



**Improving**  
Teacher  
Development &  
Educational  
**Quality** in  
China

改进中国教师发展和教育质量

**Improving**  
Educational  
Evaluation &  
**Quality** in  
China

改进中国教育评价和质量

**Teachers Professional Development and the  
Role of Professional Learning Communities  
to Enhance Teachers Practice and Student  
Outcomes: Evidence from China**

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# Introduction 导论

- Research studies in a range of international contexts such as USA and UK have emphasised the value and role of professional learning communities (PLCs) to enhance professional practice (Stoll & Louis, 2007).

诸如美英等国家的研究都强调，专业学习共同体在强化专业实践上有其价值和角色

- However, in mainland China, little empirical research exists on this topic although some researchers have argued that PLCs typically exist as part of the formal structure of the education system, largely in the form of teaching and school research groups (Teddlie & Lui, 2008).

虽然一些研究者声称，专业学习共同体通常以教研组的形式成为教育体系之正式结构的一部份，但在中国仍然甚少有这方面的实证研究。

- Other research indicates that for many teachers in China professional learning is underdeveloped and that their satisfaction with CPD activities is low (Zhao et al, 2009). Moreover, there are indications that teachers' access to CPD is not equitable, with those in disadvantaged and rural areas having fewer opportunities to participate meaningfully in professional development (Robinson, & Yi, 2008).

其他研究指出，中国许多教师的专业学习欠发达，持续专业发展活动的满意度低，而且接受培训的机会不公平，尤其是弱势和农村地区较少有机会参加有意义的专业发展

- Given the importance of raising educational quality to reduce poverty in China (Zhang & Minxia, 2006), it is timely and essential to examine the nature and reality of teachers professional development as well as the utility of professional learning communities concept to enhance teacher quality and school effectiveness.

基于提升教育对中国减贫的重要性，此时正是时候也有必要来检验教师专业发展，以及运用专业学习共同体的概念来强化教师质量与学校效能

# Policy Context in China 中国的政策环境

At 2009 National People's Congress, the Chinese Premier WEN Jiabao reiterated the need to prioritise educational development and outlined an initial focus on five key areas (NPC, 2009) :

**2009年，国务院总理温家宝的政府工作报告中，强调政府坚持优先发展教育事业，并且要重点抓好五个方面：**

- promote fairness in education 促进教育公平
- optimise the education structures to develop vocational education 优化教育结构、大力发展职业教育
- improve the quality of teachers 加强教师队伍建设
- advance well-rounded education 推进素质教育
- implement a program to ensure that all primary and secondary school buildings are safe and promote standardisation in the construction of rural primary and secondary schools 实施全国中小学校舍安全工程，推进农村中小学标准化建设

# Introduction to ITDEQC Project

## 「改进中国教师发展和教育质量」课题之简介

- Improving the professional development of teachers and other school staff is seen as one critical lever to improve educational quality and student outcomes. However, more rigorous evaluation evidence is needed to demonstrate how and why this approach works.

改进教师和学校其他员工的专业发展被视为是，提高教育质量和学生学习结果的一个关键。然而，需要更多严格的评估证据来证明，这种方式是如何运作以及为什么管用

- **What is a professional learning community (PLC)?** *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 pupils' learning.* (Bolam, McMahon, Stoll, Thomas, Wallace, Hawkey, and Greenwood, 2005)

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

# Data Used for the Presentation

## 数据来源

### Qualitative Study:

- Interviews with 70+ stakeholders in 4 senior secondary schools (teachers, students), and national/local policy makers.....exploring perceptions about teachers professional development and the relevance of professional learning communities (PLCs) in Chinese schools to enhance student outcomes
- Feedback on two 2-day PLC workshops attended by 50+ heads/teachers from the four case study schools; and two rounds of follow-up and telephone interviews

质性研究：个别与聚焦访谈来自2个地区四所高中学校的70多位相关利益者（包括教师、学生）以及国家和地方行政决策者、两次两天的工作坊与追踪访谈——来探索教师专业发展和专业学习共同体对加强中国学生学习结果的议题

### Quantitative study:

- 50,000+ students, 60+Senior high schools, two regions. HE Entrance Examination results matched to their 2009 SHS Entrance Examination results and other student and school variables
- Survey data: 2012 Teacher survey administered to 17,000+ teachers in 100+ senior secondary schools from three Chinese regions plus 2012 school and student questionnaire

样本三（2012）：二个地区60多所普通高中之学校问卷及其50,000多位学生之学生问卷、三个地区100多所普通高中之17,000多位教师之教师问卷

# Key Findings

1. Descriptive statistics from 2012 Teacher survey and related teacher interview data
2. Impact of Teacher CDP/PLC variables on students raw and value added outcomes
3. Case studies of Chinese Schools as Professional Learning Communities

# Demographics of 2012 Teacher Survey Respondents

## 2012年教师问卷回覆者之人口统计特征

Region	Number of teachers	Response rate (%)	Male teachers (%)	Age less than 30 (%)	Age 50 or older (%)	Age 60 or older (%)	Highest Ed – non-university tertiary or below (%)	Highest Ed – Postgrad. or above (%)
地区	教师回覆 问卷调查 人数	问卷调查 应答率 (%)	男性 教师(%)	小于 30岁(%)	等于或 大于 50岁(%)	等于或 大于 60岁(%)	最高学历 - 大学专 科或以下 (%)	最高学历 - 研究所或 以上(%)
LEA 1	8,093	91.8	36.6	13.1	2.5	0.0	2.8	4.9
LEA 2	7,608	87.5	48.8	16.3	1.8	0.0	1.3	8.3
LEA 3	1,814	64.0	60.8	18.4	3.6	0.1	2.8	4.2
<b>Total:</b>		<b>17,515</b>				<b>EU countries</b>		
				<b>2.7- 32.3</b>	<b>12.7- 54.7</b>	<b>0.6- 12.5</b>		
Sources: EU (2010, 2006)								

