examination paper the highest score is 140 points and the fourth one is 100. The gap is so wide and may suggest that the teacher's teaching is not well-organised. Based on this principle, we first take a look at score distribution, and then find out to which items students lost their scores. And then we try to find out whether it is because students did not have a good mastery of knowledge, or because did not answer in the way as required or because of poor answering skills. Based on the analysis, we find the reasons from teaching if it is because of teaching and we provide students with suggestions about how to learn and how to properly answer an exam paper if it is the students' problem" (Lea1Sch2math, 263-272).

我们学校要求的就是要有集中一次反思，每一次考试之后，大考之后都要具体在一起反思，我们有哪些失误，有哪些方面需要改进的，好的要发扬的错的要改进的。每一个老师上完课以后都有一个反思，都有反思本。Our school demands that we have a collective reflection on each exam. After every important exam teacher would gather together and have a collective reflection to find out where we failed and what need improvement. We carry forward our good aspects and correct those inappropriate doings. Every teacher has a reflection after a class and everyone has a reflection notebook. (Lea1Sch2Chinese, 210-213).

我们的生源薄弱一些，但是我们在教育中强调就是让每一个学生得到不同程度的发展，这就是我们的成就，不一定我们要把每个学和培养成清华、北大甚至是重点大学的学生，那是不可能的，我的观点是这样的，让每个学生现在考试是 100 分，将来高考能考到 300 分，那也是我们的成就，能上专科的就上专科，能上二本的就尽量去上二本，能上重点就更好，所以分层次教学在我们每个老师的课堂教学当中都要实施。Our student intake is pretty poor, but what our education has emphasised is that schools should have individual plans for individual students' development, and that is what our achievement comes from. It is unrealistic to hope to cultivate all students to be able to get a place at Tsinghua, Peking, or other key universities. If a student can now get only the score of 100, and later on receive the score of 300 in the entrance examination, we regard this as our achievement too. Therefore, every teacher needs to implement the practice of teaching according to different levels of students in class so that students will be able to go to whatever university they can, a vocational college, an ordinary university or even better a key university (Lea2Sch2DH, 93-98).

### ● 提倡教师个人进行有意义的反思

#### **Promoting meaningful individual teacher reflections**

我们一直是特别注重教导反思这一块.....具体的措施就是要求老师每一节课上完以后将教学反思附在教案的后面。这个必须每节课完了都要写上去，认认真真，反思这节课，反思教学过程，反思自己的教学行为，就是哪些是不当的，反思自己，促进自己成长。We have been particularly emphasizing on teaching reflection.....Our specific measure is that teachers are required to write and attach their teaching reflection to the teaching plan after each class. Teachers must do reflection for each class in a serious manner to reflect their own teaching process and behaviour, and to find out



what are proper and what aren't in order to promote their growth. (Lea2Sch2RH, 339-344)

我们课上完以后学校就要求我们的老师要写课后反思，就写你这堂课成功之处在哪里，然后再写你这一堂课你觉得哪个环节教学设计当中哪个环节有问题，影响了学生的学习。The school requires us to write a reflection after a class. It should include good points of the class and what affecting students' learning and needing to be dealt with (Lea2Sch1JT1, 101-103).

按照教研处的工作要求，老师要经常写教学反思，对教学点滴体会，无论是成功的地方，还是个人觉得有进一步改进的地方，都有如实地写下来的，每学期都收集，甚至对此进行考核打分，作为教师日常工作的一个检测内容，教学反思最近抓的比较进。According to the Teaching and Research Office's requirements, teachers should regularly reflect upon their teaching, and truthfully write down their feelings of teaching, whether the successful parts or parts that need to be improved. Every semester these reflections will be gathered together and even be given a score as a part of examining teachers' daily work. Recently teaching reflection has been attached so much attention (Lea1Sch2RH, 129-134).

