

Editorial Statement

We are pleased to present this special issue on the contemporary trends and issues of progressive education in China. China is a country not only with massive education, but also with a rich educational history dating back more than three thousand years. With this special issue, the Journal of Educational Policy Analysis and Strategic Research has paid attention to the current developments in theory and practice of China's education. Four articles and one book review are being published in the current issue reflecting China's contemporary progressive education from different sides.

In *The Way of "Wei Yu" -- An Orientation of Education for the Chinese in the Globalizing World*, Professor Zhang Shiya discussed the characteristics of contemporary Chinese education in the context of globalization and internalization. Professor Zhang pointed out that the concept of Chinese includes not only the 56 ethnic groups inhabiting in China, but also Chinese descendants overseas. The author argued that all Chinese people have a common basis of identification: four words, "Zhong He Wei Yu"(center, harmony, position, birth), have been engraved in Dacheng Hall of Confucian temple in Qufu City, Shandong Province. Education for the Chinese Groups advocated by Professor Zhang expatiate a philosophical approach of Chinese culture: rich in individuality, harmony in society and Great Harmony all over the world.

In the second paper, *the Development of Leadership and Transformation of Management in School Transition --Observation and Apperception in the construction of "New Basic Education"*, Professor Yang Xiaowei, as an important member of "New Basic Education" Group, analyzed and summarized the transformation of leaders and managers in experimental schools. Professor Yang indicated that multi-value orientation of Education Reform based on participation and democracy not only put forward the urgency of school transition reform, but also offer great challenge and tribulation to the role of school leaders, including role-awareness, decision-making and project-planning. According to the author, the "pushing down the focus" strategy carried out by Base Schools not only strengthened the awareness of "First Responsible Person", but also opened up a space for self-practice in disquisitive reform, and also inspired teachers to think independently. It also offered them the will to research corporately, the desire and the vigor to develop themselves and brought favorable interaction between system renovation and culture construction. Professor Yang Xiaowei's paper demonstrated many vivid pictures of elementary schools and high schools' education reform.

In the third paper, *The Structure of the New Curricula in New Round Ordinary High Schools in China*, Professor Liao Boqin first discussed the structural relationship of the learning fields, subjects and modules, and then expatiated on their exhibition in new high school physic curricula. Professor Liao pointed out that there are eight fields in the new high school curricula, including Language and Literature, Mathematics,

Human Culture and Society, Science, Technology, Art, Physical Education and Integrated Practice. Each learning field has one or more subjects, and each subject has some modules which are the basic units of curricular content. High school physics curriculum has the same structure as mentioned, yet it emphasizes the unification of fundamentality and selectivity. In the new curriculum of ordinary high school, module is the central unit of curriculum structure. There are twelve modules falling into two parts: required courses and elective courses. Each module has multiple education functions, and the series formed by modules represents different emphases of education function. Each set of modules contains not only the physical concepts, rules and experiments, but also other aspects like the thoughts and methods of physics , physics and development of society, physics and application of technology, physics and life, etc. The new physic curriculum for high school emphasizes the advancement of national sensitivity on the basis of Nine-Year Compulsory Education and the foundation of students' lifelong study.

In the fourth paper, *China's Sociology of Education: Issues and Problems*, written by Professor Ma Hemin and Ms. He Fang explored the four periods in the development of China's Sociology of Education: establishing period (1922-1949), standstill period (1949-1979), reconstruction period (1979-1998) and new development period since 1998. The paper mainly discussed the course of development, difficulties encountered, problems existing and choice of development of Sociology of Education in China.

We hope you enjoy reading this issue and encourage you to submit your valuable works to coming issues of the journal.

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编者语

中国是一个人口大国，也是一个教育大国。当代中国的进步教育、当代中国教育在促进人的发展和社会的进步方面积累了丰富的经验，其理论和实践都是人类社会的财富。《进步教育国际学刊》（IJPE）一直关注中国的教育理论和教育实践。本期编发了四篇由中国教育学界著名学者所写的文章，它们从不同侧面反映了当代中国的进步教育。

