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校长的文化领导力及其实现

Cultural Leadership of School Principals and Its Implementation

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Conference Highlights

- 1.学校文化建设与校长文化领导力
- Building School Culture: Principals' Role in Cultural Leadership
- 2.实现路径之一: 将地域文化融入学校课程
- Embedding Regional Culture into Curriculum Design
- 3. 实现路径之二: 以关联思维培育学校文化
- Nurturing School Culture through Holistic Connection Thinking





1.学校文化建设与校长文化领导力 Building School Culture: Principals' Role in Cultural Leadership

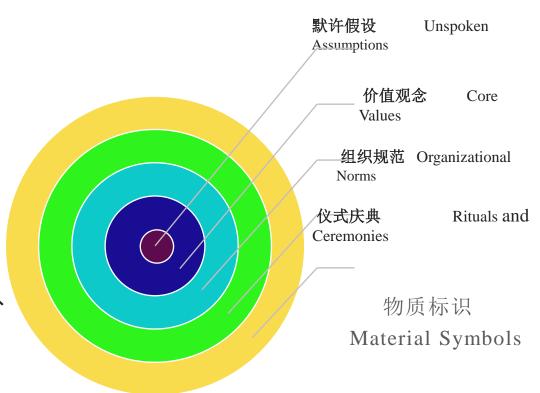
1.1学校文化的构成与理解 Composition and Interpretation of School Culture

学校文化的形成,是一个萌生、积累、演变和生成的 渐进过程,可以有意识地培育,但最好不要生硬地去 "建造"。

The formation of school culture is a gradual process of emergence, accumulation, evolution, and development. It can be consciously nurtured but should not be rigidly "constructed."

学校文化,大致由"默许假设、价值观念、组织规范、 仪式庆典、物质标识"等要素构成,其关系如图:

School culture is generally composed of the following interconnected elements, as shown in the diagram:





Composition and Interpretation of School Culture

- 人们对文化的理解,由过去的"器物和空间本位"走向了"意义和关系本位
 - The understanding of culture has shifted from a "material-object and spatial orientation" to a "meaning and relational orientation" (Shi Zhongying, 2005; Zhang Shiyuan et al., 2015).
- 我们需要超越对现有"校园文化"概念的理解,全面、整体地看待当前的学校文化建设
 - We must transcend the conventional concept of "campus culture" and adopt a holistic perspective on school cultural development (Xie Yi, 2005, 2009).
- 学校文化不仅表现在空间/环境,更表现为一种组织文化;学校文化不是"孤岛"文化,而是与本土文化资源(包括阶层、地域、民族、国家……)相互吸纳、相互作用的过程
 - School culture manifests not only through physical spaces/environments but also as
 organizational culture. It is not an "isolated island" but a dynamic process of mutual
 absorption and interaction with local cultural resources (including class, region, ethnicity,
 nation...).



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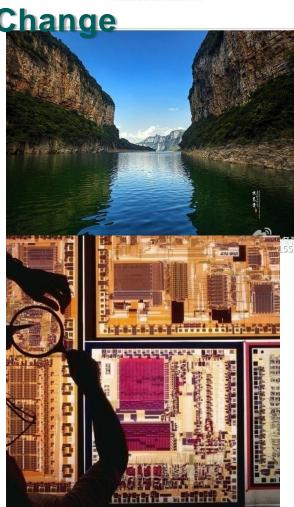
理解学校文化的三重视角:

Three Perspectives for Understanding School Culture:

一是学校文化变革的"软""硬"转化

First, the "Soft" and "Hard" Transformation in Cultural Change

- 组织、制度等属于"硬要素"
 Hard Elements: Organizational structures, institutional systems
- 文化、素质等属于"软要素"
 Soft Elements: Cultural values, human qualities
- 二者之间存在着相互转化的关系: "软要素" 生成于"硬件"的变革过程之中,而"硬要素"需要"软要素"的恒久滋养 Soft elements generate the transformation of hard elements, while hard elements require enduring nourishment from soft elements.



二是学校文化建设的"时" "空"交叠

Second, The Temporal-Spatial Interweaving of Cultural Development



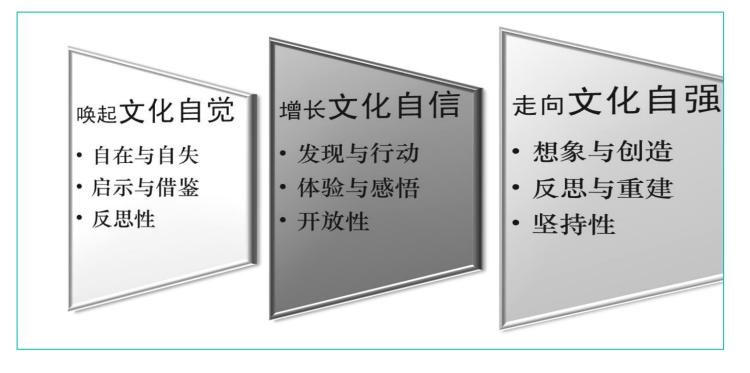
- 作为 "时" 的悠悠干载、继往开来的历史文化绵延 Temporal Dimension: Millennia-spanning historical continuity and cultural evolution
- 作为 "空" 的当代阐述与当下发展的物理与精神空间
 Spatial Dimension: Contemporary physical and conceptual spaces for interpretation and innovation
- 二者融为一体,使学校成为文化的传承重镇与创新平台

Integration: Schools thus become hubs of cultural heritage preservation and platforms for innovation.