- 运用网络资源

#### Using internet resources

可以说这里的网络资源很好地满足了我们老师的需求，我们当中有很多人都在用。职高那一块应用的比较多。It can be said that internet resources here could very well meet our teachers' needs and many of our teachers have been using them. Vocational high school teachers are in the same case with us (Lea1Sch2HT, 52-55)

### 反思问题

#### Questions

将这些案例和您所在的学校所开展的专业学习和反思性探寻等活动进行比较，会如何？

**How do these examples compare with professional learning and reflective enquiry activities in your school?**

哪些策略最能有力地加深专业学习和探寻，并促进教职工的实践？为什么？

**Which strategies appear to be most powerful in helping to deepen professional learning and enquiry and develop staff practice? Why?**

您采取过哪些行动来确保教师、学校中所有的成员以及其他利益相关者的声音获得倾听？

**What are you doing to ensure that valuable new ideas and strategies from teachers, all members of the school community and other stakeholders are heard?**

如何能让新的想法和策略融入您的实践当中，从而在您需要时给您启发？

**How can new ideas and strategies become embedded in your practice so that you can draw on them as and when you need them?**

如何能更好地运用数据、研究和证据来促进您的实践？还应当采取哪些行动？

**How can data, research and evidence be better used to improve your practice? What else should be done?**

您所在的学校会鼓励教师去反思他们自己的专业发展需求且寻求支持吗？

**Are teachers in your school encouraged to reflect on their own professional development needs and seek support?**

#### 4. 在一个专业学习共同体中塑造具有全纳性的成员意识

##### Promoting inclusive membership in a PLC

一个专业学习共同体的发展需要共同体当中所有教职工的努力和参与，仅靠教工是不够的。此外，学校各部门的人员应当通力协作，而不仅仅是某个学科、某个年级、某个学段或者担任某些职位的一些人在努力。应当提倡一种为全体学生的学习和发展负责的集体责任感，即人人都应当参与其中。同样地，所有员工自己的经历和专长都应当得到赏识。培养如此具有全纳性的责任感和参与感并非易事。以下案例和问题供您参考。

A professional learning community is enhanced by the commitment and involvement of all staff in the community, not just the teaching staff. Furthermore, people work together across the school, not just in groupings of particular subjects, year groups, phases or roles. There is a feeling of collective responsibility for the learning and development of all pupils: that everyone has a part to play in this. Equally, all staff are valued for their particular experience and expertise. It isn't easy to develop such inclusive commitment and involvement. Consider the following examples and questions.

##### 成为具有全纳性的专业学习共同体的案例

###### Examples of working towards being an inclusive PLC

有的学校校长把所有非教学人员当作学校的一部分，所以他在开展各种各样活动时也会把这部分人都纳入进来.....有的学校我去的一个学校，他所有的老师都有一个课题，每个老师都有课题，包括搞后勤的。Some principals may regard non-teaching staff as a part of the school. Therefore, when they organise activities, they will bring them in. Other schools may divide them from the teaching faculty. It all depends on the principal of the school. In some of the schools I have been to, every teacher have a project, including the non-teaching staff. NMP1, 413-416)

咱们学校的后勤，在对教学服务方面做得还不错。他们是学校整体工作的一个组成部分，没有她们做幕后英雄，学校的教学工作肯定很难正常开展。很多时候他们能做到为教学一线服务，事前就做好服务工作(Lea1Sch2RH, 104-106)。Our logistics staffs provide very good service for our teachers. They are parts of the whole school. Without these heroes behind the screen, the school can't run smoothly. Mostly, they provide the service in advance (Lea1Sch2RH, 104-106)

比如说高一年级新课程，现在有些老师多媒体教学这一块就是这个电脑运用上比较生疏一些，但是课堂要求这节课必须要用多媒体来进行这节课，讲授借助多媒体效果更好，他就要通过微机老师、多媒体管理者，那些微机老师也很热心，在这些方面发挥自己的长处。Take the new curriculum of senior secondary Year one for example. Some teachers are not familiar with operating a computer and using multimedia applications. But it is required to apply these in classroom in order to bring better teaching effect. So they will turn to ICT staff for help. ICT staffs are very enthusiastic [to teach those teachers], and can exercise their strengths on this aspect (Lea2Sch1DH, 203-207).