(Note: i) item missing values less than 1% for total sample; ii) calculated at individual level)

# Findings of 2012 Teacher Survey

## 2012年教师问卷结果

OECD TALIS 2007-08 survey (2010)	Percentage of teachers who undertook some professional development in the previous 18 months	
Countries	Mean	(SE)
Austria	96.6	(0.37)
Belgium (Fl.)	90.3	(0.73)
Bulgaria	88.3	(1.17)
Denmark	75.6	(1.26)
Estonia	92.7	(0.50)
Hungary	86.9	(1.77)
Ireland	89.7	(0.78)
Italy	84.6	(0.76)
Lithuania	95.5	(0.40)
Malta	94.1	(0.75)
Poland	90.4	(0.67)
Portugal	85.8	(0.87)
Slovak Re-public	75.0	(1.13)
Slovenia	96.9	(0.35)
Spain	100.0	(0.03)
<b>EU (TALIS) average</b>	<b>89.5</b>	<b>(0.23)</b>
Australia	96.7	(0.43)
Brazil	83.0	(1.21)
Iceland	77.1	(1.10)
Korea	91.9	(0.59)
Malaysia	91.7	(0.67)
Mexico	91.5	(0.60)
Norway	86.7	(0.87)
Turkey	74.8	(2.09)
TALIS average	88.5	(0.20)

During the last 18 months 过去十八个月中	Teachers actually attend formal CPD 参加了正式专业发展培训活动	Among those, average attended CPD days 这些教师参加正式专业发展培训活动的平均天数	
Region	%	Mean	SE
<b>LEA 1</b>	<b>91.0</b>	<b>5.2</b>	<b>0.6</b>
<b>LEA 2</b>	<b>97.2</b>	<b>9.5</b>	<b>0.7</b>
<b>LEA 3</b>	<b>95.9</b>	<b>5.2</b>	<b>0.9</b>

Note: i) CPD days calculated at individual level based on 7 hours as a day; ii) Sample size of who actually attended some (defined as at least 4 hours) = LEA1 (6704), LEA2 (7178), LEA3 (1451) (Nb: OECD defined as at least one day with rounded to whole days)

Average days of professional development among those who received some	
Mean	(SE)
10.9	(0.16)
8.8	(0.42)
30.8	(2.04)
12.9	(0.40)
14.2	(0.31)
16.7	(0.41)
6.2	(0.21)
31.4	(1.17)
11.8	(0.21)
7.8	(0.26)
28.9	(1.20)
21.6	(1.01)
9.6	(0.38)
8.6	(0.20)
25.6	(0.51)
<b>16.4</b>	<b>(0.20)</b>
9.0	(0.20)
20.8	(0.79)
13.9	(0.56)
32.7	(0.55)
11.9	(0.33)
37.1	(1.78)
10.6	(0.34)
14.9	(0.65)
17.3	(0.16)

(Oct/2013)



# Findings of 2012 Teacher Survey

## 2012年教师问卷结果

<b>Teacher survey</b> - Participation in any of following kinds of professional development activities during the past 18 months (%)		<b>LEA1</b>	<b>LEA2</b>	<b>LEA3</b>
过去十八个月，您是否参加了下列形式的专业发展培训活动				
Courses/workshops on subject matter	进修课程及专题讨论会	79.50	78.12	82.88 (74.97)
Education conferences or seminars	教育会议和研讨会	77.54	75.82	76.50 (67.64)
Qualification programme	学历提高的课程	52.47	45.01	44.80 (37.98)
Participation in a network of teachers	教师专业发展专属网络	70.97	68.37	73.08 (62.84)
Individual or collaborative research	个人或与他人合作研究	65.12	60.39	67.18 (57.88)
Mentoring and/or peer observation	同事间的辅导或观课	91.33	84.81	91.56 (80.10)
Reading professional literature	专业文献的研读	77.56	72.05	82.99 (71.83)
Engaging in informal dialogue with colleagues	与同事非正式的交流	91.79	83.04	91.77 (80.49)
Research project, writing papers	课题、论文撰写	76.46	70.55	77.33 (67.70)
Engaging in activities in TR groups	教研组活动	93.40	85.74	94.40 (83.68)

Note: i) calculated at individual level excluding missing values; ii) sample size (teachers/schools) = LEA1 (8093/41), LEA2 (7608/45), LEA3 (1814/21) with individual item missing values less than 2% for total sample (17,515); (iii) However % item missing for LEA3 ranged from 9-16%; hence for LEA3 figures in brackets also show equivalent percentages not excluding missing values.