学校文化建设的愿景与思路 Vision and Framework for School Cultural Development

cultural Consciousness; cultural confidence; cultural Empowerment



学校文化建设愿景 的确立与提升

Establishing and Elevating the Vision

唤起文化自觉 Awakening Cultural Consciousness

● 文化自觉: "是指生活在一定文化中的人对其文化有'自知之明',明白它的来历,形成过程,所具的特色和它发展的趋向……"

Cultural Consciousness: "Refers to the self-awareness of people within a cultural system about their culture's origins, evolutionary trajectory, distinctive characteristics, and developmental direction..." (Fei Xiaotong)

● 由于文化自觉本质上是对文化价值的觉悟觉醒,所以文化理解实质上是对文化价值与意义的理解

Cultural understanding fundamentally entails comprehending cultural values and meanings, as cultural consciousness arises from awakening to these values.



增强文化自信 Strengthening Cultural Confidence



- 文化生命力的信任与信心 Faith in cultural vitality
- 历史传统文化、红色革命文化、民族民间文化、现代中国文化…… Historical traditions, Red Revolutionary culture, ethnic folk cultures, modern Chinese culture…
- 世界历史文化、异域民族文化、各国文明成果
 Global historical cultures, diverse ethnic traditions, worldwide civilizational achievements
- 基本态度与方法:看得起、不自大、善梳理、会阐述(历史文化价值理念的 当代阐述)

Core approaches: Respect without arrogance, systematizing knowledge, articulating ideas (contemporary reinterpretation of historical-cultural values)

走向文化自强 Advancing Cultural Empowerment

● 文化自强,对学校建设而言,就是对文化立校、文化兴校、文化强校的向往 与追求

For schools, cultural empowerment embodies the aspiration to establish, revitalize, and strengthen school identity through culture.

● 学校文化自强之"自"——立足自己的实际、依靠自己的力量、突出自己的特色,走自己的文化强校道路

Self-Reliance Dimension: Grounded in local realities, leveraging endogenous strengths, and forging distinctive pathways for cultural excellence.



- 学校文化自强之"强"——使学校文化不仅产生化育生命、凝聚自身、辐射社区和社会的强大吸引力、影响力,而且激活和焕发出创新教育文化、建设社会主义精神文明的活力与创造力。
- Impact Dimension: School culture should not only nurture individuals, foster cohesion, and radiate influence to communities/society, but also ignite creativity in educational innovation and socialist spiritual civilization.
- 学校文化自强,需要在"文化自觉"、"文化自信"的基础上对学校文化进行反思和重建
- Cultural empowerment requires reflective reconstruction of school culture based on cultural consciousness and cultural confidence



1.2学校文化建设呼唤校长的文化领导力 School Cultural Development Demands Principals' Cultural Leadership

何谓"领导力" What is Leadership?

一般认为,领导力是一种能力,即引导、授权、关系管理、战略制定和执行管理、领导创新及组织变革的能力。

Leadership is broadly recognized as the capacity to guide, empower, manage relationships, execute strategies, drive innovation, and lead organizational transformation.



理解领导力的关键: Core Insights into Leadership

- ——领导行为是一个过程 (Leadership as a Process)
 - 领导 "是个体影响一群个体实现共同目标的过程"

Leadership "is the process by which an individual influences a group to achieve shared goals."

● ——领导包含着相互影响(一种特殊的人际影响力)

It involves reciprocal influence (a unique form of interpersonal impact).

○ 组织中的每一个人都会去影响他人,也要接受他人的影响,因此每个员工都具有潜在的和现实的领导力。

Every organizational member both influences and is influenced, meaning all staff possess latent and actual leadership potential.

● ——领导在组织中发生

Leadership emerges as a contextual phenomenon through interactive processes in organizational systems.

macro-decision

校长领导特质的三维模型

宏观决策

前瞻与规划的艺术

Three-Dimensional Model of 信念 **Principal Leadership Traits** 起景 人才 领导力 **HK** 均衡 授权 理智 真诚 平等 个人品质 管理行为 沟通与协调的艺术 真诚与均衡的艺术

management behavior

personal quality

● 校长领导力 (Principal Leadership)

○ **校长在学校领导过程中体现出来的影响力**。或者,是在特定的领导体制、领导 环境下,**校长个人素质与团队领导力等因素共同作用的一种综合作用力**

The demonstrated influence of principals in school leadership processes. Alternatively, a synthesized force combining personal competencies and team leadership under specific institutional and environmental conditions.

●校长个人领导力 (Personal Leadership of Principals)

○ **在恰当的时机做正确的决策**,尤其需要领悟力、前瞻力、决断力、感召力和执行 力这**五种关键的领导能力**

Making right decisions at critical junctures, requiring five core capacities:insightfulness, foresight, decisiveness, motivational influence and execution excellence.



- 校长的课程领导力 (Curriculum Leadership)
 - 从学校实际出发,按照国家和地方的要求,科学组织开发、实施和评价课程的能力。 (思想、规划、开发、实施、管理)
- The ability to systematically design, implement, and evaluate curricula aligned with national/local requirements while adapting to school-specific contexts. (Conceptualization, Planning, Development, Implementation, Governance)
- 中层领导力 (Middle Management 's Bridging Leadership)
 - 率领管理团队以 "正确的方式"做 "正确的事", 创造性地执行校长的领导力
- Guiding administrative teams to "do the right things in the right ways" through creative enactment of principal leadership directives.



何谓文化领导力 What is Cultural Leadership"?

- 什么是"文化领导力"(或"价值领导力""道德领导力")学界有不同的理解:
- Scholars interpret "cultural leadership" (also termed "value leadership" or "ethical leadership") diversely:
- ○一类观点认为是一种能力,如"是校长对教育过程中核心价值思想的鉴别、倡导、整合、运用和创造的能力";
- Competency-Based Perspective: "The principal's ability to identify, advocate, integrate, apply, and innovate core educational values throughout pedagogical processes."



Influence-Based Perspective: "A principal's capacity to synthesize intra-school and community cultures, reimagine school culture, and translate cultural capital into leadership efficacy. This force reshapes stakeholders' values, beliefs, and behaviors while fostering their cultural identity, belonging, and fulfillment."