有一个成果获奖了，跟着获表扬的还有网络中心、实验室的员工。如果班主任获奖了，还有宿舍管理的生活老师，德育处的干事们也帮着管了。其实这里面是一个想着把它办好，就来配合。实验老师和班主任老师都配合得很好。Once an achievement is awarded, computer and laboratory staff are also commended along with the relevant teacher. If a class-head teacher is awarded, along with him are houseparent and workers in the moral education section. Actually inside this there is a thought of making everything work well through cooperation. Lab teachers and class-head teachers cooperate very well. (Lea1Sch1NT, 59-64)

举例子是什么呢，就是刚才提的，一个从教学上从教育改革的步伐上，一线人员二线人员，就是行政和教学的联系的更加紧密，非教学人员现在也广泛的参与到教育教学之中来了。An example is ...on teaching and the pace of educational reform, the link between teachers and executives, or executive work and teaching has become closer. Non-teaching staff have widely participated as well. (Lea1Sch1NT : 181, 184-188)

第一从我们学校的现状和对未来的发展，这个定义是准确和可取的。我们现在通过教育改革，很多学习课时就已经不单纯是教学这一块，你拿实验来说，有实验的考试，有电话交流这一块考试，都是在融合当中，所以说不能再割裂地看待这个问题，不能像过去一样，不参与教学，非教学工作对未来的教学奠定了一个基础。 First, on the basis of our school situation and the outlook for future development, I think this concept is accurate and adoptable. Through the education reform, the lessons don't only focus on teaching knowledge. Taking the experiment lesson for example, we have experiment exam and telephone communication exam. We can't treat this issue separately. Non-teaching staff work lays a foundation for the future education research topics and to actively seek funds at district and/or provincial levels. Teachers then can conduct research collaboratively. (Lea2Sch1ET, 158-159)

应该说全校在校的所有人，不管是老师或后勤人员他们的工作都是为学生创造一个良好的学习环境，他们的工作都是为学生服务。 It should be said that all staff in our school, no matter whether they are teachers or support staff, they all work to create a good learning environment for students, and to serve the students" (Lea1Sch2ST1, 257-258).

每个星期一下午第三节是全校例会。不管是我们一线教师也好，后勤的都有参与，然后校长跟我们说整个学校的情况，然后教研组长跟我们说这一次考试哪一科怎么样，再讨论一下。再一个就是开完会以后，如果有时间的话，我们全体的教职工还有一线二线……一起看一下，从外面学习回来录像一起看看，领导去外面学习录的像，然后回来之后我们全体，我们老师大家一起学习。 The third session of every Monday afternoon is scheduled for the whole staff meeting. No matter that you are a teacher or a support staff; all have to attend the meeting. After the principle reports on the whole situation of the school, and teaching and research heads' report and discussion on the test results with us, if we still have some time left, all staff, frontline teachers and support staff.....together watch the video brought back by the leaders about the trainings they received from outside the school. We watch it and learn together (Lea1Sch2ET3, 175-179).

【我们，作为非教职工】需要对学生的学习承担责任，承担的方式和内容不一样。我们这块包括实验也好，德育也好，学生处的管理也好，承担的角度不一样(Lea1Sch1NT, 52-53)。 [We, non-teaching staff] accept the responsibility for students' learning...but through different forms and contents. Whether it is in labs, moral education or students' affairs office, we undertake responsibilities from different aspects" (Lea1Sch1NT, 52-53).