# Nature / Extent of SHS Teachers' Professional Development and Learning in China (interviews)

## 中国高中教师专业发展与学习的性质与范围

### Main Focus of professional development and learning 专业发展与学习的主要重点

Focus	重点（访谈信息）	Junior T 青年教师	Mainstay T 骨干教师
Practical pedagogical subject knowledge and strategies	教学实践知识和实际工作指导策略	√	√
<b>Education theory knowledge</b>	教育理论知识		√
Evaluation of students' learning	对学生的学习进行评估的理论与方法	√	√
Course design and use of ICT	课件制作与网络运用	√	√
<b>Reflective teaching practices</b>	教师反思能力的培养		√
<b>Basic teaching/classroom management skills</b>	基本教学/课堂管理技巧	√	
Professional ethics and morals	职业伦理道德	√	√
Study of curriculum reform	新课程改革的相关培训	√	√

Note that there are different focuses for SMT/headteachers

# Findings of 2012 Teacher Survey

## 2012年教师问卷结果

Teacher survey – teachers participating in any of the following PD topics during the past 18 months (%) 过去十八个月中，参加的各种专业发展培训活动的內容		LEA1	LEA2	LEA3
New SHS curriculum reform	新高中课程改革	89.52	80.69	92.90 (88.70)
Academic subject knowledge /understanding	主要教授学科的专业知识与理解	84.89	76.40	87.97 (83.41)
How to teach in a multicultural setting	如何在多元文化背景下的教学	73.78	63.76	79.60 (73.98)
Understanding of instructional strategies	主要教授学科的教学策略和方法的知识与理解	80.95	70.35	85.13 (79.22)
Teaching content and performance standards	主要教授学科的教学内容与绩效标准	77.05	66.78	81.02 (75.08)
Use of ICT skills for teaching	运用计算机技术进行教学	77.07	70.72	81.94 (77.01)
Class management	班级管理	68.79	61.08	77.50 (72.33)

Note: i) calculated at individual level excluding missing values; ii) sample size (teachers/schools) = LEA1 (8093/41), LEA2 (7608/45), LEA3 (1814/21) with individual item missing values less than 1% for total sample (17,515); (iii) missing for LEA3 ranged from 4-8%); hence brackets show equivalent percentages including missing values.

# Findings of 2012 Teacher Survey

## 2012年教师问卷结果

Teacher survey – teachers participating in any of the following PD topics during the past 18 months (%) 过去十八个月中，参加的各种专业发展培训活动的內容		LEA1	LEA2	LEA3
Student discipline and behaviour problems	学生的纪律与行为问题	72.66	63.23	80.05 (74.31)
Student assessment practices	学生评估的做法	72.96	60.74	80.15 (74.59)
How to counsel students	如何辅导学生	77.02	65.71	84.34 (79.00)
How to teach students with SENs	如何教导有特殊学习需要的学生	71.59	61.13	79.53 (74.09)
Psychological development of students	学生的心理发展	73.04	64.13	82.27 (77.23)
Ethics, humanity, ideology and politics of teachers	教师的师德、人文综合素养、思想政治	82.24	71.02	88.09 (82.80)
School magt. and admin.	学校管理和行政	51.71	41.84	66.47 (61.30)

Note: i) calculated at individual level excluding missing values; ii) sample size (teachers/schools) = LEA1 (8093/41), LEA2 (7608/45), LEA3 (1814/21) with individual item missing values less than 1% for total sample (17,515); (iii) missing for LEA3 ranged from 4-8%); hence brackets show equivalent percentages including missing values.

# Findings of 2012 Teacher Survey – CPD Funding

## 2012年教师问卷结果 – 持续专业发展的经费

Teacher survey – How much did you personally have to pay for attending CPD activities during the past 18 months (%)	您是否必须个人负担过去十八个月所参加的专业发展培训活动的费用 (%)	LEA1	LEA2	LEA3
<b>None</b>	<b>完全免费</b>	<b>35.85</b>	<b>83.69</b>	<b>16.22</b>
<b>Some</b>	<b>负担部份费用</b>	45.75	14.40	61.07
<b>All</b>	<b>全部自费</b>	<b>18.39</b>	1.91	<b>22.72</b>

Note: i) calculated at individual level; ii) sample size = LEA1 (8041), LEA2 (7582), LEA3 (1554)

# Nature / Extent of SHS Teachers' Professional Development and Learning in China (interviews)

## 中国高中教师专业发展与学习的性质与范围

### Effective CPD for Chinese SHS Teachers 有效的持续专业发展途径（访谈信息）

		Junior Teacher 青年教师	mainstay Teacher 骨干教师	Head 校长	Pmaker 地方决策者
Visit schools with successful practice	到优秀学校实地参观学习	√	√	√	√
Mentoring system	师徒制学习	√		√	√
School based research	校本教研	√	√	√	√
Collective lesson preparation	集体备课和教研	√	√	√	√
Seminars on theory combined with practice	理念和实践相结合的讲座	√		√	√
Case study training	案例培训	√	√	√	√
Model class observation	观摩课	√			
Mutual lesson observation with discussion	互相听课评课	√	√	√	
Teaching competition	各类教学比赛	√			

Note: one teacher mentioned 'participation in exam design

# CPD Summary 有关持续专业发展的结论

CPD reported as key priority of educational policy and variety of CPD activities provided, but...持续专业发展是教育政策优先考虑的事项，各种活动亦有所提供，但是.....

