

When New Basic Education(NBE) Encounters Narrative Inquiry:

What would Confucius Say to Dewey?

当“新基础教育”遇到“叙事探究”

---孔子会对杜威说什么？

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1.问题的提出：100年前杜威访华的论断和疑虑

1.1 Dewey's basic judgment of Chinese education 100 years ago

Chinese students focused more on memorizing than reasoning, understanding what happened in the past than thinking about the future. Mostly, teachers delivered the classic Confucian works and thoughts to students, rather than paying attention to the development of their creativity and critical ability. Actually teachers separated intellectual training from moral cultivation, learning from doing.

1.1. 100年前杜威对中国教育问题的基本判断

中国学生把更多的精力放在记忆上而不是推理上，更多地是在了解过去发生的事而不是在思考未来，教师向学生传递最多的是儒家经典作品和思想，而不关注人的创造性、更新和批判能力的发展，并把智力训练与道德培育隔裂开来，把学与做分开。

1.The question raised: Dewey's judgment and doubt during his visit in China 100 years ago

1.问题的提出：100年前杜威访华的论断和疑虑

1.2 Dewey's concerns about Chinese Education in the future

- A Non-Eurocentric vision. China's democracy should be gradually generated from within itself rather than influenced by other countries.
- China has a dense population and lays great emphasis on harmony, which can easily lead to Chinese people's conformity. Thus, Chinese people have weak independent consciousness, and it is hard to develop their own identities.

1.2 杜威对中国教育未来前景的疑虑

- 非欧洲中心论，中国的民主必须来自她自己的文化根源，而不是来自外国的影响；
- 中国人口太多，又极其强调群体和谐，这很容易养成中国人的从众心理，所以他们的自主意识一向薄弱，走出自我不是件容易的事。

The situation of Chinese education 30 years ago (1990s, 70ys after 1919)

- Dewey's concerns seem to be confirmed, as passive development of students is still the basic state of Chinese education in the 1990s :
- As is pointed out by Lan Ye (1994)“It makes classroom teaching mechanical, boring and stylized, lacking vigor and fun, as well as lacking the challenge of wisdom and the stimulation of curiosity. It hinders the vitality of teachers and students in the classroom.....”
- Chinese educational theories mainly come from the West, like the thoughts of Dewey, Herbart, Kaiipob, Piaget, which have exerted great influence on our thinking. Therefore, what is the original theory of Chinese education?
- 杜威的疑虑似乎被证实，因为被动发展学生依然是20世纪90年代中国教育的基本状态：
 - 如叶澜指出：“课堂教学变得机械、沉闷和程式化, 缺乏生气与乐趣, 缺乏对智慧的挑战和对好奇心的刺激, 师生的生命力在课堂中得不到充分发挥.....” (叶澜, 1994)
- 中国教育理论思想基本上来源于西方，杜威、赫尔巴物、凯洛夫、皮亚杰等等都是中国教育思想的重要来源，那么，中国教育自己的理论是什么呢？

2. Exploration of “New Basic Education” (NBE) 30 years ago

2. “新基础教育”(NBE)百年后的探索

2.1 Founding of NBE

- Where: East China Normal University, Shanghai, China
- When: In the mid-1990s
- Who: Lan Ye; more than 10 university researchers and a group of primary and secondary school principals

2.1.NBE的**创始**

- 地方：中国、上海、华东师范大学
- 时间：20世纪90年代中期
- 人物：叶澜、10多位大学研究人员，和一群体中小学校长



Founder : Professor Lan Ye (1941--)

创始人：叶澜教授 (1941--)



叶澜 1962年华东师范大学
毕业留校工作时留影



Lan Ye was born in December 1941. she was the tenured professor and doctoral tutor of East China Normal University, honorary director of Institute of Schooling Reform and Development of East China Normal University, honorary president of Institute of School of "life-practice" pedagogy, was once vice president of the Chinese Society of Education.