学校为了加强后勤部门和其他部门的合作，采取了这样的行动，比如：“让学生听保洁员讲她们的工作过程，体会卫生保洁的辛苦和重要性，让学生养成良好的卫生习惯，尊重保洁员的劳动”。 Collaboration between teaching and non-teaching staff was promoted via for example "inviting the school cleaners give a talk to students about their work and their experience, which helps students to have good habit of hygiene and respect the cleaners' work (1st routemap)

## 反思问题

### Questions

如何能让所有的教职工和其他学校的成员更加积极参与学校方方面面的活动？

**How can all staff and other members of the school community be more involved in different school activities?**

如何能让学校的后勤和非教职员工的贡献和教工那样得到同样的认可？

**How can the contribution of support and non-teaching staff as well as teachers be better recognised?**

您能采取哪些行动让您的专业学习共同体更加具有全纳性，从而促进所有儿童和年轻人的身心健康、学业进步，生活姿态更加积极？

**What actions can you take to make your PLC more inclusive to promote the health, wellbeing, achievement and positive life chances of all children and young people?**

## 5. 通过网络和伙伴关系扩大您所在的学习共同体

### Extending your learning community through networks and partnerships

一个专业学习共同体是向外看的，且注重于增强外部网络和伙伴关系。这主要服务于两大目的：1) 为学校的同事拓宽学习机会 2) 扩大专业学习共同体，纳入校外哪些有促进儿童和青少年学习和生活的利益相关者。以下案例和问题供您参考。

A professional learning community is outward looking and develops strong external networks and partnerships. This serves two purposes: (1) to broaden the learning opportunities for colleagues within schools and (2) to extend the PLC to include external stakeholders who can help improve the learning and life chances of children and young people in schools. Consider the following examples and questions.

#### 构建网络和伙伴关系的案例

#### Examples of networking and partnerships

因为现在有远程的手段，远程教育手段，我们现在提倡要建立网络研修的社区，在这个社区里实际上是小的类似于学科的本区域老师组成共同体，学校然后到学科再到区域，再到区域外，因为网络手段 我们已经认识了共同体的重要性，目前也在研究探讨，如何运用这个手段来建立教师学习共同体，同时通过一种机制，来设计来使这个共同体发展，对教师专业发展真正起到作用，我们现在整个培训包括国培计划里都有这样的概念，就是我们所有参加培训的老师，因为都是各个省选送的老师，我们要求他们结成一个学习共同体，培训结束后同行之间继续共同探索，会有一些手段，像中国幼儿技师，通过一些手段，包括我们有些院校比较有幸会为这些老师定期举办论坛，再请老师回来，这个行为会逐渐深入到教师，包括我们管理者。We advocate the establishment of online research and studies community through long-distance education. It is a community formed by teachers of the same subject from school level to district and then go outside of the district. Through network means, we have realized the importance of the community. We are discussing on how to establish a community for teachers through this means and improve the community to serve for teachers by applying a mechanism. We have this concept in all the training programmes, including the National Training Programmes that all the teachers selected by every province should form a learning community. They can continue exploration after the training programme is over. We have measures like inviting skilled kindergarten teachers and holding forums on a regular basis. It will cover teachers as well as administrators (NMP2, 330-339)

也有学校之间的合作。比如 XS 小学跟 YH 小学是姐妹学校，QJ 小学和 GX 小学是姐妹学校，是合作学校……也有跨地区的合作……这些学校组织示范课，互派杰出教师。 There is also cooperation between schools. For example, XS primary school and YH primary school are sister schools. QJ primary school and JX primary school are sister schools, partner schools...and there is also cross-district cooperation...they arrange model lessons and send their excellent teachers to each other. (Lea1LPM1, 289-294)

像他们 XX 中和 YY 师大就有合作关系。他们合作关系是定期派专家到学校来讲学，针对教育教学做指导。 XX senior high school and YY Normal University have built up a partnership. The school regularly invites experts from the University to give lectures and guidance on educational pedagogy. (Lea1LPM1, 279-287).

一个城市当中先进的学校之间应当有更多的沟通。各学校之间应当组织统考，面向所有的学

生。比如说两个学校的学生应该多一些沟通（通过考试），目的是测试一下两个学校之间学生的水平。 There should be more communication between advanced schools in the city. Schools should have common exams for all their students. For example, students of two schools could communicate more [via examination], the purpose of it is to test student's levels between the schools. (Lea2Sch1ST2M, 341-343).

