

What are the ITDEQC and IEEQC projects? 项目背景

Improving Teacher Development and Educational Quality in China (ITDEQC) and Improving Educational Evaluation and Quality in China (IEEQC) are two linked projects funded by UK Economic and Social Science Research Council (ESRC) and Department for International Development (DfID). Both projects are led by the Graduate School of Education (GSOE) University of Bristol (UOB), in collaboration with China National Institute for Educational Research (CNIER) in Beijing. The ITDEQC project is taking place from May 2010 to April 2013, and extends the IEEQC project launched in May 2008. The research seeks to promote the development of teacher and school quality as well as innovation in school evaluation and guidelines for implementation via bottom-up and top-down dialogues involving key stakeholders such as policy makers, LEA officers, teachers and students. Understanding educational and teacher quality and evaluation processes will also assist in achieving wider goals including social justice and cohesion and equal opportunities.

「改进中国教师发展和教育质量」（简称 ITDEQC）和「改进中国教育评价和教育质量」（简称 IEEQC）是由英国经济和社会科学研究委员会（ESRC）和国际发展部（DfID）联合资助的两个相互联系的研究项目。这两个项目由布里斯托大学教育学院主持，并与中国中央教育科学研究所合作实施。「改进中国教师发展和教育质量」实施时间为 2010 年 5 月至 2013 年 4 月，并扩展 2008 年 5 月启动的「改进中国教育评价和教育质量」研究项目。项目旨在通过决策者、地方教育行政官员、教师和学生等关键利益攸关方的自上而下和自下而上的对话，促进教师发展和学校质量提高、推动学校评价创新，制定实施方案。了解教育和教师质量及评价过程将有助于实现包括社会正义和社会聚合及机会均等在内的更广泛的目标。

The aims of the IEEQC project 「改进中国教育评价和教育质量」项目目的

To enhance understanding of the complex nature of school effectiveness in China and examine how local context may play a key role in determining definitions of educational effectiveness & quality. We aim to provide new insights about the impact of student characteristics, and school context, and process factors on student attainment and progress at school using innovative quantitative methodology (multilevel modeling) and the relevance of

these factors in the evaluation of school performance in China.

项目目的是增进对中国学校效能复杂本质的理解，以及研究地方情境因素在如何界定教育效能和质量方面发挥关键作用。项目旨在以新的视角，运用创新的定量研究方法（多水平模型），在评价中国学校表现过程中，探讨学生特征、学校情境和过程因素对学生成就及其在学校期间取得的进步的影响和这些因素的相关性。

The aims of the ITDEQC project 「改进中国教师发展和教育质量」项目目的

To extend the school effectiveness findings of IEEQC project by examining the trends over four years using comparable data. The project also aims to investigate the nature and extent of teachers' professional development and learning in China as well as the relevance of professional learning communities in Chinese schools. The project seeks to provide quality data to enhance understanding of teacher development and learning and how these aspects relate to school effectiveness and improvement in China.

「改进中国教师发展和教育质量」研究项目旨在运用可比较的数据，通过考察 4 年趋势，拓展「改进中国教育评价和教育质量」研究项目的学校效能研究结果。项目也旨在调查中国教师专业发展和学习的性质和程度，以及中国学校专业学习共同体的相关性。项目将提供质性数据，促进对教师发展和学习的理解，以及这些方面如何能同中国学校效能和质量改进联系起来。

Improving Educational Quality 改进教育质量

Improving education quality is a major goal of countries worldwide given the clear links drawn between better student access and outcomes, poverty reduction and stronger economic growth. In this context, school effectiveness research has stimulated and focused educational policy makers' attention on the potential to raise overall levels of educational standards and student achievement. However, in China, raw measures of pupils' academic outcomes and entrance levels to higher education are frequently viewed as the key indicators of school quality. As a result schools with disadvantaged intakes tend to be judged unfairly, while complacency is possible amongst schools with more able pupils and it is difficult to identify best practice. An alternative approach examines the relative progress of pupils during their time at school and this

methodology - often referred to as value added - is widely regarded as providing more accurate measures of school effectiveness than the raw results. Currently, there is very little empirical research evidence on value added measures of school effectiveness in China and our research aims to fill this crucial gap. It is both essential and timely to examine the opportunities and potential for enhancing educational quality in China via innovative school evaluation methods and school effectiveness research, as well as via teacher development.

