
3.0 学校的基本架构 学校教育共同体的事项优先级

3.0 School Basic Structure

Priorities for a School Educational Community (Exposure Draft)

过去这几年，时常有公益组织和捐赠人问我们：应该怎样帮助乡村的孩子？怎样帮助乡村的老师？怎样帮助乡村的学校？并且询问我们：什么是有品质的学校教育？家庭、学校和社区应该给孩子怎样的教育体验和经历才可能有效和恒久？在交流讨论中，很多机构和个人请我们帮忙列出学校教育事项的优先级，以便做好教育公益。为了给致力于帮助学校发展的公益和非公益组织，特别是关注乡村学校发展的各方，提供专业参考意见，安排好学校教育事项（无论是公益或非公益项目）的轻重缓急，我们给出了下面的乡村学校公益教育事项优先级清单列表。列表从上至下，优先事项的重要性依次递减。

我们认为：无论在乡村、城镇或超大城市，学校应该是社区的庙堂，实践“教育孩子，团结人们，引领社会”的使命和社会责任。我们的学校应该从农业社会阶段的 1.0 学校着眼于文字的学习和承载的传播和应用，在工业社会阶段的 2.0 学校关注于学校围墙或建筑内的有限的标准化课程，进化发展为我们提倡的 3.0 学校，即根植于自然和社会生态，基于家庭、学校和社区合作，重视学校教育共同体每一位个体发展的福祉，以及整体学校生态和气候的可持续发展。

学习，发生于学生/学习者的足迹所至，及人际关系所在（梁国立&刘可钦，2014）。学校，是学习生态的营造者；教师，是学习关系的构建者（梁国立等，现代学校发展研究院，2017）。3.0 学校实践高期待的真实的学习课程和表现评价，以及基于实证的现代学校发展。

基于这样的信念，我们给出了下面的 3.0 学校的基本架构，也是乡村学校公益教育事项优先级框架性清单列表。这里，需要特别强调的是，1. 这个顺序列表既不是最终答案，仍需补充完善，也不是刻板固化的顺序。坦白而言，我们必须认识到，大多数的最高优先级是不容易实现的。同时，我们也应该认识到，这些亟待处理的优先事项并非遥不可及，不可作为，或这些事项难以控制。事实上，建筑师、家长、教师、商业机构、专业组织、政府等等都可以大有作为。2. 教师应享有同样的尊重、关照和支持。3. 这个框架性优先级列表，还需要在科学和专业的支持下予以细化、具体化、可操作。

我们尝试以此开启对话，鼓励大家对此投入更多的研究和实践。

We have been frequently asked by potential donors and charitable organizations about the needs of children in poverty. The highest incidences of these children are in rural and urban schools. We assessed the needs of these children and created a list of priorities in order for each student to reach his/her maximum potential. This gives us a chance to stop and ask; what does a

quality school education include? What conditions need to be met for an exemplary educational experience to be effective and lasting for each child?

We believe that school is the Sprite Hall of a village or a community, which shall educate children, unite people, and ultimately lead the society. Our schools shall transfer from the agriculture era 1.0 schools which mainly focuses on language reading and writing, and industry era 2.0 schools where students' learning happens on the production line with different subjects and classes within a factory, to the Eco era 3.0 school where students' authentic learning shall be integrated with the social and natural ecosystem and a sustainable environment with continuous high expectations. With that belief, we developed the priority list for school educational community. First, we must acknowledge that most of the highest priorities are not easily attainable and simply out of the control of an architect, a teacher, a business, an organization, or even a government. Also, we need to acknowledge that everyone of the above can help and possibly make big changes. The following is an attempt at filling out the priority list and to start a dialogue. Secondly, teachers shall be treated with the same respect, care, and support as others in the community. Third, each of the 30 items shall be further developed for details, specificity, and actionable with scientific and professional supports.

This list is neither final nor complete. More input is needed and encouraged. The priorities are listed from the most important first.

一、有品质的教师 Quality Teachers

教师是学校教育品质的关键，也是做好教育公益的首要。不因是乡村学校，就降低对乡村教师的专业支持和帮助。详细内容，请参考我们的“全球好教师”文件。

Teachers are the key fact of a school' s quality. Teachers shall be the first priority issue of educational charities. We shall not lower the professional support and help to the teachers in rural areas. Please refer to our document titled “Global Good Educator” for further details.

二、有爱、健康、可持续的家庭、学校和社区环境

Family, school, and community environment need to be full of love, health and sustainability.