叶澜，1941年12月生，华东师范大学终身教授、博士生导师，华东师范大学基础教育改革与发展研究所名誉所长、华东师范大学“生命·实践”教育学研究院名誉院长，曾任中国教育学会副会长等职。

2.2 Social and historical background of the creation of NBE

2.2.NBE创建的社会与时代背景

- ◆1 At the end of the 20th century in China

- Transition from agricultural society to industrialized, globalized and information society

- Transition from modern education to contemporary education

- ◆20世纪末中国

- 从农业社会向工业化、全球化、信息化社会转型；

- 近代型教育向现代教育转型；

◆ 2.The relationship of educational theory and practice of education in 1990s

- Theory and practice of education were being separated and disconnected. The problem of education in China could not be solved.
- Reform in the practice of education seemed hard to break through. “Knowledge- centric” and “teacher- centric” phenomenon were still unbreakable.

◆ 世纪90年代的中国教育理论与实践

- 教育理论与实践“两张皮”，无法解决中国教育的问题；
- 教育实践改革难以突破，知识中心、教师中心仍然坚不可摧；
- 中国儿童从“有学上”到“上好学”转换，教育公平与质量提升同时成为新时期的教育任务。事实证明她的判断是准确的。
- 整个教育过程中教师专业化发展任务艰巨：
- 教师规模：1949，98.6万；1985年，931.9万；2019年，1673.83万，增长1579.52%.
- 入学率：2018年，中国学前教育入园率达81.7%,小学入学率99.96%；初中100.9%;高中入学率88.8%。共2.76亿在校生。

2.3 Lan Ye 's judgment on several issues of contemporary school reform in China

2.3.叶澜对中国当代学校变革若干问题的判断

◆ 1. Judgment on the relationship between times and human development

- “The change of times is accelerating in terms of its pace, the magnitude and intensity of changes are increasing.....”
- “People's living environment is becoming more changeable, diversified and multi-risky”
- “Calling for human's **subjective spirit** is the core of this time.....”
- “This era needs people who can control their own destiny and maintain their pursuit in a diverse and changeable society.”

(Ye, 1997)

◆ 第一，对时代与人的发展关系的判断

- “时代变化的节奏在加快，变化的幅度和强度在增强.....”
- “人的生存环境多变、多元、多险在增强.....”
- “呼唤人的主体精神，是时代最核心的内容.....”
- “这个时代需要能够在多样、变幻的社会风流中把握自己命运、保持自己追求的人....”

(叶, 1997)

◆ 2. Judgment on Chinese education

第二，对中国教育的判断：

- The decade before and after the beginning of the 21st century indicated a new era. With the disadvantages of Chinese modern schools becoming more obvious, reform and renewal as the theme of the era development once again highlighted itself in front of the Chinese people.
- **The quality of a “new person”**
- Active and optimistic attitude towards life;
- Healthy personality and civic literacy;
- Basic learning and self-learning ability;
- Think independently, solve complex problems creatively, achieve personal development in a society with increased uncertainty and variability.
- 21世纪到来的前后十年是一个新的大时代的到来，中国近代型学校的弊端彰显了出来，变革与更新的时代发展主题又一次推到国人面前。
- **新人应具有素养应是：**
 - 具有积极主动、健康发展的人生态度；
 - 具有健全的人格和公民素养；
 - 具有基础学习力与自主学习能力；
 - 具备独立思考能力，创造性解决复杂问题的能力，以及在不确定性、变动性增加的社会中实现自我发展的生存能力；

2. Judgment on Chinese education

第二，对中国教育的判断：

- Chinese education should not only let children go to school, but also let them go to a high quality school. That is to say, we need to accomplish the dual tasks: accomplishing education equity and improving education quality.
- The professional development of teachers are important and difficult in education.
- Number of teachers: 1949, 0.986 million; 1985, 9.319 million; 2019, 16.7383 million, increased 1579.52%
- Student admission rate: In 2018, the admission rate of preschool students is 81.7%, the admission rate of primary school students is 99.96%, the admission rate of junior high school students is , and the admission rate of senior high school students is 88.8%. There are 200 million students in total.