这个就是和市里高中的联片教研。我们学校里高中部就和城市有高中的这些学校六中、八中每年进行连片教研活动，还要组织一些听评课活动。每年也进行，像我们初中部的就和周围这些兄弟学校也要搞这个连片教研活动，每年呢要么我们学校的老师到他们那边去上课，然后通过交流，这样来进行教学研究。 There is lián piàn teaching and research [partnership] with senior high schools in the city. The senior section of our school has joint teaching research activities every year with those of XX and YY senior high schools in the city. We also have mutual lesson observation and evaluation every year. The junior section of our school also has teaching research activities with brother schools nearby. Our teachers go to those schools to listen to their classes every year and discuss teaching through exchange. (Lea2Sch1JT1, 124-127)

两所中学都有联系。活动频繁程度不多。连片教研活动，一个学校承担一个课头，相互之间做一个交流，然后把最好的课堂展示出来，让其他学校同课头的老师集中在一起，上个公开课。 Two secondary schools have cooperation. In the process of lián piàn teaching and research partnership, both schools have their own program to share experiences and idea with each other. After sharing, the best one will be the model class in the whole school. (Lea2Sch1ET1, 68-70).

（专业学习共同体）非常有必要。现在包括政府、社会、家长关注的是一个结果，而且关注得比较单一。前年我去澳门开会。在那儿，他们是注重学生过程的提高，而不是看现在是什么结果，这个非常好。 “[PLC] is very necessary. Now, including the government, the society and parents, are all concerned of an outcome, and pay attention to a rather single outcome. Last year, I went to Macao for meetings. Over there, they emphasise the improvement of the process of student learning but not look at what the current exam outcome is. This is very good” (Lea1Sch2DH, 203-205).

## 反思问题

### Questions

您如何将上述案例进行调整，支持和促进您自己的网络和与外界的伙伴关系？

**How might you adapt these examples to support and develop your own networks and partnerships?**

如何让您自己的网络和伙伴关系更加有效？您如何能够扩大这些活动，让其他领域的同事参与进来？

**How are your own networks and partnerships most effective? How could you extend these activities to include other colleagues in other areas?**

您如何确保自己通过建立网络和伙伴关系所汲取的好想法、新想法能够与同事们共享？还有其他哪些应当采取的举动？

**How can you ensure that good new ideas and strategies you learn through networks and partnerships can be shared with colleagues and built into practice? What else should be done?**

如何能让家长和其他的利益相关者更加实质性地参与学校活动，参与到您所在学校的专业学习共同体中来？

**How can parents and other stakeholders be more usefully involved in school activities and your school's PLC?**

## 6. 更高层级（国家和地方政府）和更低层级（教研组）对支持学校专业学习共同体发展的贡献

### Contribution of higher (local and national government) and lower structural levels (teaching and research groups) in supporting School PLC development

以全学校为规模的专业学习共同体得到了更高层级（国家和地方政府）和更低层级（教研组）的支持。像国家和地方政府这样的更高层级提供了重要的政策和纲领，以及实际的帮助，使得学校的专业学习共同体运作更加良好。单独的学校可能会有更小的次级专业学习共同体，比如教研组，这样的学习单位以工作团体的形式运转，不过同样直接促进了整个学校专业学习共同体的运作。

A whole school professional learning community is supported by higher (local and national government) and lower structural levels (teaching and research groups). Higher levels such as local and national government provide important policy, guidelines and practical help to facilitate a well-functioning PLC in schools. Each individual school may also have smaller sub-PLCs, such as teaching and research groups, that operate as work teams but also contribute directly to a well-functioning whole school PLC.