• **Inequality of education resources between areas** – lack of resources and fewer opportunities (eg. Length of CPD hours/days) leading to more CPD needs particularly in deprived areas, mostly in curriculum reform and instructional strategies

**地区间教育资源的不平等** – 资源的缺乏和较少的培训机会（譬如，培训的天数或学时）导致相对弱势地区对持续专业发展有较高的需求，尤其是课程改革和教学策略与方法方面

• **CPD focus** – junior teachers focus on practical pedagogical subject knowledge, basic teaching skills; while experienced teachers on theoretical knowledge and reflective teaching practices

**持续专业发展的重点** – 青年教师重视教学实践知识与基本教学技巧等方面的学习，经验丰富的教师重视理论知识的加强和反思教学实践能力的培养

• **Effective CPD** – traditional model class observation and teaching competition regarded as less effective CPD approaches by experienced teachers, headteachers and policy makers; also mentoring/peer observation, informal dialogue with colleagues and teaching research group activities considered to have highest impact on teachers' development (but the reality of reflective professional enquiry is questioned)

**有效的持续专业发展途径** – 经验丰富的教师、校长和地方决策者认为传统的观摩课以及教学比赛是较无效的方法；反之，互相听课评课、教研组活动则对教师专业发展最具影响力。然而，个人专业反思的现实性仍然为一些教师所质疑。

# Findings of 2012 Teacher Survey – Existence of PLCs

## 2012年教师问卷结果 – 专业学习共同体的现状

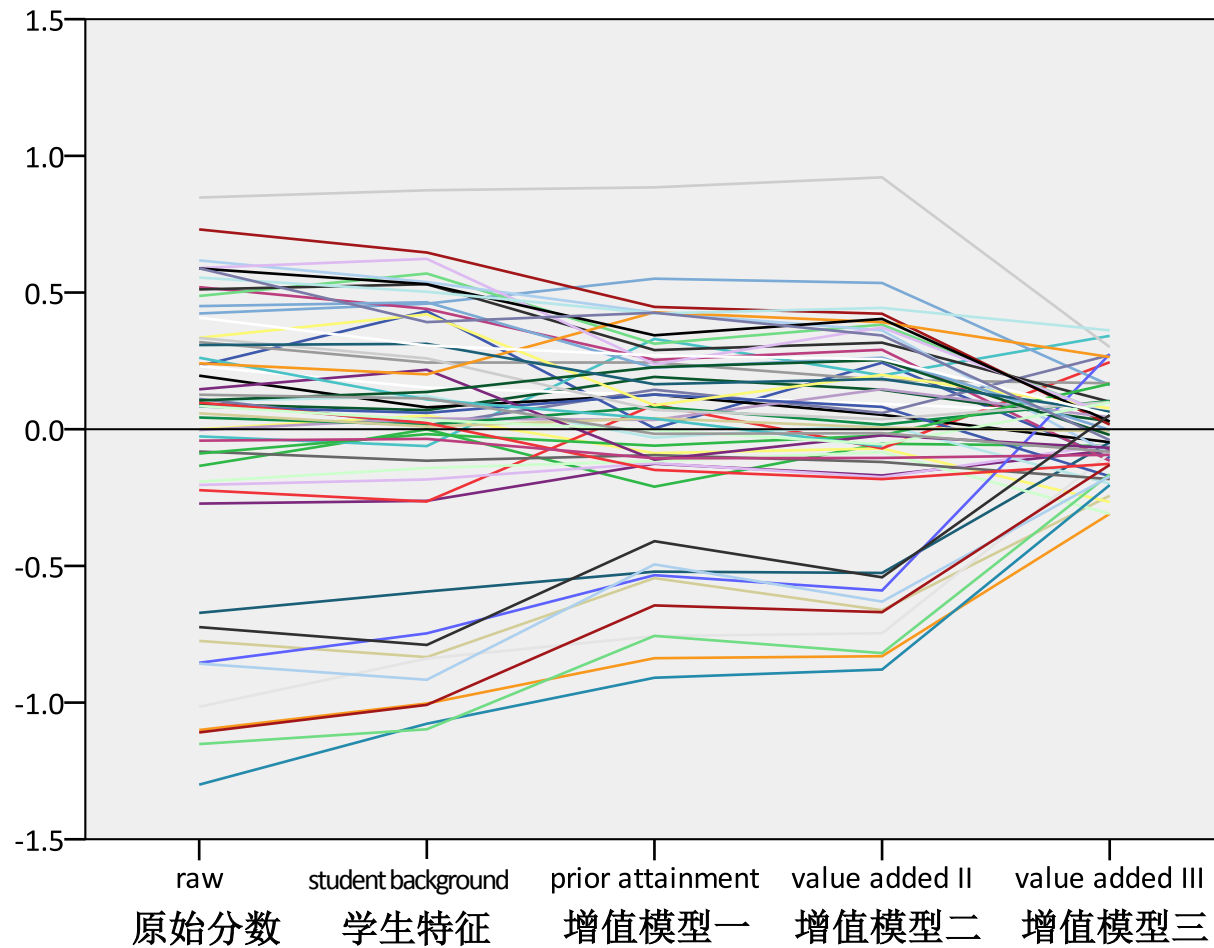
Based on the PLC definition, to what extent do you agree (%百分比) 根据本项目對「专业学习共同体」的定义，你在多大程度上同意或不同意下列的叙述：	region	Strongly Disagree	Disagree	Un-certain	Agree	Strongly Agree
	地区	非常不同意	不同意	不确定	同意	非常同意
PLC is a meaningful concept in Chinese schools ‘专业学习共同体’对中国学校而言是个有意义的概念	LEA1	1.2	2.4	12.4	59.8	24.3
	LEA2	3.6	2.0	10.3	48.2	36.0
	LEA3	1.1	4.1	15.2	58.6	20.9
PLC exists in Chinese schools ‘专业学习共同体’是存在于中国学校里	LEA1	1.2	3.2	17.6	59.8	18.3
	LEA2	4.4	2.5	13.3	49.4	30.5
	LEA3	0.6	4.9	22.4	52.3	19.9
‘Whole’ school PLC exists in this school 本校是一个‘全校’专业学习共同体	LEA1	1.3	3.2	16.5	61.1	18.0
	LEA2	4.6	2.2	12.2	50.6	30.4
	LEA3	0.9	4.4	22.5	54.7	17.5