◆ 3. Judgment on the research mission of Chinese school reform 第三，对中国学校变革研究任务的判断

- It is a large-scale and long-term study with the explicit goal of constructing new-type schools in the 21st century and the deep target of changing the life of teachers and students in school (Ye, 2005).
- Its nature lies in theoretical and practical research on the transformational change of schools in the stage of compulsory education in China in the early 21st century...It is a study of educational transitional reform with the school as the basic unit, categorized to the holistic comprehensive study at the medium level of educational research..."
- “以21世纪新型学校建设为显性目标，以改变师生在学校的生存方式为深层目标而展开的一项大型长时段的研究。（叶，2005）
- 其研究性质是21世纪初中国义务教育阶段学校转型性变革问题的理论与实践研究.....它是以学校为基本单位的教育转型性变革研究，属于教育研究中中观层面的整体综合性研究.....”（叶，2009）

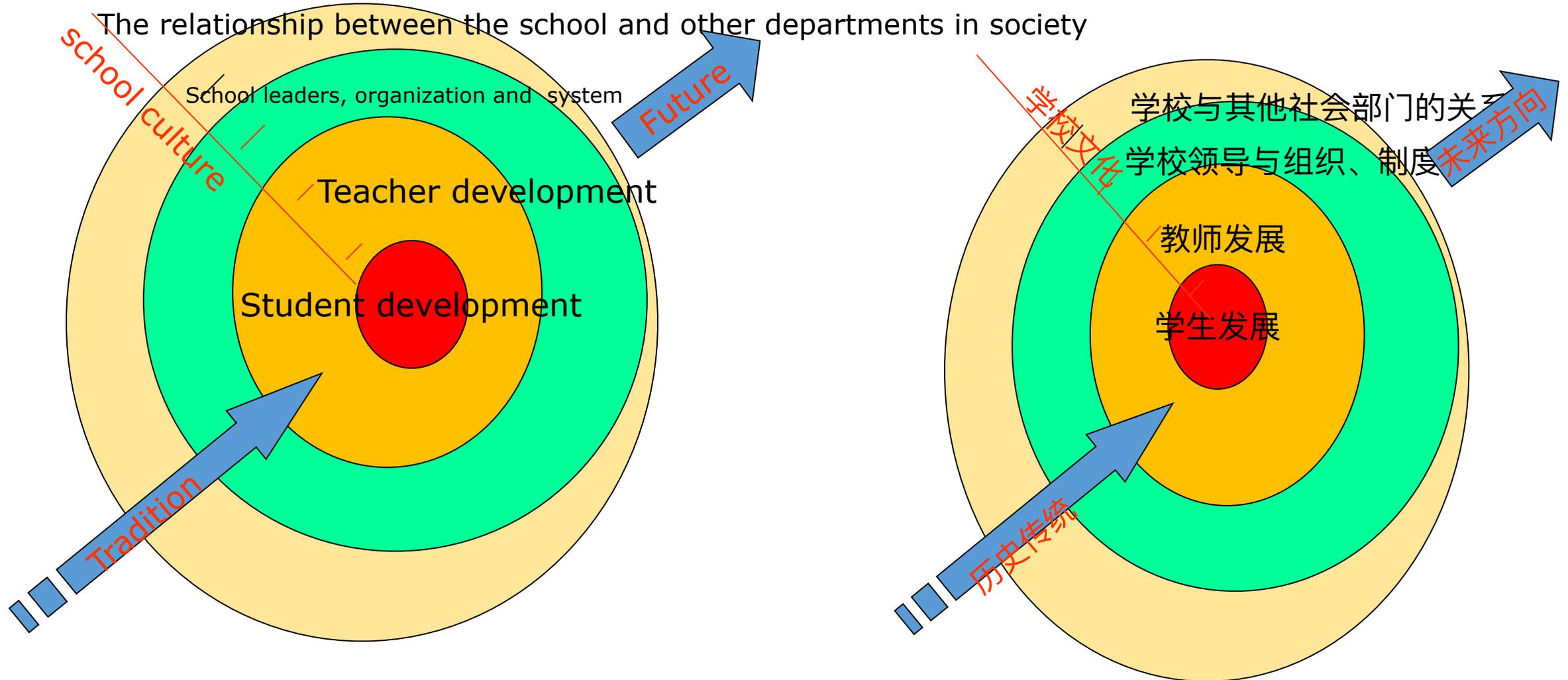
Key words 关键词：

- Transition: from modern school to contemporary school.
- Unit of reform: School as a whole, not components of a school.