1. 根植于爱和道德的健康家庭生活；

A healthy family life should be grounded in love and morals;

2. 适于孩子/学生心理和物理安全的环境，包括受欢迎的、积极的社会行为（见绿色清单），没有欺凌；

Child/student mental and physical environments should be safe, including welcomed positive social behaviors (see Green list), no bullying, and non-toxic environments (see Red List);

3. 人们相信：每一位孩子/学生都如一块璞玉，值得探索、值得雕琢；

People believe that each child/student has strengths within him or her that are worthy of discovering and polishing;

4. 家庭、教师、学校、社区鼓励孩子/学生公平、分享、选择、拥有希望、做最好的自己；

Encouragement from family, teacher, school, and community towards equity, sharing, options, hope, and striving for his/her own excellence;

5. 基于“邻家孩子”的理念，提供与多样其他孩子/同伴/学生共处、共玩、共学、共同成长的平等的机会和可能

Guided by Neighbor' s Kids Idea, equal access to various other children/peers/students to play together, learn together, and grow together.

6. 安全亲近自然世界的平等的机会和可能

Safe and equal access to the natural world;

7. 游戏，且有安全的玩伴、玩具/设施、时间和场地，给所有的孩子；

Play and safe playing partners, equipments, time and spaces for all;

8. 优秀的社会/社区的角色榜样

Exemplary society/community role models

9. 在学校，所有的学生都有至少一位或更多的成人熟识；

All students are known well by one or more adults at the school;

三、安全、环保的物理环境

Safe and environmentally friendly physical environments

1. 安全的室内和室外的空气；

Environmentally safe indoor and outdoor air;

2. 安全的饮用水

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- Safe drinking water;
3. 安全且健康的食物；
Safe and healthy food;
4. 安全且适于发展阶段的日常日光/灯光；
Safe and developmentally appropriate daily sunshine / lighting;
5. 安全且绿色的房舍；
Safe and green shelter;
6. 环保的卫生解决方案（包括卫生间、洗浴、有品质的下水道等等）
Environmentally friendly sanitation (including sound plumbing)
7. 尊重个人空间，并且拥有使用多样群组 and 公共空间的平等的途径和可能；
Respect for personal space and equal access to various shared group and public spaces
8. 个人衣物的保暖和体面
Personal clothes and thermal comfort with dignity;
9. 学校建筑内的适宜温度；
Thermal comfort in school buildings;
10. 安全的上下学路径；
Safe access to school
11. 适于发展阶段的日常声学安全环境；
Developmentally appropriate daily safe acoustic environment
12. 适于发展阶段的课桌椅、家具和设施；
Developmentally appropriate furniture、equipments, and facilities;

四、高期待的真实的学习课程、教与学，及表现评价的支持

High expectations for authentic learning, curriculum, teaching and learning, with performance assessment supports

1. 重视学生的声音；
Student voice is valued;
2. 适于发展阶段的书籍和学习资料；
Developmentally appropriate books and learning materials;
3. 适合发展阶段的真实的学习“和平之光”（FLAMES of Peace Time）课程（金融，法律，艺术，数学，工程，科学，身体活动，技术，及自我）的高期待的可能；
Exposure to developmentally authentic learning FLAMES of Peace Time curriculum (Finance, Legal, Arts, Mathematics, Sciences, Physical activities, Technology, and Self) along with high expectations;
4. 适于发展阶段的教、教练、指导，且基于实证的表现评价；
Developmentally appropriate instruction, coaching, and guidance with evidence-based performance assessment.
5. 使用以下四个问题来指导以上的课程、教和学及评价：
我们要学生知道并能够做什么？ 我们何时及如何知道学生是否学会了？ 对于那些/个没有学会的学生，我们该做什么？ 对于那些/个学会的学生，我们该做什么？

The following four questions guide curriculum, instruction/coaching/guidance, and assessment What do we want students to know and be able to do? When and how will we know if they/he/she have learned it? What will we do for those/her/him who have not learned it? What will we do for those/her/him who have learned it?

6. 孩子/学生有地方和平等的机会去制做/种植/饲养;

Places and equal opportunities for making /growing/raising things;

7. 家庭和学校可持续发展的废物回收和再利用;

Family and school sustainable development and waste recycling and reuse;

8. 适于发展阶段的信息技术使用的安全和平等的途径和可能。

Developmentally appropriate safe and equal access to information technology.

以上内容的具体解释权，由全球教育共同体具体负责。有需求或问题，请联系 梁国立教授: lianggl@gecinstitute.org

The above contents shall be explained by the Global Educational Community. (These ideas are the agenda for the Global Educational Community.) Please contact Dr. Guoli Liang for further assistance: Lianggl@gecinstitute.org