Note: i) calculated at individual level; ii) sample size = LEA1 (8093), LEA2 (7608), LEA (1814) with item missing values less than 2% for total sample (17,515) (Nb: % missing for LEA3 ranged from 2-12%)



## Type of Feedback – China Total Score 2009

### 不同反馈模型 – 2009年高考总分



### Type of feedback 不同反馈模型

# China Models of Analysis – 2012

## 模型架构 – 中国例证 (2012)

Explanatory variables 解释变量	Intra school correlation (%) 校内相关系数						Intra teacher correlation (%) 教师内相关系数							
	Chinese		English		Maths		Chinese		English		Maths			
	LEA1	LEA3	LEA1	LEA3	LEA1	LEA3	LEA1	LEA3	LEA1	LEA3	LEA1	LEA3		
None (Cons) 不设定自变量 -->	Raw Model 初始模型		14.8	15.1	16.0	26.0	18.3	21.7	18.5	9.6	30.3	20.7	30.2	15.7
+ Prior attain. 纳入中考成绩 -->	VA Model I 增值模型一		5.5	9.8	5.3	24.6	7.3	17.6	4.9	6.2	11.1	18.4	13.4	13.1
+ Stu. charact. 再纳入学生特征 -->	VA Model II 增值模型二		5.5	10.5	5.9	24.9	8.6	17.9	5.0	6.0	10.8	17.6	12.8	10.2
+ Sch context 再纳入学校情境 -->	VA Model III 增值模型三		3.0	0.0	3.6	0.0	4.2	0.0	5.1	5.9	11.0	21.7	13.4	11.0
+ CPD variables 再纳入CPD -->	VA Model Xc 增值模型 Xc		3.1	0.0	4.0	0.0	4.6	0.0	4.4	0.0	9.6	0.0	11.4	0.0

3-level (TQ)

(Oct/2013)

**Significant CPD1 variables: 2012 Chinese/English/Math – VA Xc – two LEA**  
**统计显著的持续专业发展变量：2012 高考语英数（增值模型Xc，2 LEA）**

CPD1 variables (VA Model Xc, 3 level) – type/length of CPD	持续专业发展（组一）变量 （三层次增值模型Xc） – 专业发展活动形式/学时	LEA1			LEA3		
		C 语	E 英	M 数	C 语	E 英	M 数
Total formal CPD hours	正式专业发展培训总学时		+			+	
Total informal CPD hours	非正式专业发展培训总学时						
Participation in Qualification programme	学历提高的课程						
Participation in a network of teachers formed	教师专业发展专属网络						
Participation in Individual or collaborative research	个人或与他人合作的研究课题						
Participation in Mentoring and/or peer observation and coaching	学校安排的同事间的指导、观课或辅导	-		-			
Participation in Reading professional literature	专业文献的研读			-			
Participation/Engaging in informal dialogue with your colleagues	同事间非正式的有关如何改进教学的交流			+			
Participation in research project, writing papers	课题研究、论文撰写		+	+			
Participation/Engaging in activities and planning	教研组、学科组、年级组的活动						

**Significant CPD1 variables: 2012 Chinese/English/Math – VA Xc – two LEA**  
**统计显著的持续专业发展变量：2012 高考语英数（增值模型Xc，2 LEA）**

CPD1 variables (VA Model Xc, 3 level) – content of CPD	持续专业发展（组一）变量 (三层次增值模型Xc) – 专业发展培训内容	LEA1			LEA3		
		C 语	E 英	M 数	C 语	E 英	M 数
Participation in how to teach in a multicultural setting	如何在多元文化背景下的教学						
Participation in instructional strategies and teaching methods	主要教授学科的教学策略和方法的知识与理解	+	+			-	
Participation in teaching content and performance standards	主要教授学科的教学内容与绩效标准						
Participation in Class management	班级管理	-			+		
Participation in Student discipline and behaviour problems	学生的纪律与行为问题				-		
Participation in how to counsel students	如何辅导学生						
% CPD activities at school level	参加校级专业发展培训的百分比	-	-				

**Significant CPD1 variables: 2012 Chinese/English/Math – VA Xc – two LEA**  
**统计显著的持续专业发展变量：2012 高考语英数（增值模型Xc，2 LEA）**

CPD1 variables (VA Model Xc, 3level) – factors of CPD	持续专业发展（组一）变量 （三层次增值模型Xc） – 持续专业发展	LEA1			LEA3		
		C 语	E 英	M 数	C 语	E 英	M 数
Factor of Perceived future CPD need related to student development and class management	学生发展与班级管理之未来需求因素						
Factor of Perceived future CPD need related to curriculum and teaching methods	课程与教学法之未来需求因素						
Factor of frequency appraisal received	教师考核频率因素						
Factor of CPD through collaboration and feedback	通过合作与回馈之专业发展培训因素	+	+				
Factor of CPD through educational resources and support	通过教育资源与支持之专业发展培训因素			+		-	

# Key Features of Professional Learning Communities - Bolam, et al., 2005

## 专业学习共同体的主要特征

### Brief findings of EPLC:

Although PLCs don't look exactly the same in all schools, Bolam et al's research has found they seem to display eight characteristics, which they exhibit to a greater or lesser degree:

### Eight Characteristics of PLC:

- |  |                 |
|--|-----------------|
| 1. Shared values and vision                          | 共享的价值观和愿景       |
| 2. Collective responsibility for pupils' learning    | 致力于学生学习的集体责任    |
| 3. Collaboration focused on learning                 | 聚焦于学习的合作        |
| 4. Group as well as individual professional learning | 群体和个体的专业学习      |
| 5. Reflective professional enquiry                   | 反思性专业探究         |
| 6. Openness, networks and partnerships               | 开放性、网络关系和合作伙伴关系 |
| 7. Inclusive membership                              | 成员参与的全纳性        |
| 8. Mutual trust, respect and support                 | 相互信任、尊重和支持      |

### Four Processes to create a PLC:

- |  |                 |
|--|-----------------|
| 1. Optimising resources/structures to promote it | 资源和结构、推动专业学习共同体 |
| 2. Promoting individual and collective PL        | 促进群体和个体专业学习     |
| 3. Evaluating and sustaining the PLC over time   | 评估并持续专业学习共同体之运作 |
| 4. Leading and managing to promote the PLC       | 通过领导和管理来推进其发展   |

([www.eplc.info](http://www.eplc.info))

# Existence of Key Features of PLCs in Chinese Senior High Schools (workshop / interviews)

## 中国高中学校之专业学习共同体的主要特征

**Examples of PLC factor 1 – shared values and vision:** typically transformed into slogans and evidenced on classroom walls, banners, hall of fame – but some may be too abstract to follow or realise

A teacher stated common shared values across the school:

*“[We have] shared visions of improving teaching quality and college enrolment rate and promoting students’ healthy development”* (Teacher L1S2, 132-134)

**‘共享的价值观和愿景’的例证：**通常以标语的形式见诸于教室墙壁、横幅或名人堂 — 但有些价值观和愿景的陈述过于抽象，以致难以跟进或实现

*“我们教师一个共同的目标……这是学校要求咱们要一个升学率，学校还要求一个什么呢，我要保证学生的身心健康发展”* (Teacher L1S2, 132-134)

**Examples of PLC factor 2 – collective responsibilities for students’ learning:** common practice is demonstrated at different levels of the school, such as established teaching and research groups by subject and/or grade year

**‘致力于学生学习的集体责任’的例证：**体现在学校的不同层次组织中，例如学科或年级教研组的建立

# Existence of Key Features of PLCs in Chinese Senior High Schools (workshop / interviews)

## 中国高中学校之专业学习共同体的主要特征

**Examples of PLC factor 3 – collaboration focused on learning:** evidenced via different groups set up for different purposes with specific time and venue – but still lack of communication between offices and teaching groups

*“We, six subject teachers of a particular class, have now formed a joint force. We have scheduled regular small scale teaching and research meetings once a week. It is class based, and the class teacher chairs the meeting. These six subject teachers together look at how each student is doing, which student has potential, and to whom we should pay attention”* (Teacher L1S1, 167-175)

*“There is no sharing, discussing or exchanging success or failure experience with other offices or colleagues”* (1st routemap. Ex8, L1S2)

**‘聚焦于学习的合作’的例证：**有具体时间和地点，以及为了完成某一个目的而组成的教学小组 — 但有时学校处室与各小组之间仍然缺乏沟通

*“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，哪个学生有潜力，应该抓哪些学生”* (Teacher L1S1, 167-175)

*“没有和其他部门或同事分享成功或失败经验的探讨与交流”* (1st routemap. Ex8, L1S2)

(Oct/2013)



# Existence of Key Features of PLCs in Chinese Senior High Schools (workshop / interviews)

## 中国高中学校之专业学习共同体的主要特征

**Examples of PLC factor 5 – reflective professional enquiry:** routine after-lesson reflection on teaching, students' exam results, individual professional plans, and use of student feedback – but reality of these activities is questioned

*“The students give feedback on teachers' practice every month, and then the teaching administration analyse students' opinions and discuss the results with the teachers”* (L2S1, ex5)

*“However, reflections about the results are never publicly discussed. And the teachers usually do the reflections only because it is required, and do not pay enough attention during the discussions of others' reflections about their practice”* (L1S2, 1<sup>st</sup> routemap, Ex8)

**‘反思性专业探究’的例证：**课后反思、对学生考试结果和个人专业计划的反思以及使用学生回馈信息等都是例行的工作 — 但其实际性有待考验

*“教师教学设计中教学反思，每月学生对教师都有测评，最后由教导处反馈给教师扬长避短”* (L2S1, ex5)

*“但是这些反思活动从无交流和结果公示。教师们完成的反思行为往往是应付检查，并认为都是别人工作，于己成长无关紧要”* (L1S2, 1<sup>st</sup> routemap, ex5)

(Oct/2013)

# Existence of Key Features of PLCs in Chinese Senior High Schools (workshop / interviews)

## 中国高中学校之专业学习共同体的主要特征

**Examples of PLC factor 6 – openness, networks and partnerships:** such as valuing online shared education resources, establishing new partnerships between local schools called ‘lianpian’ – limited resources in rural areas to extend schools’ networking

**Examples of PLC factor 7 - inclusive membership:** there is a general consensus that every staff should be a member of whole school PLC leading typically an obvious challenge is to include non-teaching staff in the PLC

*“There are few collaborations between teaching and non-teaching staff, and the non-teaching staff rarely participate in professional development” (NPM)*

*“There are few support staff in our school. Although they don’t share the responsibilities of teaching students, they take care about the students’ safety, accommodation and food” (L2S1,*

Ex10)

**‘开放性、网络关系和合作伙伴关系’的例证：**重视网上共享资源、与当地学校建立新伙伴关系（简称联片）——但农村地区资源有限

**‘成员参与的全纳性’的例证：**普遍的共识认为，每一位职员应该都是全校这个专业学习共同体的一员——但明显的挑战是视非教学人员为共同体的成员

*“因为我校后勤人员较少，虽不分担学习责任，但他们为学生的人生安全、住宿、饮食担负着重大责任” (L2S1, Ex10)*

# Existence of Key Features of PLCs in Chinese Senior High Schools (workshop / interviews)

## 中国高中学校之专业学习共同体的主要特征

**Examples of PLC factor 8 – mutual trust, respect and support** : in general, harmonious, trustful, respective and supportive relationships between staff reported by all case study schools – however, there existed collaborative and competitive relationships between staff, particularly teaching staff.