另一类是影响力,如"校长文化领导力是通过中小学校长认知、整合与提炼校内外文化,创新优质的学校文化,不断将学校文化力转化为领导力,是影响师生的价值观、信念与行为,并增强师生对学校文化认同感、归属感和愉悦感的一种力量

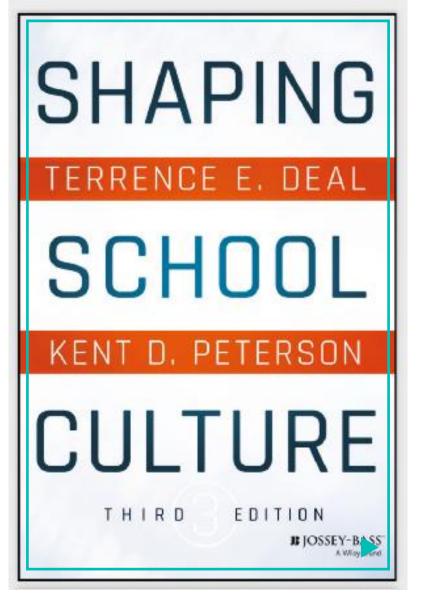


1.3学校领导者如何"形塑学校文化"

How School Leaders Shape School Culture

简要地说,校长的文化领导力,就是校长带领师生员工在长期的办学过程中逐渐形塑学校整体文化面貌的能力或影响力(从个体素养看是"能力",从产生了效果看是"影响力)

In essence, "a principal's cultural leadership" represents their "competency" (viewed through individual aptitude) and "influence" (assessed by outcomes) in collaboratively shaping a school's cultural identity over sustained institutional development.





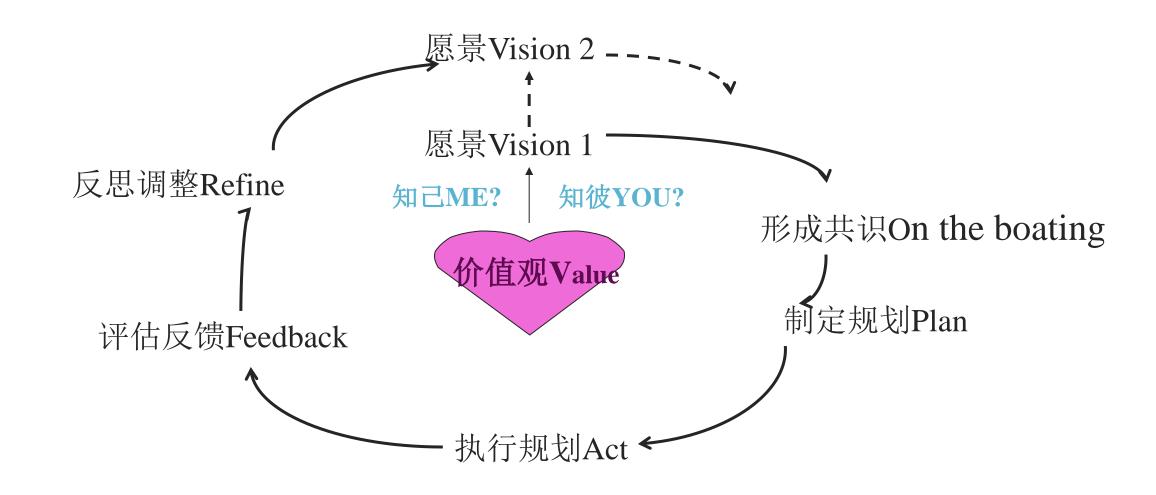
校长*Principal*要成为卓越的文化领导,应扮演好多重角色*multiple roles*,即:

- *Historian*: seeks to understand the social and normative past of the school
- Anthropological sleuth: explores and probes for the current array of cultural traditions, values, and beliefs
- Visionary: works with others, including leaders in the neighborhood community, to characterize a portrait of the superlative school
- Icon or Champion: affirms values through dress, behavior, attention, actions, and routines

- **历史学家**,了解学校的历史
- **人类学侦探**,探究文化传统、价值观和信仰
- 远见卓识者,与他人合作以描述学校的卓越形象
- · 形象捍卫者,通过着装、 行为、和日常惯例来确立 价值观

- **Potter**: shapes and is shaped by the school's symbolic webbing of heroes, rituals, traditions, ceremonies, symbols; brings in staff members who share core values and helps them find the right seat "on the bus" (Collins, 2001)
- Poet: uses expressive language and images to reinforce values and sustain the school's best image of itself
- **Actor**: improvises in the school's predictable dramas, comedies, and tragedies
- **Healer**: oversees transitions and changes; heals the wounds of conflict and loss, missed opportunities, and thwarted efforts
- (T. E. Deal K. D. Peterson *Shaping School Culture*,2016)

- **陶艺家**,通过英雄传奇、仪式、传统、仪式庆典或符号来形塑学校文化
- 诗人,以富有表现力的语言和形象来强化价值观,维持学校最好的形象
- 演员, 在学校里可即兴表演戏剧、喜剧和悲剧
- 疗愈者,治愈冲突和损伤、错过的机会和挫折





2.实现路径之一:将地域文化融入学校课程 Embedding Regional Culture into Curriculum Design

明清以来形成的江南文 化以诗性精神为内核, 由物质文化资源、社会 文化资源和审美文化资 源构成,主要类型有一

Rooted in poetic spirituality since the Ming-Qing dynasties, Jiangnan culture comprises three dimensions:material cultural Resources, socio-cultural resources and aesthetic cultural resources. The main types include:

● 古镇文化资源、农桑文化资源、饮食文化资源、都市文化资源、工业文化资源、运河文化资源、园林和戏曲文化资源
Ancient town heritage, Agrarian-sericultural traditions, Culinary arts, Urban legacies, Industrial heritage, Canal culture, Classical gardens and operatic arts.

