

中欧课程改革国际研讨会中国代表团发言提纲

Abstracts of Presentations by Chinese delegates to the
China-Europe Exchange on Curriculum Reform

课程改革的目標及推进策略	Goals and Implementation Strategies on Curriculum Reform
朱慕菊	by Ms. ZHU Muju
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(一) 改革目標	I. Goals
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2. 以学会学习为宗旨, 建立以學生为中心的教与学的教学模式	2. For the purpose of learning to learn, establishing a teaching and learning model that is student-centered
3. 使评价成为反馈学习需求、改进教学, 促进发展的教育手段	3. assessment as means of feedback on learning needs, improving teaching and promoting student development
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<p>4 . 实行三级课程管理制度 , 扩大地方与学校自主权 , 促进能力建设</p> <p>(二) 组织与实施的策略</p> <p>1 . 规划课程改革</p> <p>义务教育新课程的推进规划</p> <p>高中新课程的推进规划</p> <p>2 . 先实验后推广 : 设立国家与省课程改革实验区 , 建立改革模型</p> <p>3 . 加强国家、省 (区) 、学校课程能力建设</p> <p>政策研究与决策</p> <p>财政政策</p> <p>部门合作</p> <p>师资培训与教师专业发展</p> <p>课程设计与实施</p> <p>课程资源建设</p> <p>评估与考试</p> <p>课程管理</p> <p>宣传、舆论引导</p>	<p>Curriculum resources</p> <p>Assessment and examination</p> <p>Curriculum management/administration</p> <p>Public awareness campaign and media</p> <p>Dialogue with the general public</p> <p>4. school-based action research to make schools learning organizations</p>
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<p>与群众的对话</p> <p>4 .推进以校为本的行动研究 ,使学校成为学习型组织</p>	
<p>上海市中小学和幼儿园课程改革情况的报告 (提纲)</p> <p>尹后庆</p> <p>一、上海市中小学 (幼儿园) 课程改革基本情况</p> <p>1988 年启动的一期课改提出了“两个改变”、“三个突破”的改革目标 , 确立了重视基本素质和个性发展的培养目标 , 构建了必修课、选修课、活动课三个板块的课程结构 , 建立了“三线一面”、“三位一体”的德育体系。</p> <p>在此基础上 , 上海市人民政府根据上海教育改革与发展的需要 , 于 1998 年启动了上海市中小学 (幼儿园) 课程改革第二期工程 (以下简称“二期课改”)。</p>	<p>A report on the curriculum reform in schools and kindergartens in Shanghai</p> <p>By YIN Houqing</p> <p>I. The First Cycle</p> <p>The First Cycle of curriculum reform started in 1988 has set the reform goals as “two changes” and “three breakthroughs”. It also defined the goals of education as emphasizing essential qualities and individual development. The curriculum shall be composed of compulsory courses, elective courses and activity courses. Ethic education was systemized in the framework of “combination of ethic courses, theme activities, social activities and the integration into all subject courses” and “synergy of family, community and school”.</p> <p>With these achievements, the Shanghai Municipal Government launched the second cycle of curriculum reform in 1998 according to the needs in the reform and development of education in Shanghai.</p> <p>II. Goals and Key points of the Second Cycle</p> <p>1. Goals</p> <p>Under the backdrop of Shanghai’s endeavor to become an international metropolitan and digital city, the goal is to create a curriculum system that emphasizes ethic education, innovation, hands-on abilities, ICT, learning experience and personal development of each student. At the same time, an examination and recruitment system conducive to the implementation of essential-quality oriented education shall be established. To be specific:</p> <ul style="list-style-type: none"> • A new curriculum and textbook system: optimize curriculum structure, fine-tuning content of subject matter • A new assessment and recruitment system: high-school and college recruitment based on