- A reform pioneering with theory and built by the interaction of problem diagnosis and practice and theory reconstruction.
- **转型**：由近代型学校---向现代型学校转型；
- **变革单位**：是整个学校，而不仅是学校某些内部要素；
- 这是一种**理论适度指导、问题诊断与新实践**交互生成式的变革

On educational philosophy (关于NBE的教育理念)

- "New basic education" puts forward many educational ideas, and reprovves the concept of children, teaching, school, teacher development and school management reform.
- NBE提出了许多教育理念，包括新的儿童观、教学观、学校观，教师发展观以及学校管理变革理论等等。
- For example, regarding the understanding of school, NBE believes that school includes three fields: school leadership and management, teachers and teaching, and student and class management. In order to realize the overall transformation of school, the reform should be carried out synchronously from these three fields.
- 比如，关于学校观，NBE认为学校包括三个领域：学校领导与管理领域，教师与教学领域，学生与班级管理领域。学校变革应整体上从这个三个领域进行共时性变革，才能够实现学校的整体转型。

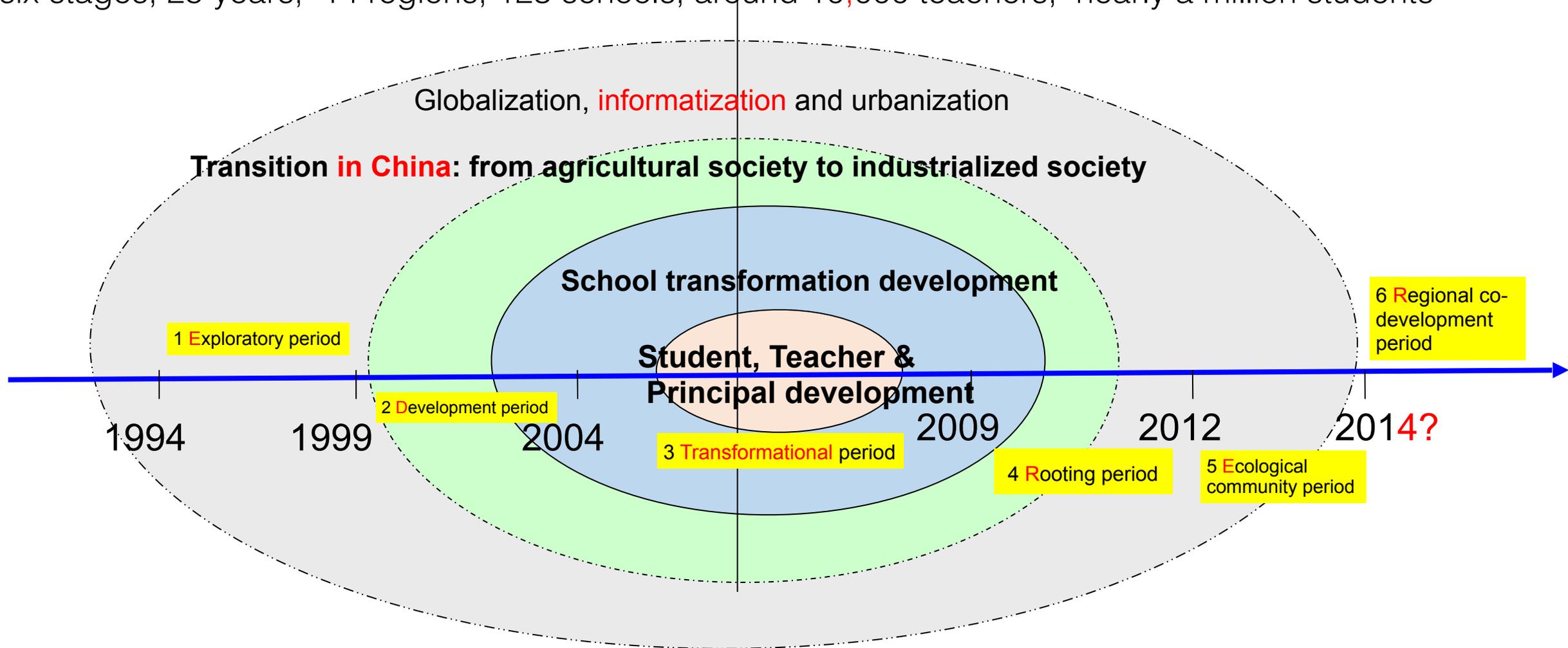
- ◆ Understanding the framework of the transition of Chinese school as a whole
- ◆ 对中国学校整体转型框架的理解