*“There are mutual support and collaborations between different departments. The strategies of the school have gone through democratic appraisal among the staff; the leaders of school respect the teachers, while the teachers respect the students”* (L1S1, Ex5)

*“That’s good, but creating mutual trust and support is easier said than done. For example, the school pays some compensation for teachers’ teaching. However, there are gaps in compensation. So although just a little, trust and respect between teachers seems to appear at a superficial level on certain aspects”* (L1S2, 2ndFU, 98- 107)

**‘相互信任、尊重和支持’的例证：**同事间有着和谐、信任、尊重与支持的关系 — 然而，亦存在着合作与竞争的同事关系，特别是教师与教师之间

*“民主评议，集体决策；领导尊重教师，教师尊重学生，全体互相尊重”* (L1S1, Ex5)

*“这个特征说的很好，但实际工作中做起来可能有点差距.....比方说，我们学校有课时费，上课按课时多少有一点也不多的补助，这个补助稍微有点差距，互相信任、尊重支持只是停留在口头上，只是一点，某些方面，也不是带有普遍性的”* (L1S2, 2ndFU, 98- 107)

# Impact of PLC Workshops, Materials & Activities on Developing PLC and Impact on CPD – example of one case study school

## PLC 工作坊/手册/活动对发展专业学习共同体与对持续专业发展的影响：一个案例的侧写

### Perceived impact of PLC training/materials:

#### 专业学习共同体工作坊培训/手册对个案学校的影响：

- Improved professional development practices

#### 改进了专业发展的实践

- Potential use as evaluation framework

#### 作为评价框架的潜在用途

### Reported changes in teacher perceptions and school practices included:

#### 教师看法和学校实践的改变包括：

- Staff have a better developed understanding of PLC concepts such as understanding of ‘evaluations of PLC’ and ‘reflective teaching practices’

#### 员工对专业学习共同体的概念有了更进一步的理解，例如专业学习共同体之评估与反思性教学的实践

- Introduction of more effective strategies to promote and sustain the school as a PLC
- #### 开展了更多有效策略来促进并持续使学校成为专业学习共同体之运作

## Effective strategies in promoting schools as PLC – impact of the project PLC workshop

### - Actions taken: examples of one case study school

促使学校成为专业学习共同体的有效措施 – PLC工作坊的影响  
开展行动：一个案例的侧写

- **About establishing openness, networks and partnerships**

#### 建立开放性、网络关系和合作伙伴关系

The school has collaborated with one high school located in another city via sharing internet resources – *“the staff can learn from the internet how the teachers teach in other schools, and get access to teaching resources; the students can also do online learning”* (1<sup>st</sup> routemap) – and seeks for collaboration with HEIs and became a training base for teacher CPD provided by a national university... (2<sup>nd</sup> routemap)

**该学校与临近城市的一所高中建立了网络学校合作伙伴关系：“教职员工可以在网上学习到其他学校的教师是如何教学的，并可以获得自己所需要的教学素材。学生也可以进行网络学习”** (1<sup>st</sup> routemap) **亦积极寻求与高校合作，成为一所高校的生源基地**

- **About establishing inclusive membership**

#### 建立成员的全纳性

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”*... (1<sup>st</sup> routemap)

**学校为了加强后勤部门和其他部门的合作：“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”**

## Effective strategies in promoting schools as PLC – impact of the project PLC workshop

### - Actions taken: examples of one case study school

促使学校成为专业学习共同体的有效措施 – PLC工作坊的影响  
开展行动：一个案例的侧写

- **About enhancing process of leading and managing to promote the PLC**  
强化通过领导和管理来推进专业学习共同体的发展
  - **the difficulty of sustainability of PLC appeared during the period of transition management** – *“sustainability of PLC faces challenges due to changes in leadership of the school. Therefore, to maintain and sustain school as a PLC needs the policy support from the government”* (1<sup>st</sup> routemap)
- 持续专业学习共同体的发展面临了困境，由于“学校领导或者关键人物的调整...因此作为政府层面希望能将其作为一项基本制度贯穿于学校发展的始终”** (1<sup>st</sup> routemap)
- **headteachers acting as role model / lack of staff involvement in managing schools** – *“the leaders will visit classes and sit in lessons with students at any time to better understand the situation of teaching and learning... however, due to many practical issues... staff do not join in managing the school. The staff can only passively accept the changes without put forward inspiring ideas”* (1<sup>st</sup> routemap, Ex8)

**校长身为典范 / 欠缺教职员工参与到学校管理：**“学校领导会走进教师课堂，一同和学生听课，了解教师授课情况和学生学习情况.....但是，由于多种原因和体制上的限制，学校的教职员工根本没有参与到共同体的领导中，只是被动的接纳，很少一些闪光性的观点诞生”