<p>二、二期课改的改革目标与改革要点</p> <p>1. 二期课改的改革目标</p> <p>依托上海建设国际化大都市和数字化城市的教育环境，构建以德育为核心、以培养学生的创新精神和实践能力为重点、以完善学习方式特征、以应用现代信息技术为标志，关注学生学习经历和促进每一位学生发展的课程体系 and 有利于素质教育全面实施的招生考试制度。具体为：</p> <ul style="list-style-type: none"> ● 构建新的课程教材体系：优化课程结构 + 精选课程内容。 ● 建立新的评价与招生考试制度：推进评价与招生考试制度改革，逐步形成以学业水平考试为基础，与综合素质评价相结合的招生考试制度。 ● 形成以校为本的教学研究制度：针对实际问题 + 专业引领与行动跟进 + 学习型教研团队建设 	<p>academic examinations and an evaluation of comprehensive qualities</p> <ul style="list-style-type: none"> • School-based education research: targeting practical issues, leadership by professional researchers and practiced by teachers, learning organization, innovation in institutional structure <p>2. Key points</p> <ul style="list-style-type: none"> • Adjustment of goals: national spirit and modern awareness + spirit in innovation and abilities in practice + general abilities + 3-dimensional objectives • Optimize curriculum structure: three categories of functional curriculum + three-tier structure; “division and integration in one body” in design; community service and social practices + class activities and school-wide cultural activities + theme activities and club activities • Fine-selecting content of subject-matter: reducing the complicated, difficult, obscure and antiquated contents; enhance links between the courses and student life and the development in the society and ST, to increase interest in learning. • Integration of curriculum and ICT: ICT will serve as the source of information, platform of exchange, instrument of cognition and means of management, to be utilized in the design, implementation and assessment of curriculum • Reform of the implementation of curriculum: requirements in implementation can be summarized as “three advocacies” and “one strengthening”, classroom teaching will center on the 5 elements of teaching design, teaching process, correction of student work, individual support, and assessment and feedback. • New experiment scheme: classroom experiments should be integrated into the generation and application of knowledge; small experiments in real life + traditional experiment design + digitized experiment system • Improving academic training and drilling: written work with operational and expressive work + individual work with group work + short work with long work + summative work with exploratory work • Improving assessment of learning: place less focus on differentiating and selective functions, emphasizing
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<p>+ 创新制度。</p> <p>2. 二期课改的改革要点</p> <ul style="list-style-type: none"> ● 调整课程目标：民族精神与现 代意识 + 创新精神与实践能力 + 一般能力 + 三维目标。 ● 优化课程结构：三类功能性课 程 + 三个层次的结构；“合分一 体”的设计；社区服务与社会实践 + 班团队活动与学校文化活动 + 专题教育与社团活动。 ● 精选课程内容：删减“繁、难、 偏、旧”的课程内容，增强课程内 容与学生生活、社会科技发展的 联系，提高学生学习的兴趣。 ● 加强课程与信息技术的全面 整合：将信息技术作为资料的来 源、交流的平台、认知的工具和 管理的手段，应用于课程的设计、 实施、评价全过程。 ● 改革课程实施：提出了三个 “倡导”、一个“加强”的课程实施要 	<p>motivation and feedback and correction, try to realize the “five advocating”</p> <p>III. Piloting and implementation of the Second Cycle</p> <ol style="list-style-type: none"> 1. development and revision of curriculum guide and syllabus for subjects <ul style="list-style-type: none"> ● By 2004, the trial versions of the curriculum guide and syllabi for subjects finished ● By 2008, all 32 documents will be revised. 