NBE Vision: To find a path of development for Chinese basic schools in new era which is in accordance with China's national conditions

A long, long way to go

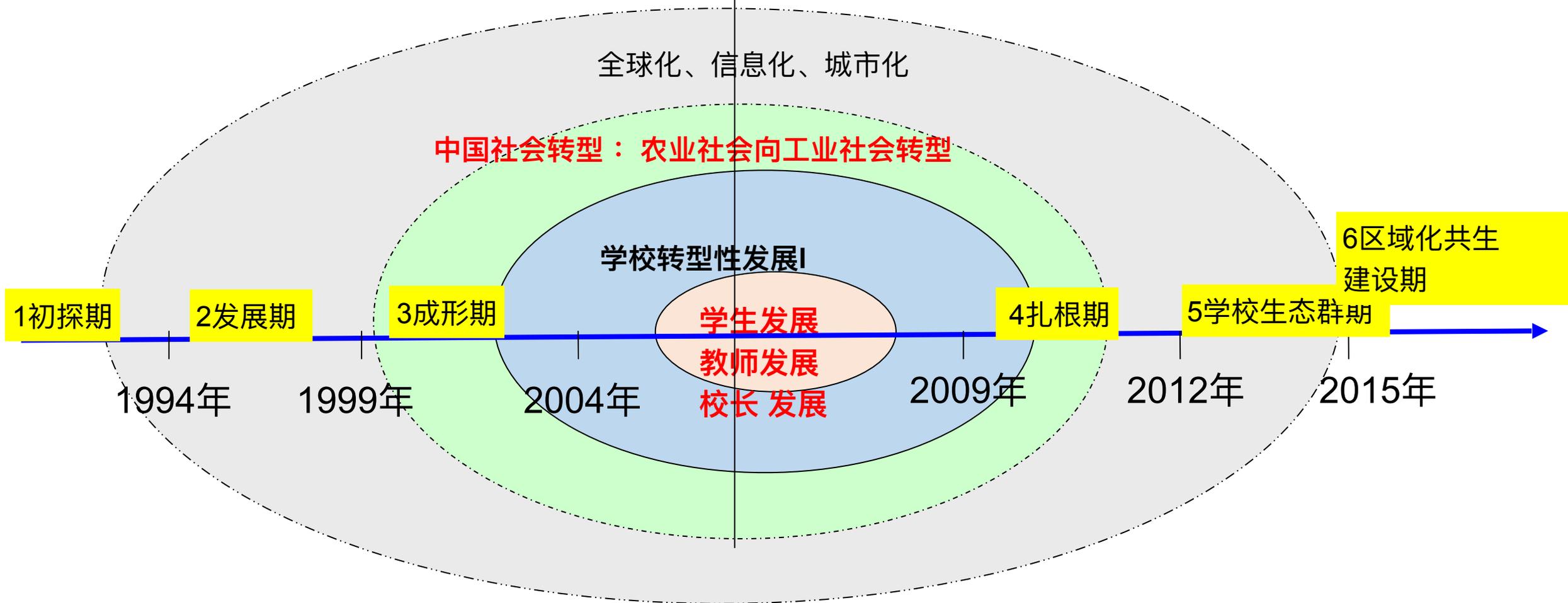
six stages, 25 years, 14 regions, 123 schools, around 10,000 teachers, nearly a million students