#### 地方和国家政府支持学校专业学习共同体发展的案例

##### Examples of local and national government support for schools as PLCs

我们现在鼓励建设教育集团，教育联盟，一些优质学校的教师、校长，本身就有义务要对薄弱学校教师校长进行帮扶，所以这种交流联系也不仅仅基于自发、自愿，而是一种义务。National policy makers encourage schools to establish an education group or alliance. Some principals and teachers from high-quality schools have the responsibility to support the principals and teachers in poor school. Thus, it is not only voluntary, but also an obligation. (NMP4, 267-275)

国家级、省级、市级、县级骨干教师培训和短期培训，面对面脱产学习是最有效的。为什么是脱产呢？因为虽然大家来自各地，大家都是教同一个学科的，可以进行共同的研究和共同的探讨，这方面是比较有效的。State-level, provincial level, city-level, county-level trainings, short-term trainings and face-to-face, off-the-job learning are the most effective. Why off the job? The reason is that although they come from different parts, all of them teach the same subject, and they can study and discuss together. This aspect is effective. (Lea1LPM2 : 247-252)

提倡县级教师进修机构的改革一个重要目标就是需要联系高等院校，成为一个中介性的组织，职能上要有专门途径和高校联系，然后传达给中小学校，或者建立关系，目前在促进县级教师培训机构改革上我们对他的功能要求要具备这样的功能。One of the important goals of reforming the teacher training institutions in county level is to make them into an intermediary institution to promote communication between schools and universities. (NMP2, 207-215, 216-219)

LEA 在给他们牵线搭桥（将地方学校和高等教育机构建立起联系）。像我们主管区长，他的同学是 YY 大学教育学学院的院长。我们正在和他们联系，表达我们有和大学建立合作关系的意愿。我们正在开拓这个思路。The LEA are trying to act as go-betweens [to link local schools with higher education institutions]. For example, our district director has a classmate who is the Dean of the School of Education in YY University. We are trying to make a contact and express our willingness to build cooperation between the local schools and the University. We are exploring this. (Lea1LPM1, 279-287).

教育行政部门的督导评估可以促进学校 PLC 的建设，比如说像省教育厅、市教研院这样的教育

管理部门和教研单位会评估教师的专业发展。The supervision and evaluation by educational administrative departments can promote school's construction of PLC. For example, educational administrative departments and educational research departments like the municipal bureau of education, the municipal institute of science and research will evaluate teacher professional development.

再就是申报课题，每年教研组每年在学校内部要制定一些教研课题，要积极争取区上或是省上的教研课题，共同探讨。Another thing is to write a research proposal. Every year the teaching research groups have to identify research topics and to actively seek funds at district and/or provincial levels. Teachers then can conduct research collaboratively. (Lea2Sch1ET, 158-159)

## 6.2 学校更次级专业学习共同体支持整个学校专业学习共同体发展的案例

### Examples of smaller within school sub-PLCs supporting whole school PLC

专业学习共同体的形式是比较多元的。像 XX 区，学习共同体的形式比较多。将同一地区的学校何在一起组成一个学习共同体是其中一种形式。我们还有不同的学科共同体、教研共同体，偶尔在我们区举行教研活动。学习共同体更底一层级是学校联合共同体。与此同时，每一所学校都有年级共同体，有些是以年级组的形式存在，有的是以学科组的形式存在。形式根据各自学校的情况，都不一样。The form of learning communities is diversified. Take XX District for example, there are many forms of learning communities. To combine schools of the same area to make up a learning community is one of the forms. We also have different subject communities and teaching and research communities which carry out teaching and research activities occasionally in our district. The lower level of learning community is the school-united community. Meanwhile, every school has grade communities, some are in the form of subject communities. The form for those communities are different according to the different situations of schools (Lea2LPM1, 462-470)

### 反思问题

#### Questions

您如何能更好地吸引地方和中央政府的教育官员，让他们理解和评价您学校专业学习共同体的发展进程？

**How can you better engage local and national government education officials in understanding and evaluating your school as a PLC?**

您如何能更好地吸引地方和中央政府的教育官员，让他们为您学校专业学习共同体的发展提供资金？

**How can you better engage local and national government education officials to provide funding to support the development of your school as a PLC?**

您如何能够更好地带动教研组的成员，让大家互相合作、互相学习，促进整个学校的专业学习共同体的发展？

**How can you better engage teaching and research group members to collaborate and learn from each other in order to better support a whole-school PLC?**