## Effective strategies in promoting schools as PLC – impact of the project PLC workshop

### - Actions taken: examples of one case study school

促使学校成为专业学习共同体的有效措施 – PLC工作坊的影响  
开展行动：一个案例的侧写

- **About enhancing process of evaluating and sustaining the PLC**

强化评估并持续专业学习共同体之运作

- **Setting a target (about inclusive membership) to achieve a ‘developing’ PLC** – *“at the beginning of the semester, the school organised an all staff meeting, consulted staff, conducted interviews and questionnaires to seek feedback on the strategy”* (2<sup>nd</sup> routemap)

*“开学之初，学校确立成员全纳性的发展阶段做法，根据学校的统一安排和部署，通过召开员工会议进行咨询或者通过调查问卷进行快速的反馈”* (2<sup>nd</sup> routemap)

- **Improving existing sub-PLCs (eg restructure teaching and research groups)**

改进既有的小组形式的专业学习共同体（如重组教研组）

*“school has strengthened and re-organised the existed teaching groups, planning groups, and the offices”* (1<sup>st</sup> round routemap) – The school has offered space and time for the teaching groups and also regulated the contents and formats of the activities of teaching groups.

*“学校加强了内部的专业培训，对原有的教研组、备课组、各处室进行完善、重组.....领导们对教研组活动提供了场所和时间，并对教研组的活动从内容和形式上都作了要求和指导”*

(Oct/2013)

# Summary and Conclusion: Promoting Schools as PLCs

## 总结和结论：促进学校成为专业学习共同体

**Developing whole school as a PLC:** the concept as well as features may need to be adapted to the Chinese context given:

发展学校成为一个整体性的专业学习共同体：在中国的情境下，专业学习共同体的概念以及其特征，必须加以调整：

- **Differences between rural and urban contexts**

Perceived challenges for rural teachers and schools

Practical constraints

Parents' understanding and support

- **Sustainability**

Takes time for implementation

Support of school leadership

External influences are required to promote PLC development: eg, better LEA regulations/ support/ inspection to promote CPD/PLC

- **Community link**

Difficult to involve parents in rural areas in PLC

### 城乡情境的差别

农村教师和学校面临的挑战

实际限制

家长的理解与支持

### 可持续发展

需要时间完成

校领导的支持

需要外部的影响力，诸如地方政府的规范、支持与监督来促进专业发展/专业学习共同体

### 社区的关联

农村父母融入专业学习共同体的困难度



# Summary and Conclusion: PLC concept in China

## 总结和结论：专业学习共同体概念在中国

**Overall PLC concept appears to be relevant in Chinese schools** – established sub-PLCs as well as whole school PLCs seem to exist and consistent evidence on 5 out of 8 characteristics, and 4 processes:

整体而言，专业学习共同体对中国学校来说是个相关的概念 – 已可见小组形式和学校形式的专业学习共同体，并显现了八个中的五个特征以及四项过程：

### • Challenging PLC features/processes

- inclusion (eg support staff)
- reflective professional enquiry (hierarchy / lack of distributed leadership)
- trust and respect (cultural context)

### • Most developed PLC features/processes

- shared value and visions
- collective responsibilities
- existing PD mechanism & strong support for mentoring
- **But** LEA3 (poorer west) has highest % of teachers uncertain about PLC and its relevance to Chinese schools or their own school

### • Some evidence from MLM analysis of positive impact of CPD/PLC on student outcomes

### 具挑战性的专业学习共同体特征/过程：

全纳性（诸如非教学人员之参与）  
反思性专业探究（缺乏分布式领导）

信任与尊重（文化情境）

### 最发达的专业学习共同体特征/过程：

共享的价值观和愿景  
致力于学生学习的集体责任  
既有的专业发展机制与导师师徒制

但是，LEA3有较高百分比的教师对PLC及其相关性抱持不确定的态度

多层次增值模型分析之证据显示，  
CPD/PLC对学生学习结果有正向的影响

# IEEQC/ITDEQC lessons learned so far

## 从IEEQC/ITDEQC 吸取的经验

- **“Value Added” measures** would provide an important and welcome addition to current school evaluation systems in China but need to be aware of limitations

在现有的中国学校评价体系，增值评量法会是一个额外重要且受欢迎的评价方法，但必须对其局限性有所了解

- The evidence suggests that **a range of “value added” measures are required** – eg for different subject outcomes and groups of students. Also consider extending to non-academic outcomes such as vocational and attitude measures

研究证据显示，需要有不同类型的增值评量，例如针对不同的学科和不同的学生群体。而且，可将此方法拓展并运用到非学业学习结果，诸如职业教育和学习态度方面

- **Data quality is crucial** - rigorous and systematic longitudinal data collection procedures are required to ensure data quality, as well as explicit agreements between schools, administration and research organisations taking responsibility for data collection

数据的质量是关键 – 必须有严谨和系统化的纵向数据采集程序，以确保数据品质，并且与学校、行政单位和研究机构对数据采集的责任，有明确的协议

# IEEQC/ITDEQC lessons learned so far

## 从IEEQC/ITDEQC 吸取的经验

- **Widespread and comprehensive training** is needed for policy makers, school staff, evaluators and public to enhance understanding of the “value added” concept, data collection procedures, statistical methods and limitations.

广泛和全面的培训来加强决策者、学校人员、评价者和大众对‘增值’概念、数据采集程序、所使用的统计方法以及增值评量法的局限性，是有必要的

- **Regional or City focus** is needed for the evaluation, as a national base of comparison may not be relevant in a country as diverse as China

像中国这样多样性的国家，全国性的统一评价可能同社会现况不相关，因此以区域或城市为重点的评价，是有必要的

# Thank you for listening!

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