第一篇文章是由中国教育部人文社会科学重点研究基地，西南大学西南民族教育与心理研究中心的主任张诗亚教授所写的《“位育”之道——全球化中的华人教育路向》。张诗亚教授以全球化为背景，从国际视野对华人教育进行了分析。张教授指出，华人既涵盖了居住在中华人民共和国本土内的 56 个民族的中国人，又涵盖了居住于世界各地的华裔人。全体华人有共同的认同基础。山东曲阜孔庙大成殿上刻有“中和位育”四个字。位（stand in a position）者，安其所也，讲的是秩序；育（give birth to; a baby with head down being educated from its mother's birth canal）者，遂其生也，指的是进步。在全球化背景下，华人教育至少包括两个内容：一是“位”，是华人对自己的中华文化的认同，这个前提确立之后，才能谈“我有什么”，“我从哪里来”；二是“育”，用自己的文化与他文化的交流，并在交流中保存和发展自己的文化。“育”就是“我往哪里去”，“我怎么跟人家融为一体”的问题。融为一体不是说我变成他，他变成我，而是我们在共同交往当中形成新的次序。实际上，张诗亚教授所主张的华人教育阐述了中华文化的哲学底蕴（inside information）：个性丰满、社会和谐、世界大同。

第二篇是杨小微教授的文章。杨小微博士是华东师范大学教育学系的教授，是中国教育部人文社会科学重点研究基地华东师范大学基础教育改革与发展研究所所长。他的文章是《学校转型中的领导发展与管理变革——参与“新基础教育”基地学校建设过程的观察与体悟》。当今中国，教育改革是一个常新的主题。中国著名的教育理论家和教育改革家叶澜教授从 1994 年开始持续不断地进行着“新基础教育”的改革实验，对中国的教育理论和实践产生了广泛的影响。作为“新基础教育”团队的重要成员之一，杨小微教授对实验学校的领导者与管理层面的变革进行了分析和总结。杨教授指出，教育改革价值取向的多元、教育改革

过程的动态生成、改革参与面和民主性的加大,不仅提出了学校进行转型性变革的迫切要求,也是对学校领导的角色意识、决策与策划能力等领导素质极大的挑战和考验。“新基础教育”基地学校的校长、中层领导及教师团队负责人,在引领学校组织、制度和文化变革与更新的过程中,自身的价值取向、领导智慧及思维品质等也发生了积极的变化。基地学校在内部管理上实行的“重心下移”策略,不仅强化了学校领导的“第一责任人”意识、拓展了在研究性变革实践中自我历练的空间,而且激发了教师专业团队独立思考、合作研讨、自我发展的愿望与活力,还带来了制度更新与文化创生相互建构的良好互动效应。杨小微教授的文章给我们展示了一幅生动的中小教育改革的画面。

第三篇文章是西南大学西南民族教育与心理研究中心、西南大学物理学院廖伯琴教授撰写的《中国新一轮普通高中新课程的新结构》。廖伯琴博士是国家高中物理课程标准研制组组长。她首先论述了高中新课程的学习领域、科目和模块的结构性关系,然后具体阐述它们在高中物理课程的表现。廖教授指出,高中新课程设置了语言与文学、数学、人文与社会、科学、技术、艺术、体育与健康 and 综合实践活动八大学习领域,各学习领域包含一个或若干个科目,而每一科目又包含若干作为课程内容的基础单位的模块。高中物理课程同样具有这一结构,但它强调基础性与选择性的统一。在普通高中新课程中,模块是组成课程结构的最小单元,由12个模块构成,分必修课程和选修课程两大类,每个模块都具有综合的教育功能,而且由模块组成的系列还体现出教育功能的不同侧重点。每一组模块,不仅含有物理学概念、规律和实验,而且含有物理思想和方法,含有物理与社会发展、物理与技术应用、物理与生活等方面的内容。新的高中物理课程强调在九年义务教育基础上进一步提高国民素质,为学生的终身发展奠定基础。廖伯琴教授的文章揭示了当代中国高中物理教育的一个新理念:科学教育也要关注人生发展。

第四篇文章是马和民教授和他的博士生何芳女士写的《中国教育社会学:困境、问题与发展取舍》。马和民博士是华东师范大学教育学系的教授、基础教育改革与发展研究所研究员、教育信息技术学系主任。中国教育社会学是“西学东渐”的产物。作者认为中国教育社会学的发展大致经历了四个时期:创建期

(1922-1949)、停滞期(1949-1979)、复兴与重建期(1979-1998)以及1998年以来的新发展期。这篇文章主要讨论了恢复重建以来中国教育社会学的发展进程、遭遇困境、存在问题及其未来发展取舍。中国教育社会学家在社会整体转型的大背景下,要实现教育社会学的学术关怀和学术使命,对未来发展取舍就应该注意:重视教育社会学研究的价值关怀;学科研究方法论要坚持强化个体与社会结构的互动关系的研究、以学科之间的对话与交流取代学科边界的自我辩护、把拿来主义转变为建设主义及将局部研究转变为整体研究等四条原则。作者还对今后应该关注的研究主题和具体问题提出了自己的建议。马和民教授及其合作者对中国教育社会学的这种具有历史厚重感的研究,其本身就反映了教育社会学的学术关怀与学术使命感。

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