2. compilation and revision of new textbooks <ul style="list-style-type: none"> ● The Fundamental Textbooks: 19 sets in 11 subject for primary schools; 25 sets in 17 subjects for middle school; 26 sets in 14 subjects for high school; ● The Expanded Textbooks: 32 for primary schools, 35 for middle schools, 23 for high schools ● The Research Oriented Textbooks: 10 for primary schools, 3 for middle schools, 2 for high schools Piloting and Dissemination ● Experimental textbooks for Pre-school teachers: 4 sets in life, sports, learning and play 3. Piloting and Dissemination <ul style="list-style-type: none"> ● By 2004, 179 schools have been recruited as base schools for research in curriculum and textbook reform, including 28 kindergartens, 50 primary schools, 50 middle schools and 51 high schools. A lot of piloting in teaching, learning and research have been conducted with a lot of experiences gained ● By 2005, more pilot schools have been recruited, 5 districts have been appointed as pilot districts, i.e., Jing'an, Xuhui, Minxing, Jinshan and Chongming, to explore ways of reform in an entire administrative area.
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<p>求；从教学设计、教学过程、作业批改、个别辅导、评价反馈五个环节聚焦课堂教学。</p> <p>● 构建新型实验体系：将实验教学融入知识生成和应用的全过程；生活中的小实验 + 传统实验的设计 + 数字化实验系统。</p> <p>● 改进学习训练：书面作业与操作、表达作业相结合 + 个体作业与团队作业相结合 + 短作业与长作业相结合 + 收敛性作业与开发性作业相结合。</p> <p>● 改进学习评价：淡化甄别和选拔功能，强化激励导向和反馈矫正功能，实现五个“倡导”。</p> <p>三、二期课改的试验和实施情况</p> <p>1.《课程方案》和学科《课程标准》编制与修订工作</p> <p>● 至 2004 年，基本完成课程方案、课程标准试行稿文本的建设</p>	<ul style="list-style-type: none"> ● By 2007, schools and education authorities should be adapted to the new curriculum program, syllabi and the three types of curriculum and textbooks; the following mechanism should be established: selection of textbooks, school-based educational research, course selection counseling centered on students, assessment system that is conducive to the development of school, teachers and students. ● Starting from autumn 2004, all first year primary school students began to use the new curriculum and textbooks; Starting from autumn 2005, all first year middle school students began to use the new curriculum and textbooks; Starting from autumn 2006, all first year high school students began to use the new curriculum and textbooks; ● By August 2009, all primary and secondary school students will be using the new curriculum and textbooks. <p>IV. Institutional development for the Second Cycle</p> <ol style="list-style-type: none"> 1. strengthening the administration of the government <ul style="list-style-type: none"> ● Reshaping and reinforcing the Shanghai Municipal Board on Curriculum Reform, with the establishment of 5 divisions: piloting, review, dissemination, training and publicity. ● Establishing 3 working groups on expert consultation, assessment of the reform and promotion of ICT in the new curriculum ● Regular working meetings of the Board on Curriculum Reform to study major issue and make decisions. Five divisions also have their own plans and measures and joint working meetings to coordinate. 2. further strengthening the management of the development of textbook <ul style="list-style-type: none"> ● mechanism for compilation of textbooks: bidding + commission + solicitation ● management of textbook review and approval: working procedure + reviewing experts bank + chief reviewer accountable + arbitration ● publication and consultations: Since June 2005, the