NBE愿景： 为新时代的中国基础学校寻找一条符合中国国情的发展之路。

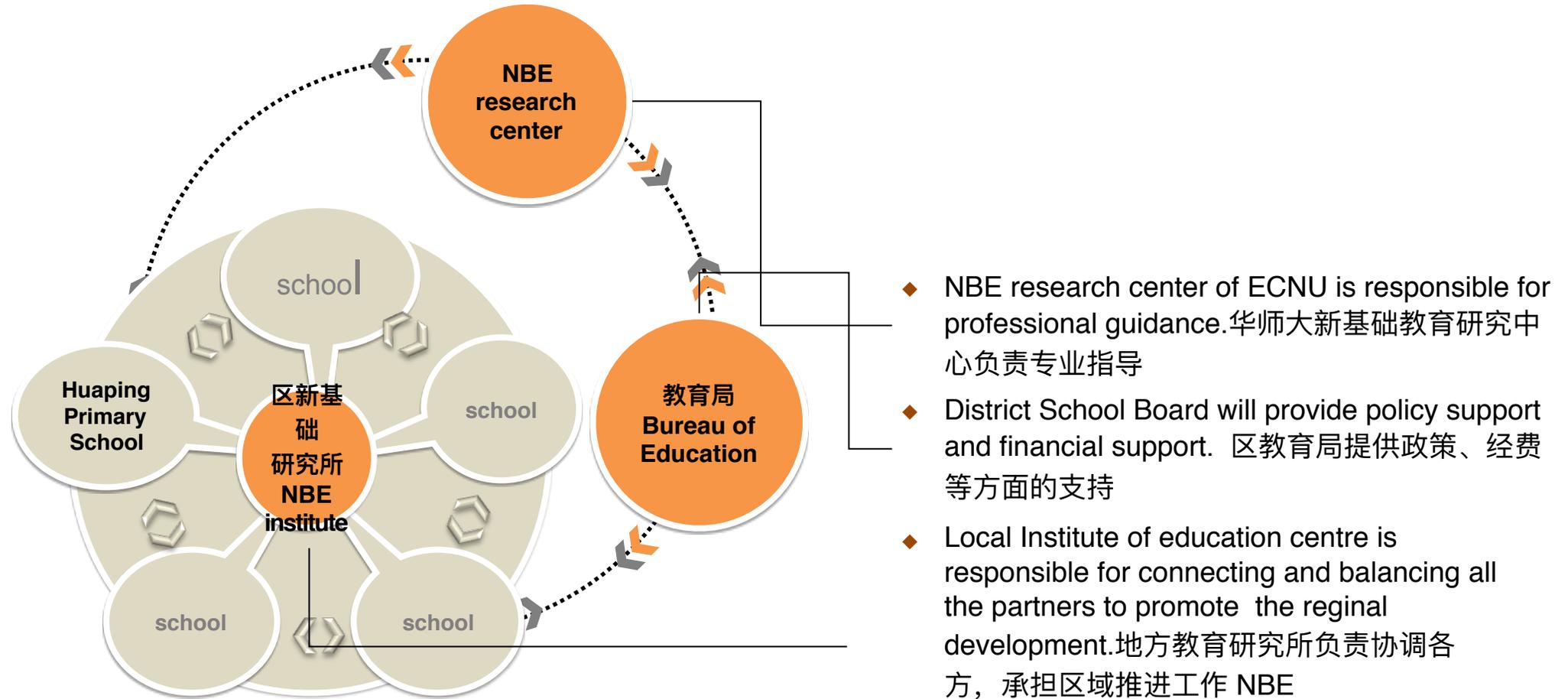
这是一条长长的路：

6大发展阶段，25年，14个地区，123所中小学校，近1万教师，近百万学生



The cooperative pattern of “university- government-school”