改进教育质量是世界各国政府的一个主要目标，因为学生更多的入学机会和更好的结果与减轻贫困和经济强劲增长之间存在着明显的联系。在这种背景下，学校效能研究大大激励了教育决策者，使其开始关注提高教育标准和学生成就整体水平的潜能。然而在中国，学生的中考成绩和高考升学率通常被视作学校质量的关键指标。因此，有着劣势生源的学校常常受到不公平的评价，而那些拥有好生源的学校可能沾沾自喜，这很难确定谁是最佳实践者。一种可供选择的方法就是考查学生在校期间取得的相对进步，这种方法（通常指增值法）被广泛看作是能比原始结果提供更为精确的学校效能测量。目前中国学校效能增值测量的实证研究证据非常少，本项目研究将旨在填补这一空白。通过创新性学校评价方法和学校效能研究调查，以及通过教师发展，以提高中国教育质量的机会和潜能，既重要又适时。

What Is Meant by Value Added? 何谓「增值」？

The value added concept rests on the assumption that schools add 'value' to the achievement of their students. Value added approaches produce an estimate of the extra value that is added by schools to student attainment (or attitudes) over and above the progress or improvement that might be expected in a normative sense. Value added measures thus seek to establish whether students in some schools make relatively greater or less progress than those in other schools over a specific period of time. The most effective schools would be those where student progress exceeds expectation. However there are some limitations to value added methodology and approaches to school evaluation which need to be well understood.

「增值」概念的假设是学校增加其学生成就的「值」。运用增值法以推估一额外值，该值是学校加诸在学生成就（或态度）的一般预期进步或改进之上的额外之值。因

而，增值测量试图说明在一段特定时间内，某些学校的学生是否比其它学校的学生取得了相对较大或较小的进步。相较于其它学校，最有效能的学校是其学生之进步超过了预期最多。然而，在运用增值法以评价学校时，当对其局限性有所理解。

What Is Meant by Professional Learning Community? 何谓「专业学习共同体」

A professional learning community is an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all students' learning.

专业学习共同体是指具有全纳性的一群人，享有共同学习愿景，相互支持和共同工作，在共同体内部和外部探讨解决教学实践问题，共同探讨有助于提高每一个学生学习的新的和更好的方法

Project Activities 项目活动

- Carrying out extensive surveys of the literature;
- Collecting and analysing examination, prior attainment and other student, class and school background and context data senior secondary schools in 3 LEAs to explore school effects over 4 years;
- Collecting and analysing new qualitative case study data (interviews with key stakeholders) to explore (i) the way school effectiveness and evaluation policy and practice has been applied and adapted in the Chinese context (IEEQC study) and (ii), teachers professional development and the relevance of professional learning communities in Chinese schools to enhance student outcomes (ITDEQC study).
- 进行广泛的文献调查;
- 采集和分析中国 3 个地级市的普通高中高考成绩和中考成绩及学生、班级和学校背景数据，以探索为期 4 年的学校效应;
- 采集和分析新的质性个案研究数据（访谈主要利益相关方），以探讨（一）学校效能、评价政策和实践在中国背景下应用和适应的方式（「改进中国教育评价和教育质量」研究项目），以及（二）教师专业发展和中国学校专业学习共同体的相关性，提高学生结果（「改进中国教师发展和教育质量」研究项目）。

The project team 项目团队

The Principal Investigator Prof. Sally Thomas and co-investigator Dr. Wen-Jung Peng are from the University of Bristol. Our Chinese collaborators Professor Huisheng Tian, Jianzhong Li, and other team members are from China National Institute for Education Research.

英方成员：英国布里斯托大学萨丽 托马斯教授（项目总负责人）及彭文蓉博士（项目共同负责人）。中方成员：中央教育科学研究所田慧生研究员、李建忠及其他研究人员。

Collaboration and Dissemination 合作和成果推广

Throughout the projects, feedback and discussion will take place with project collaborators, LEA/school partners and expert advisors. UOB ethical guidelines and requirements will be followed in relation to all aspects of the research and dissemination including ensuring the confidentiality and anonymity of all individuals and schools participating in the research. We will be producing papers, and organising seminars . see website <http://ieeqc.bristol.ac.uk/> for further details. Comments and requests for further information are always welcome.

在项目整个实施中，英方将同项目合作方、地方教育行政部门或项目学校及专家顾问进行讨论，并提供反馈。就项目研究和成果传播等各个方面，将遵守布里斯托大学有关职业操守的规定，以确保所有参与项目的个人和学校之匿名权以及其资料的隐秘权。项目组将发表文章和组织学术研讨会。详情请看项目网页 <http://ieeqc.bristol.ac.uk/>。欢迎大家提出建议和索取详细信息。

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