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<p>工作。</p> <ul style="list-style-type: none"> ● 到 2008 年 , 将完成所有 32 个文本的修订工作。 <p>2 . 中小学和幼儿园新教材的编制与修订工作</p> <ul style="list-style-type: none"> ● 基础型课程教材编制进展 : 小学共完成 11 门学科 19 套教材的编制 ; 初中共完成 17 门学科 25 套教材编制 ; 高中共完成 14 门学科 26 套教材的编制。 ● 拓展型课程教材编制进展 : 小学共完成 32 个品种教材的编制 ; 初中共完成 35 个品种教材的编制 ; 高中共完成 23 个品种教材的编制。 ● 研究型课程教材编制进展 : 小学共完成 10 个品种教材的编制 ; 初中共完成 3 个品种教材的编制 ; 高中共完成 2 个品种教材的编制。 ● 学前教育试验本教材 (教师用) 编制进展 : 共完成 《生活》、 	<p>Curriculum Guide and syllabi have been publicized on the Internet to get opinions from the public</p> <p>3. Create a mechanism of school-based research suited to the new curriculum</p> <ul style="list-style-type: none"> ● Strengthening the study and practice of the mechanism of school-based research: explore the creation of the mechanism of school-based research in pilot schools; experiences gained in the 6 districts that have piloted the creation of such mechanism. ● The functional shift of education research units in the municipality and the districts: step up the functional shift in tandem with the reform in personnel management using regulations, input increase, staff reshuffle to upgrade in a full scale the professional level of these units, at the same time change the means and ways of research <p>4. advocating developmental assessment</p> <ul style="list-style-type: none"> ● Establishing a system for comprehensive student assessment: since 2004, students in Shanghai began to have their individual growth record which focuses on formative assessment, developmental assessment and comprehensive assessment, it is also an effort to digitize the academic portfolio of students. ● Establishing a system for assessment of teacher development: encourage the teachers to analyze and reflect on the philosophy, attitude, process and results of their own teaching, to establish a participatory mechanism based on teachers' self-evaluation and the participation of principals, students and parents. ● Establishing an assessment system for the regeneration and development of curriculum: based on the philosophy of "proceeding from process to promote development" in assessment, the municipality, districts (or counties) and schools will have annual evaluation and feedback on the implementation of the new curriculum. <p>5. principals and teachers development</p>
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<p>《运动》、《学习》、《游戏》4 套教材的编制。</p> <p>3 . 试验与推广工作</p> <ul style="list-style-type: none"> ● 至 2004 年 ,已在全市建立 179 所课程教材改革研究基地学校 (幼儿园 28 所 , 小学 50 所 , 初中 50 所 , 高中 51 所), 对新课程进行了试验与评价工作 , 积累了较为丰富的中小学 (幼儿园) 实施新课程和开发新课程的经验。 ● 至 2005 年 , 扩大了课程改革研究试验基地学校 , 并建立 5 个课程教材改革试验区 (静安、徐汇、闵行、金山、崇明), 探索中小学和幼儿园课程教材改革的区域整体推进。 ● 至 2007 年要基本完成适应新课程方案、课程标准和三类课程教材的管理体制 , 建立教材选用制度、以校为本的教研制度和以学生发展为本的选科指导制度 , 形成有利于学校发展、教师发展、 	<ul style="list-style-type: none"> • Per-service teachers training: pre-service teacher training institutions should have adjustment and reform in the majors, curriculum system, teaching contents and teaching methods of the pre-service education according to the objectives and contents of the curriculum reform to train teachers that can adapt to the new curriculum with cross-curriculum and versatile abilities. • In-service teacher training: every teacher must be trained in new curriculum before teaching the new curriculum. Trainings are conducted in different subject matters, for principals, educational administrators, and trainers, and also ICT for teachers and principals. <p>6. curriculum resources and teacher education resource</p> <ul style="list-style-type: none"> • Establishing teaching resources bank: collection of teaching cases by outstanding teachers; case of classroom design and video; web site for various subjects • Developing curriculum resources: utilizing science and technology museum, library and other museums as curriculum resources
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学生发展的评价体系。