大学—政府—学校间的合作模式



Clarifying the responsibilities of every partners to work together cooperatively
明确三方职责，分工负责、协作互助

Cooperative research model between NBE and schools: Six steps on teaching research



1 Preparing 备课



2 Trial Teaching
试教(1-3次)



3. Communicating in same subject groups
教研组交流



4 Explaining the lessons 教师说课



5 giving advices 教师评课



6 Give suggestions by NBE School



Planning meeting for semester学期计划会



Experiences sharing meeting by backbone teachers
骨干教师经验分享会

Seminar
for the
cooperative
schools
共生体学校
研讨会



Theory learning
理论学习

2.4 Missions and Achievements of NBE Research

2.4 NBE研究的使命与成果

◆ Three missions:

- First, explore a path for the reform and development of Chinese schools;
- Second, develop an educational theory system about the modernization of Chinese schools;
- Third, create pedagogical theory that reflects the characteristics of Chinese culture;
- Video: Theory construction of “Life-Practice” School of Education.

◆ 三大使命：

- 第一，探索一条中国学校变革与发展的路径；
- 第二，建设一套有关“中国学校现代化”的教育理论体系；
- 第三，创建一个体现中国文化特质的教育学理论；
- 观看VIDEO 10分钟---“生命-实践”教育学理论创建设之路

Students in classes 课堂中的孩子



3. Reflections when NBE meets narrative inquiry in 2007-nowdays

3.NBE与叙事探究相遇后的彼此认知

3.1 Basic understanding of the development situation of Chinese and Canadian schools

Overall difference of social developing stages, foundations and missions

➤ **Canadian schools**

- Multicultural background: equity, care and inclusion themes; diversified and open evaluation system in education
- Post-industrialization period: Adequate education funding; high enrollment, small class size; children-centered, inquiry-based curriculum...
- Western culture tradition: individualistic, whole-discipline and closed development teachers; flat management embodied by democratic thoughts; diversified support in school by communities

3.1.对中加学校发展状态的基本认识

整体上，双方学校处于不同的社会发展阶段，基础不同，发展任务也不同：

➤ **加方学校**

- 多元文化的背景：平等、关爱、包容是价值主题；多元开放的教育评价机制
- 后工业化时期：教育经费充裕；高入学率，小班额教学；儿童中心，探究式课程.....
- 西方文化传统：体现个体主义的全科型、封闭式发展的教师；体现民主思想的扁平化管理；社区多元支持下的学校；

➤ Chinese schools

- Education values in transition period from agricultural to industrial society: calling for subjective spirit; pursuing both quality and efficiency;
- On the way to education modernization;
- From “enroll in school” to “enroll in good school” in compulsory education, dual pressures on quality and fairness;
- Transition from school management, teaching and student lives;

➤ 中方学校

- 农业向工业社会转型期的教育价值:呼唤主体精神的理想; 追求质量等同于追求效率;
- 处于迈向教育现代化的路程上;
- 义务教育处于由“有学上”到“上好学”的发展过程, 质量与公平双重压力;
- 学校管理、教学到学生日常生活都处于转型期;

3.2 Basic understanding of education practice in Chinese and Canadian schools 3.2 对中加学校教育实践特质的基本认识

Canadian schools:

- Flat management, creative and democratic school experience for teachers and students, collectivism is weak;
- Comprehensive curriculum, with comprehensive contents and open structured;
- Focus on self-inquiry and thinking development of children, clear awareness on teaching structure;
- Children-centered generalist style of teaching, independent but enclosed and hard;
- Loose teaching structure, high levels of teacher autonomy, great possibility for creative classes;
- Low pressure on tests, children grow happily.
- Teaching students without discrimination coexists with “teaching students differently”. They provide the greatest help to students depending on their specific needs.