地域文化的课程资源探寻——以江南诗性文化为例 Exploring Regional Cultural Resources for Curriculum Development: The Case of Jiangnan Poetic Culture

● 这些文化资源是江南地区再发展的重要基础,也未尝不 是教育及课程发展的重要资源

These cultural assets form the bedrock of Jiangnan's revitalization and hold immense potential for educational curriculum enrichment.



Distinctive Features of Jiangnan Cultural Resources:

物质文化的繁荣

Material Abundance

• "长城是凝固的历史,大运河是流动的文化"

- "The Great Wall stands as history petrified in stone; the Grand Canal whispers tales of culture in its ceaseless flow."
- "苏湖熟,天下足"、"衣被天下"
- "Let Suzhou and Huzhou' s fields ripen, and the empire' s hunger is forgotten.", "Weaving a fabric that drapes the world"

社会文化资源的茂郁

Social-Cultural Vitality

- 运河文化资源、都市文化资源、工业文化资源
- canal-related cultural resources, urban cultural capital, industrial heritage
- 尚文传统
- tradition of valuing literature and culture

审美文化资源的氤氲

Aesthetic Transcendence

- 江南园林
- Jiangnan Classical Gardens
- 戏剧文化
- Traditional Chinese Opera Culture

【●小桥流水人家(古镇文化)

Where Stone Bridges Lull the Streams, and Timeless Dwellings Nestle (The Culture of Ancient Towns);

● 把酒话桑麻 (农桑文化)

We drink our wine and talk of crops and mulberry trees. (The Culture of Agrarian Life and Silk Traditions); 食不厌精 (饮食文化) Never Tire of Culinary Refinement (The Culture of Gastronomy);

● 市列珠玑、户盈罗绮 (都市文化)

Streets Adorned with Pearls, Homes Filled with Silks (The Culture of Urban Prosperity);

● 磅礴的诗情 (工业文化)

The Epic Poetics of Industrial Grandeur (The Culture of Industry);

● 至今千里赖通波 **(运河文化)**;

The Epic Poetics of Industrial Grandeur (The Culture of Industry); A Thousand Miles Still Thrive by These Ancient Waves (The Culture of Canals);



● 我以我血荐轩辕 (红色文化)

With My Blood, I Swear Allegiance to Xuanyuan (The Culture of Revolutionary Spirit)

● 南朝四百八十寺 (山林文化)

Four Hundred and Eighty Temples in the Southern Dynasties' Mountainous Landscapes (The Culture of Sacred Mountains and Forests);

● 壶中天地 (园林文化)

A Universe Within a Pot (The Culture of Classical Gardens);

● 歌尽桃花扇底风 (戏曲文化)

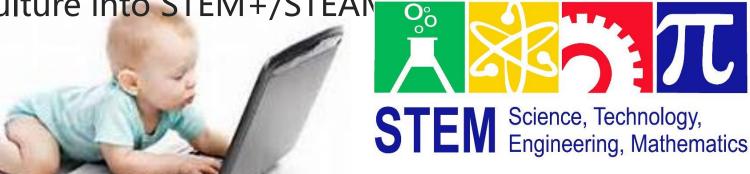
Songs Exhaust the Wind Beneath Peach Blossom Fans (The Culture of Chinese Opera).....

2.2江南诗性文化的课程转换 Curriculum Transformation of Jiangnan Poetic Culture

- 何谓课程?如何开发? What is Curriculum? How to Develop It?
- 江南文化在国际理解教育中的转换
 Integrating Jiangnan Culture into Global Citizenship Education
- 江南文化在儿童哲学课程中的转换
 Integrating Jiangnan Culture into Philosophy for Children
- 江南文化在STEM+或STEAM课程中的转换

Integrating Jiangnan Culture into STEM+/STEAN





"海上七彩风"





- 理解国际,从理解自己开始
 - To understand the world, start with understanding yourself.
- 弄堂文化;七彩阳光谷
 - Lane Culture; Rainbow Sunshine Valley
- 小八腊子玩手球; Kids Playing Handball;
- Walking Shanghai Enjoying World!

儿童哲学的概念: Concepts of Philosophy for Children

- Philosophy for Children (P4C)
- 面向儿童、适合儿童、供儿童使用的哲学课程(科目或活动)
 Philosophy courses (subjects or activities) oriented toward children, suitable for children, and designed for children.
 - Philosophy with Children
 - Philosophy about Children
- 适合的就是最好的!

Appropriateness is the Best Policy!

儿童哲学的特征分析:

Analysis of the Characteristics of Philosophy for Children



儿童哲学首先是"一门课程"(programme),有系统的主题和内容。

Philosophy for Children is first and foremost "a curriculum program" (programme) with systematic themes and content.

——儿童哲学也是"所有课程",把儿童哲学作为方法,融入到每一门课程之中,就会体现出思考/思想的某种深度,皆可视为儿童哲学,至少是有哲学意味的课程

It is also "all curricula": by integrating Philosophy for Children as a method into every subject, a certain depth of thinking/thought is revealed. All such courses can be regarded as Philosophy for Children, or at least as philosophically infused curricula. ● 儿童哲学的目标主要是让儿童学会哲学地思考,即发展儿童的复杂思维或者高阶思维,包括批判性思维、创造性思维、关怀性思维(3C)。它不是将儿童培养成专业的哲学家,也并非希望他们完全像专业哲学家那样思考;它甚至不使用专业哲学中那些过于抽象的术语。

The primary goal of Philosophy for Children is to teach children to think philosophically, developing their complex or higher-order thinking, including critical thinking, creative thinking, and caring thinking (3Cs). It does not aim to train children to become professional philosophers, nor does it expect them to think exactly like professional philosophers; it even avoids using overly abstract terminology from academic philosophy.