- 2004 年秋季起，全市所有小学起始年级实施新课程方案和使用新教材，2005 年秋季起，全市所有初中的起始年级实施新课程方案和使用新教材。2006 年秋季起，全市所有高中的起始年级实施新课程方案和使用新教材。

- 至 2009 年 8 月，全市中小学生全部实施新课程方案和使用新教材。

四、二期课改的有关配套制度建设情况

1. 建立管理体制，强化政府行为

- 调整和充实上海市中小学（幼儿园）课程改革委员会，组建课改（实验）、审查、推广、培训和宣传等 5 个办公室。

- 组建专家咨询、课改评价、信息化推进 3 个委员会（小组）。

- 定期召开市课程改革委员会

工作会议 ,研究和决策重大问题。

五大办公室分别制订相关工作计
划和措施，定期召开联席会议，
协调各项工作。

2 .进一步加强课程教材建设工作的 的管理

- 进一步完善中小学教材编制
立项制度：招标竞争方式 + 项目
委托方式 + 项目征集方式。

- 进一步加强教材审查工作的
管理：完善工作制度 + 组建审查
专家库 + 试行主审负责制 + 实行
审查仲裁制度。

- 实行教材编写和审查的公示
制度：2005 年 6 月起将《课程方
案》、《课程标准》学科教材上网
公示，听取社会各界的意见。

3 .创建与新课程相适应的以校为 本的教学研究制度

- 加强对以校为本的教学的研
究制度建设的研究与实践：组织
课程教材改革研究基地学校积极

探索以校为本的教学研究制度的建设 ;认真总结首批“创建以校为本教研制度建设基地”(六个区县) 的经验。

- 加强对市、区县教学研究部门职能转变的领导：市、区县教育行政部门要结合人事制度改革，通过制定制度、增加投入、调整人员结构，加快推进市、区县教学研究部门的职能转变，全面提升教学研究部门的专业引领水平，改变教学研究人员的 research 方式和工作方式。

4 . 倡导发展性评价 , 推进中小学评价改革

- 建立学生综合素质评价体系：2004 学年开始实施《上海市中小学学生成长记录册》,记录学生的成长足迹，注重过程性评价、发展性评价和综合评价，逐步建立数字化学生学习档案。

- 建立促进教师发展的评价体

系：积极引导教师对自己的教学思想、教学态度、教学行为和教学效果进行分析与反思，逐步形成以教师自评为主，校长、学生和家長多方面共同参与的评价制度。

● 建立促进课程不断更新和发展的评价体系：根据“立足过程，促进发展”的评价理念，市、区（县）和学校建立新课程实施状况的年度评估和反馈制度，逐步完善自下而上的课程教材评价和反馈机制。

5．加强校长和师资建设

● 认真做好师资培养工作：高等师范院校根据基础教育课程改革的目标和内容，在教师职前教育的专业设置、课程体系、教学内容和教学方式进行调整和改革，为基础教育输送适应新课程要求的、“一专多能”的、跨学科、复合型的师资。

● 加强教师培训工作：坚持“先培训、后上岗；不培训，不上岗”的原则，认真组织新课程教师培训工作。实施教师分学科培训计划、校长培训计划、教育管理人员培训计划、培训者培训计划、以及中小学校长教师信息技术培训计划。

● 实施“中小学名师名校长培养工程”：组织选拔名师（每年 1000 名）名校长（每年 200 名左右）的备人选，启动培养工作。

6 .课程资源及教师教育资源库的建设

● 建立教学资源库：积累优秀教师的教学案例；积累课堂教学设计案例和优质录像课实例；逐步建立学科教学网站，形成多样化的教学资源库。

● 开发课程资源：加强社会教育基地、场所（如科技馆、图书馆、博物馆等）的课程资源开发。

<p>中国中小学教材建设和发展情况</p> <p>简介</p> <p>臧爱珍</p> <p>一、中国中小学课程教材改革的背景</p> <p>课程教材改革是增强国力,提高国家未来竞争力的一个重要战略措施 ;</p> <p>二、中国中小学教材管理体制</p> <p>1、中小学教材管理体制的沿革</p> <p>2、教材管理体制的主要内容</p> <p>三、中国中小学教材建设的成就和展望</p> <p>义务教育阶段新教材 197 种 , 平均每学科 8 种。高中新教材 , 共出版 67 种 , 平均每学科 4.5 种。</p> <p>满足了学校教育教学和改革的需要</p> <p>新教材的特点: 按照课程标准编写 , 体现了课程改革的新理念 ;</p>	<p>Brief Introduction to the School Textbook development in China</p> <p>By ZANG Aizhen</p> <p>I. Background information</p> <p>Curriculum and textbook reform is an important strategic measure to empower the nation and enhance national competitiveness in the future.</p> <p>II. Textbook administration</p> <p>1. Short history of textbook administration</p> <p>2. what is textbook administration</p> <p>III. Achievement and Prospects</p> <p>197 textbooks for grade 1-9 (compulsory education), or 8 textbook per subject;</p> <p>67 textbooks for high school or 4.5 textbook per subject. This satisfies the needs of schools in it education, teaching and reform.</p> <p>Features of new textbooks: based on the new curriculum and embodies the philosophy of curriculum reform; the compilation is not subject-centered but based on the development of students. New textbooks are friendlier to students.</p> <p>Prospects of textbook development</p>

<p>改变了多年以学科为中心的编排方式，以学生发展为本来考虑教材的编写；增加了教材对学生的亲和力。</p> <p>教材建设的展望</p>	
<p>教育民主：中国课程改革理论的诉求</p> <p>钟启泉</p> <p>伴随“改革、开放”政策的实施，中国课程改革理论研究开始活跃起来。特别是20世纪90年代以来，围绕新课程改革的策划，从课程政策、课程理论、课程实施等各个层面展开了国际比较研究和课程实施调查。我们运用马克思主义观点，透过理论借鉴和实践经验的总结，凝练了课程改革的基本理念——“为了中华民族的复兴，为了每位学生的发展”；编</p>	<p>Educational democracy: the Appeal of China's curriculum reform theories</p> <p>By ZHONG Qiquan</p> <p>With the implementation of “opening-up and reform” policies, researches on curriculum reform theories became active in China. Particularly, starting from 1990s, centered on the planning of the new curriculum reform, international comparative research and studies on curriculum implementation has been carried out around themes such as curriculum policy, curriculum theories and curriculum implementation. Utilizing a Marxist point of view, we have, through summarizing the theories and experiences in practice, crystallized the fundamental goal of the curriculum reform as “for the invigoration of the Chinese nation and the development of each student”, drafted the blueprint of the curriculum reform as the transformation of curriculum administration from “centralized” to “decentralized”, curriculum paradigm from “science-centralism” to “social constructivism”, classroom teaching from “teaching centered on passage of knowledge” to “dialogue-centered teaching”. This is what required of Chinese schools to transform from “examination-oriented education” to “essential-qualities oriented education”. All in all, it is what required of China to realize the strategic development goal of transformation from “a country with a huge population” to “a nation with strong human resources”.</p> <p>The process of realizing this kind of educational transformation is also a process of continuously expanding the set of questions and answering them with both</p>