● ——儿童哲学是着眼于思维及思维品质的有深度的课程,是直抵思维深刻性、批判性、灵活性和创造性的"思维体操"

Philosophy for Children is a profound curriculum focused on thinking and intellectual quality, serving as "mental gymnastics" that directly targets the depth, criticality, flexibility, and creativity of thought. 通常开发供不同年级/年龄阶段儿童使用的学习材料(如哲理故事、小说、绘本、寓言、童话、神话、影视),配有相应的教师指导用书。用心去发现,所有的学校科目或活动都蕴含着哲学的主题和思维

Learning materials (such as philosophical stories, novels, picture books, fables, fairy tales, myths, films) are typically developed for children of different grades/age groups, accompanied by corresponding teacher guides. With careful observation, all school subjects or activities inherently contain philosophical themes and thinking.

—因而, 儿童哲学课程可以广泛取材、深度挖掘、综合构建! Therefore, Philosophy for Children curricula can broadly source materials, deeply explore them, and synthesize comprehensive frameworks!



儿童哲学课例: 苏轼《饮湖上初晴后雨》

Examples of Children's Philosophy Lesson: Su Shi

Praising West Lake in the Rain 探究哲学的主题之一——"美";

水光潋滟晴方好

The brimming waves delight the eyes on sunny days,

山色空蒙雨亦奇

The dimming hills present rare views in rainy haze.

欲把西湖比西子

West Lake may be compared to Beauty of the West,

淡妆浓抹总相宜

Whether she is richly adorned or plainly dressed.

Explore one of the themes of philosophy - "beauty";

1. What can you feel from this poem?

(The Beauty of West Lake.)

2. How does this poem describe the beauty of West Lake?

(West Lake itself is very beautiful.)

3.If it is beautiful in its own right, why don't I always find it beautiful when I visit West Lake?

(We think West Lake is beautiful.)

Is West Lake beautiful because it is beautiful in itself, or is it beautiful because we think it is?

十一只猫做苦工

Eleven cats doing hard labor

The meaning of "rules"?

 How do you teach rules with picture books? 苏轼:饮湖上初晴后雨

Su Shi: *Praising West*

Lake in the Rain

What is the beauty of West Lake?

How to examine the beauty of West Lake? 我的运河我的桥 My Canal, My Bridge

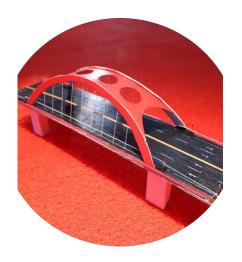
The Bridge Itself and Associations.

 How many ways are there to present Bridge as a course?

茅以升实验学校: Mao Yisheng Experimental School: 从《桥-生命》到"我的运河我的桥" From"Bridge-Life"to"My Canal My Bridge"

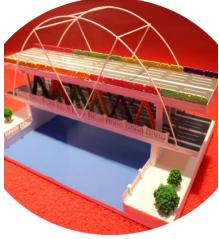
在集团化办学过程中,学校逐步开发成型了108课时的综合型课程《桥-生命》, 将桥技能(制作)、桥知识、桥文化融为一体,将科学、技术、工程、艺术和数学(STEAM)融为一体。全校有15位教师能胜任这一课程的教学。

The school has gradually developed and shaped a 108-lesson comprehensive curriculum "Bridge-Life" in the process of group school running, integrating bridge skills (making), bridge knowledge and bridge culture, and integrating science, technology, engineering, art and mathematics (STEAM). There are 15 teachers across the school who are competent to teach this curriculum.





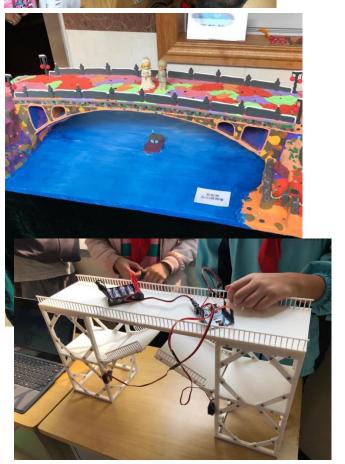




桥课程研发实施的过程中,因 STEM+课程理念的引入而进入一个 新阶段,走出课堂、走出学校、走向 "我的运河我的桥"!

In the process of developing and implementing the bridge program, the introduction of the STEM+ curriculum concept has led to a new phase, out of the classroom, out of the school, and towards "My Canal," My Bridge"!





2018年是京杭大运河申遗成功的第四个年头。桥是运河上一道靓丽的风景线,诉说和展示着运河及其沿岸的故事。茅以升学校在"桥·生命"这一课程架构中,以"我的运河我的桥"为主题,以STEM+项目学习"我为运河新建一座桥"为载体的综合项目学习应运而生。

2018 is the fourth year since the Beijing-Hangzhou Grand Canal's successful bid. Bridges are a beautiful scenery on the canal, telling and displaying the stories of the canal and its banks. In the curriculum structure of "Bridge - Life", Mao Yisheng School takes "My Canal, My Bridge" as the theme, and "I build a new bridge for the canal" as the carrier of STEM+ project learning. The integrated project-based learning was born then.

Based on the results of the previous phase of research, effective justification and design will be carried out around the siting of new bridges, basic modeling, bridge material selection and functional creativity.

Activity opening and programming 活动开题,制定方案 根据前一阶段研究成果, 围绕新 建桥梁的选址、基本造型、桥梁 Activity display, reporting and exchanging ideas 选材以及功能创意等方面, 进行 活动展示, 汇报交流 有效论证和设计。

第一阶段

笔五阶段

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

We searched for "bridges over the canal", researched and summarized the addresses, shapes and materials of the a new bridge over the canal" from the perspectives of solving traffic congestion and improving urban construction.