<p>制了课程改革的蓝图——课程行政从“集权”到“放权”的转型；课程范式从“科学中心主义”到“社会建构中心”的转型；课堂教学从“传递中心教学”到“对话中心教学”的转型。这是实现中国基础教育学校从“应试教育”向“素质教育”的转型所需要的。归根结底，是落实我国从“人口大国”转型为“人力资源强国”的战略发展目标所需要的。</p> <p>实现这种教育转型的过程，就是不断开拓问题空间，并从理论与实践的结合上回答这些问题的过程。从这个意义上说，6 年多来的新课程改革实践，空前地滋养了中国课程改革理论的发展，也极大地推动了中国教育民主的进程。具体地表现为：(1)从“精英主义教育”转向“大众主义教育”：课程价值观的转型；(2)从重视“学科型学力观”转向重视“实践型学力</p>	<p>theoretical and practical solutions. In this respect, the reform practices of new curriculum reform in the past 6 years has, in an unprecedented manner, provided nutrition to the development of China's curriculum reform theory and promoted the process of China's democratization of education immensely, which can be demonstrated in the following transformations: (1) in curriculum value, from “elitism” to “populism”; (2) in basic learning ability, from “subject knowledge” to “practical problem-solving”; (3) in implementation of curriculum, from “purely pre-design” to “pre-design and formative”; (4) in assessment of curriculum: from “selective” to “developmental”; (5) in methodology: from “duality” complex to “dialectical” thinking. The dynamic curriculum reform practice has provided the most spacious field for innovation in curriculum research.</p>
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<p>观”：基础学力观的转型；(3)从重视“单纯预设取向”转向重视“预设生成并举取向”：课程实施观的转型；(4)从重视“选拔性评价”转向重视“发展性评价”：课程评价观的转型；(5)从“二元对立”情结转向“辩证统一”思维：研究方法论的转型。生气勃勃的课程改革实践为中国课程的创新开拓了最广阔的天地。</p>	
<p>从国际视角看中国基础教育改革的成功经验</p> <p>周南照</p> <p>任何重大教育改革的成功都需要国家当局（政府）的明智决策、地方（社区、教师、家长）的积极参与和国际社会的政策对话。</p> <p>自上世纪九十年代末期开始的中国基础教育课程改革是在国家社会政治、经济、文化发生巨大变革的背景下体制性教育改革的重</p>	<p>Successful experience of China's Curriculum education reform—an international perspective</p> <p>By ZHOU Nanzhao</p> <p>Success of any major education reform requires the wise decisions of the national authority (government), active participation of the localities (communities, teachers and parents), as well as policy dialogue with the international community.</p> <p>The school curriculum reform started since the end of 1990s is an important part of the systemic education reform under the backdrop of huge transformation in socio-political, economical and cultural domain of the country. It is the core content in promoting essential-qualities oriented education and the all-round development of all children. This round of reform has changed in an unprecedented extent and depth the traditional idea of the objectives, structure, content, implementation, assessment and administration of curriculum. It has had great influence on the teachers' ways of teaching and students' ways of learning. It entailed the reconstruction of the entire school culture and education process. It has been watched intensively by the international community and has received positive review.</p>

<p>要部分，是推进素质教育、促进全体儿童全面发展的核心内容，它在前所未有的广度和深度上改变了传统的课程目标、课程结构、课程内容、课程实施、课程评价和课程管理，极大地影响了教师的教学方式和学生的学习方式，导致了整个学校文化和教育过程的重新建构，引起了国际社会的高度关注和积极评价。</p> <p>本文从亚洲地区课程改革的发展趋势和国际视角，审视中国近十年课程改革的成功经验特别是分析这些经验对其他发展中国家的普遍意义，包括：在广泛调研和比较研究基础上的课程改革实验和推进策略；正确处理课程标准与多元、综合与分科、加强基础与鼓励创新、教材开发与课程资源、学生主体与教师主导诸方面的关系，以及加强教师实施的课</p>	<p>The presentation will review the successful experiences in the 10-year curriculum reform in China and analyze the common features that might be meaningful to other developing countries from the perspective of international common trend in curriculum reform in Asia. These features include: piloting and implementation strategies of curriculum reform based on extensive studies and comparative research; the appropriate dealing of relationship between criteria and multiplicity, integration and subjects, foundation and innovation, textbook development and curriculum resources, student-centered and teacher leadership; as well as capacity building of teachers implemented curriculum.</p> <p>The presentation also discusses the issues in theory, policy and practice of curriculum reform in China and the globe based on the lifelong learning principle advocated by UNESCO and the four pillars of education in the 21st century, namely “learning to learn, to do, to be and to live together”. The issues to be discussed include: the nature of curriculum development process, the conversion of educational objectives into teaching material and activities; experiment without curriculum model; curriculum integration in the content and instrument of learning; sustainability of school curriculum reform.</p>
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程能力建设等。

本文还根据联合国教科文组织倡导的终生学习原则和“学会求知、学会做事、学会做人、学会共处”等二十一世纪教育内容改造的四大“教育支柱”,探讨中国和国际课程变革仍然面临的理论、政策和实践问题,包括:课程开发过程的实质;学习、教学与评价之间的关系;教育目标如何具体化为教学材料、课程活动;不用课程模式的试验;在学习内容和学习工具两方面的课程整合;基础教育课程改革的可持续性等。