寻访"运河上的桥",对已有桥梁的 existing bridges, and analyzed. 造型和材料等方面研究归纳, the practical needs of "I'll build,在文通拥堵、改善提升城市建设 等角度入手分析"我为运河新建一座 的现实需求性。

根据前一阶段新建桥梁的设计, physical modeling was 进行实物模型制作,并将前期 conducted, and the 的研究过程和成果撰写成小论the previous research 文和论文答辩展示稿。

Based on the design of the new bridge in the previous phase, process and results of were written into a minithesis and a thesis defense presentation.

学生以小队为单位分别探讨与运河桥效果的社区实践、桥历史、桥文化、桥的改造与新建等课题。 Students work in small groups to explore topics such as community practices related to the effects of canal bridges, bridge history, bridge culture, and bridge renovation and new construction.

场次		小组汇报		专家互动	
上半场	1. «	1.《新塘路运河桥社会实践活动启示录》		专家提问互动	
		五(1)班 桥之梦小队 2.《从拱宸桥到观运桥》			
	2. 《				
		五(2)班	探索假日小队		
	3. «	皋塘桥》 五(2)班	七彩阳光小队		
下半场	4. 《	4.《杭州艮山桥评价及改造报告》			
		五 (3) 班	雷霆小队		
	5. «	5.《在大关桥以北建造一座新桥的可行性报告》		专家提问互动	
		五(4) 班	彩虹精英小分队		
	6. 《	运河桥文化》 五(4)四	叶草小队		
	6. «	运河桥文化》 五(4)四	叶草小队		

X "我的运河 我的桥"项目论坛预告



小组汇报





《新塘路运河桥社会实 践活动启示录》 五(1)班桥之梦小队



2

《从拱宸桥到观运桥》 五(2)班探索假日小队





《皋塘桥》

五(2) 班七彩阳光小队





《杭州艮山桥评价及改造报告》 五(3)班 雷霆小队



章森

5

《在大关桥以北建造一座新 桥的可行性报告》



五(4) 班彩虹精英小分队



《运河桥文化》

五(4)班四叶草小队





3.实现路径之二:以关联思维培育学校文化 Cultivating School Culture with Connection Thinking

3.1以校地关联思维构思学校文化理念系统

3.1 Conceptualize the school culture concept system with school-location connection thinking

学校理念系统一般包括: School philosophy systems generally include:



● 办学理念(办学宗旨、办学目标)

School Philosophy (School Purpose, School Objectives)

● 育人目标 (培养目标)

Educational Objectives (Fostering Objectives)

● 教师发展目标

Teacher development goals

● 一训三风(校训;校风、学风、教风)

One motto and three styles (school motto; school style, learning style and teaching style)

● 有的还提"学校精神"

Some refer to "school spirit"

学校理念的形成及理念系统的成型,受学校所在地域文化的深刻影响——

The formation of the school's philosophy and the shaping of its conceptual system are profoundly influenced by the culture of the region in which the school is located ——

- 或有重大的历史、地理和文化事件的发生 the occurrence of significant historical, geographical and cultural events
- 或有学校建校以来的持久的文化积淀 or the enduring culture of the school since its founding
- 或受校名的启发而灵感迸发 or inspired by the name of the school
- 或透过某一特色资源所形成的特色醒目拓展开来 or expanding through the distinctive eye-catching features of a particular featured resource

从广东佛山三中核心理念的提出,看岭南文化资源的融入 Integration of Lingnan Cultural Resources from the Proposed Core Concept of Foshan Third Middle School in Guangdong Province



• 办学理念:

School Philosophy:

• 典雅? 博雅? 儒雅?

Elegance? Erudition? Refinement?



头脑风暴之后我的归纳——

My generalisations after brainstorming——

办典雅之校 行博雅之教 育儒雅之人

Establish an elegant school, conduct learned education, cultivate refined individuals.

典雅之校:"承书院文脉,显岭南本色,扬红棉精神,蕴白兰品质"

Elegant School: "Undertaking the cultural lineage of the Academy, showing the true colours of Lingnan, promoting the spirit of the Cotton Tree, containing the quality of the Bai Lan".

博雅之教: 营自然舒展之境、引丰富多样之源、取探究对话之 径、养高雅灵动之性

The education of broad erudition and refined taste: Create an environment for natural and unrestrained development, draw from a rich and diverse source, adopt the approach of exploration and dialogue, and cultivate an elegant and lively character.

儒雅之人:儒雅学生——"敏行好学、正己达人"儒雅教师——

"厚德博学、乐育善养"

Refined and gentle people:

Refined and gentle students —— "Be diligent in action and eager to learn, correct oneself and help others."

Refined and gentle teachers —— "Have profound virtue and extensive knowledge, take pleasure in educating and be good nurturing."

红棉和白兰,能否进入校训成为一种激励的力量? Prior preparation of Foshan No. 3 Middle School: What kind of spirit or quality, as implied by the Cotton Tree and the White Orchid (Gardenia), can enter the school motto to become an inspiring force?

对学校文化符号的解读:

红棉,树形高大,雄壮魁梧,枝干舒展,花红似火,具有卓然而立、蓬勃向上、坚忍不拔的阳刚之气;

白兰,树姿优美丰满,叶片清翠碧绿,花朵白如皑雪、香如幽兰,具有纯洁优雅、内敛婉约的阴柔之美。

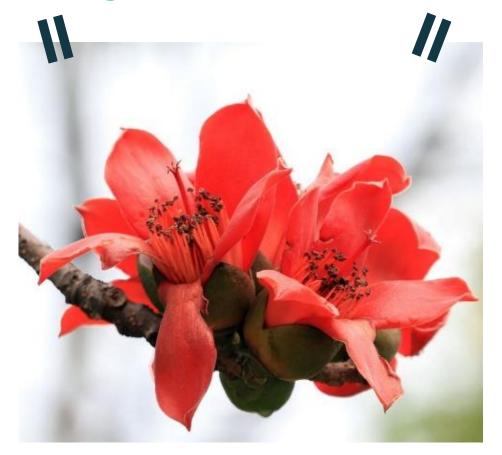
Interpretation of school culture symbols:

Cottonwood, the tree is tall, strong and sturdy, the branches and trunks are spreading, and the flowers are red like fire, which has the masculinity of standing upright, vigorously upward, and perseverance;

White orchid, the tree posture is graceful and plump, the leaves are clear and green, the flowers are as white as snow, fragrant as orchids, with pure and elegant, introverted and euphemistic feminine beauty.

最后确定的校训: "卓如红棉,雅如白兰"

The school motto: "As brilliant as the Cotton Tree, as elegant as the White Orchid".









也可以解读为:
It can also be interpreted as:
- 君子之范: 积极自信、浩然向上
The demeanor of a gentleman: proactive and confident, with an upright and aspiring spirit. 淑女之美: 纯洁高雅、秀外慧中
The beauty of a lady: pure and elegant, with both physical beauty and inner wisdom.
(刚柔相济、德才兼备、内外兼修)
(Combine toughness with tenderness, possess both moral integrity and talent, and cultivate both inner qualities and outward appearance.)



● 再如,学校已有特色项目中蕴含的文化,也可以扩展为整个学校的文化。

The culture embedded in a school's already distinctive programs can be expanded to become the culture of the entire school.

是学校对自身已有或将有的特色项目、优势领域,如特色课程、特色活动等进行拓展提升,淬练其文化精华。

Schools expand and upgrade their existing or future special programs and areas of strength, such as special courses and special activities, and quench their cultural essence.

●特色项目,是指学校在特色建设中,因历史或者其他因素形成的有独特优势的项目或领域,包括特色课程、特色活动等。

Characteristic program refers to the program or area with unique advantages formed by the school due to historical or other factors in the construction of characteristics, including characteristic curriculum, characteristic activities, and so on.

如安徽省合肥师范附小二小游两 大特色项目,一是校园足球,那 么足球精神是什么? (梦想,激 情,团结,拼搏)

还有一个是儿童哲学?那么其文化特质又是什么? (爱,智慧)

For example, the 2nd Primary School Affiliated to Hefei Normal has two special programs, one is school soccer, so what is the spirit of soccer? (What is the spirit of soccer? (Dream, Passion, Unity, Struggle) and the other is Children's Philosophy, what are its cultural qualities? (Love, wisdom)





Everyday We Dream

Everybody Loves Wisdom



3.2以"人-人"关联思维将学校文化理念渗透于学校组织制度 Infiltration of school culture concepts into the school organization systemwith person-person connection thinking

- 地域文化在学校组织制度文化中的表现,远不如环境和课程那么明显,那么一目了然。但是它可以曲折地通过**人际关系**以及**人际互动**的规则体现于组织行为之中,包括影响组织文化氛围、形成行为规则的差异等等。
- Geographical culture is far less obvious and immediately apparent in the institutional culture of school organizations than in the environment and curriculum. But it can be manifested in organizational behavior in a convoluted way through interpersonal relationships and the rules of interpersonal interaction, including influencing the organizational cultural climate, shaping differences in rules of behavior, and so on.

- 例如:北京地域文化的首都性、融合性和辐射性,会导致学校文化中很强的国家意识、 文化的包容性和服务的广泛性
- 再如:不同地域人与人信誉关系、交往关系上也会有微妙差异:武汉人的"冇得问题"与上海人事前的"斤斤计较"/湖北人的"爱憎分明"与上海人的"虚与委蛇";那么广东呢?广西呢?
- For example, the capital, integrated and radiant nature of Beijing's regional culture leads to a strong sense of nationhood, inclusiveness of cultural and breadth of service in the school's culture.
- Another example: there will be subtle differences in the credibility and relationship between people in different regions: Wuhan native "no problem" and Shanghainese "penny-pinching" / Hubeinese "love it or hate it" and Shanghainese "perfunctory reaction"; then what about Guangdong? What about Guangxi

● 例如: 校训重述策略

Example: school motto restatement strategy

校训,是学校的立校之本,是学校文化理想的高度浓缩,是 教师的育人坐标,是学生的行为准则,也是特定历史时期学 校教育目标、办学特色的重要标志。

The school motto is the foundation of the school, a high degree of concentration of the school's cultural ideals, the coordinates of teachers' education, the code of conduct for students, and an important symbol of the school's educational goals and characteristics in a specific historical period.

- 在不同发展时期重新解读校训,既能传承和更新理念,又能在重述中凝聚人心。
 - 例: 上海市七宝明强小学的校训解读
 - 明强小学的校训变迁,见证了中华民族的历史风雨,教育改革的发展脉络和百年 '明强'的成长历程。
- Reinterpreting the school's motto at different times of development can not only pass on and update the concept, but also unite people's hearts in the restatement.
- Example: Interpretation of the school motto of Shanghai Qibao Mingqiang
 Primary School
- The change of the school motto of Mingqiang Primary School has witnessed the historical storms of the Chinese nation, the development of education reform and the growth of the century-old 'Mingqiang'.



1905年,七宝镇杨光霖、张之珍两贡生捐资创办"明强学堂",力倡走教育救国之路,培养地方人才,抵御帝国主义列强的文化侵略。校训因此定为:民生国势,赖以明赖以强也。

In 1905, two students from Qibao Town, Yang Guanglin and Zhang Zhizhen, donated funds to establish the "Minggiang School", advocating the road of education to save the country, cultivate local talents, and resist the cultural aggression of the imperialist powers. The motto of the school was therefore: The people's livelihood and the nation's power rely on it to be understood and strengthened.

改革开放,催生了市场经济的大潮;物质文明,呼唤精神文明的同步发展。为探索一条继承校训传统、适应市场经济发展的素质教育之路,1996年,"妈强"将校训改进为:明礼仪,明责任;进取心强,耐挫力强。旨在强调培养学生良好的礼仪修养、高度的时代责任感、积极的进取心和坚韧的耐挫力。

Reform and opening-up has given birth to the tide of market economy; material civilization calls for the simultaneous development of spiritual civilization. In order to explore a road of quality education that inherits the tradition of the school motto and adapts to the development of the market economy, Minggiang improved the school motto in 1996 to read as follows: "Understand etiquette and be aware of responsibilities; have a strong enterprising spirit and high resilience to setbacks.". The aim is to emphasize the cultivation of good manners, a high sense of responsibility for the times, a positive enterprising spirit and a tough endurance.

2002年,在学校新的发展历史时期,再一次制定了新的校训:

In 2002, in a new period of the school's history, a new motto was once again developed:

明事理, 明自我; 强体魄, 强精神。 Understand the principles of things and know oneself clearly; strengthen the body and fortify the spirit.



校训的内化与细化:明什么?强什么?

对生成的各种教学资源能善于捕捉、判断、重组,研究意识逐步加强。原生关系融洽和谐,生关系融洽和师生,以下,是一个。

第一梯队 明特色,明责任,强理论 素养,强专业引领,成为 品牌教师。 具备整体结构、资源利用、日常 渗透等意识。课堂上呈现"多向 互动"与"双重生成",课堂教 学呈现出"开放"和"弹性"。 有较强的研究意识,逐渐形成了 个人的教学风格。

第二梯队:明目标,明差距,强学科 素养,强研究能力,成为骨干教师。

第三梯队:明自我,明理念,强好学精神,强教学基本功,成为合格教师。

学习能力较强,对教育理论有一定的认识和了解。须提高课堂教学资源的采集捕捉意识,铅华课堂上学生主动学习的"时间"和"空间"力度。

The internalization and refinement of the school motto:

What to understand? What to strengthen?

They are good at capturing, judging and reorganizing the various teaching resources generated, and their awareness of research has been gradually strengthened. Teacher-student relationships are harmonious, and the classroom can show interaction between teachers and students.

The first echelon: Clearly understand the characteristics and responsibilities, strengthen the theoretical literacy and professional guidance ability, and become renowned brand teachers.

The second echelon: Clearly understand the goals and the existing gaps, enhance the subject literacy and research capabilities, and become key teachers.

Awareness of overall structure, utilization of resources and daily penetration. The classroom shows "multi-directional interaction" and "double generation", and classroom teaching shows "openness" and "flexibility". The classroom teaching is "open" and "flexible". He has a strong sense of research and has gradually developed his own teaching style.

The third echelon: Understand oneself and understand the educational concepts clearly, strengthen the spirit of being eager to learn and the basic teaching skills, and become a qualified teacher. Strong learning ability, with a certain degree of knowledge and understanding of educational theories. They need to improve their awareness of the collection and capture of teaching resources in the classroom, so as to enhance the "time" and "space" for students to learn actively in the classroom.

3.3以"人-境"关联思维将地域文化融入学校环境生态

Integration of regional culture into the ecology of the school environment with people-environment connection thinking

学校所在的周边,或有江南水乡、岭南风情、壮丽三峡……其实都是可融入 校园的极好资源

The neighborhood where the school is located ... are in fact excellent resources that can be integrated into the campus.









Some schools with a long history inherently possess an educational atmosphere that silently nurtures people without the need for ostentatious instruction.

一些历史悠久的学校,自身便具 有教化不言的环境育人气场

















乡村学校也有自己的 "春天",同样可以 因地制宜地美化学校 环境

Rural schools also have their own "spring".
They can also be adapted to local conditions to beautify the school environment.



一个案例:上海洵阳路小学成长 中的文化氤氲

校长朱乃楣女士,第一批上海十佳青年校长;上 海市教育功臣,特级教师、特级校长;兴趣爱好 特长包括但不限于瑜伽、油画、插花等等。

Ms.Zhu Naimai, the first batch of Shanghai's Top Ten Young Principals; a distinguished educator in Shanghai, a Distinguished Teacher and Distinguished Principal; her interests and specialties include but are not limited to yoga, oil painting, and floral arrangement.





24年来带领学校成为上海市首批 "新优质学校",致力于教学、 学习和课程改革,试行上午(语 数外体育)分科学习、下午综合 学习,形成低段主题式学习、中 段广域式学习、高段模块式学习 的"三段递进式"校本课程体系, 于2022年获得国家基础教育教学 成果一等奖…… Over 24 years, she has led her school to become one of the first "New High-Quality Schools" in Shanghai, dedicated to teaching, learning, and curriculum reform. She has piloted a morning schedule with specialized subjects (language, mathematics, English, and physical education) and an afternoon integrated study program, forming a "threestage progressive" school-based curriculum system with thematic learning for lower grades, broad-based learning for middle grades, and modular learning for higher grades. In 2022, her school won the National Basic Education Teaching Achievement First Prize...



阳光满园

阳光事业,阳光人生。"寻阳"文化植根于每个洵阳人心灵深 处。师生共同迫寻生命的主动健康成长。课余时分,孩子们会 在阳光满园的教师墙上寻觅老师的身影。"哇!我看到了,真 美!"找到的瞬间,孩子们欢呼雀跃。师与生,就这样紧紧地 联系在了一起。







Any achievement or reform in the school is permeated with a strong cultural atmosphere. Here we only introduce the form of school cultural environment construction

学校里任何一项成就、任何一类改革, 都氤氲着浓浓的文化 气息, 此处仅介 绍其学校文化环境建设的样态















谢谢各位! Thank you!

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