加方学校:

- 学校管理扁平化，师生在校生活民主而富有创造性，但团体精神较弱；
- 综合课程为主，内容综合且结构开放；
- 课堂教学注重儿童自主探究和思维品质的发展，教学结构化意识明晰。
- 以儿童为中心的教师包班制，独立自主，但封闭且辛苦；
- 教学安排结构宽松，教师自主权大，创造性运用课程的可能性大；
- 考试压力小，儿童成长轻松快乐；
- 有教无类与“有教有类”共存，面对不同学生的需求给予最大程度的帮助。

Chinese schools:

- Principal is the first responsible person for school development, focus on democratic centralism, collectivism is strong;
- Development of school culture is highlighted;
- Divisional courses, clear boundaries among disciplines, profound knowledge with few integration;
- Great pressure on tests, low levels of School autonomy, low levels of freedom for children growing;
- We can treat students equally without discrimination , but we cannot teach them differently according to their own needs. Chinese schools still need more professional support, and support from the government and the society.

中方学校:

- 校长是学校发展的第一责任人，学校管理注重民主集中原则，团队精神较强；
- 学校文化特色建设显著；
- 分科课程为主，学科边界清晰，知识深而不易融通；
- 考试选拔压力大,学校自主权有限；儿童自由成长的空间较小；
- 有教无类，但有教有类做得不够，专业支持和政府、社会支持都不足。

3.3 Understanding of narrative inquiry & NBE research interests

3.3 “叙事探究”与“新基础教育”研究旨趣的认知

- **Narrative inquiry in Canadian research**
- Collect and learn teachers' experiences through stories;
- Not intend to directly change schools or teachers under research, just create opportunities to let each other to communicate together.
- Focus more on explaining rather than changing the practice;
- Outsider of practice;

“not so much [about] a structured answer to a question, or a way for accounting for actions and events, as it is a gateway...into meaning and significance” (Xu & Connelly, 2010)

- 加方运用“叙事探究”开展研究；
- 是以故事的方式收集和了解教师经验；
- 研究意图不在于直接改变所研究的学校或教师。
- 研究意图重要的在于解释实践而不在于改变实践；
- 实践局外人；

- **Deep intervention in Chinese research**

- Face directly to teaching in class, diagnose teaching problems, guide teachers to improve teaching;
- Intend to change directly schools or teachers under research;
- Focus more on changing rather than explaining the practice;
- Insider of practice.

- **中方运用“深入介入式研究”开展研究**

- 直面课堂教学，诊断教师教学问题，指导教师教学改进教学。
- 研究意图在于直接改变所研究的学校和教师；
- 重要的不在于解释实践，而在于改变实践。
- 实践局内人。

4. What can be learned through reciprocal learning between China and Canada?

4. 中加教育能够互惠学习什么？

4.1 What can be learned through reciprocal learning between China and Canada?

- From the perspectives of historical and social backgrounds, Canada's exploration of contemporary education started nearly 100 years earlier than China. Canada's rich experiences in developing comprehensive curriculum, with teachers as curriculum innovators, structured and children-centered teaching are worth of learning by Chinese schools;
- Chinese schools have our own historical and cultural traditions and practices, such as divisional courses, teacher team building and school management based on democratic centralism, which may continue to characterize Chinese schooling in the near future and in turn may benefit Canadian schools;
- In the diversified and open era of globalization and informatization, China and Canada face common research concerns, such as educational equity and quality, teacher identity, cultivation of core competences and healthy personality.

4.1. 中加学校能够彼此互惠学习什么？

- 从时代与社会背景看，加方学校的现代教育探索要早于中国学校近百年，其经验积淀深厚，综合课程建设、教师作为课程创设者、结构化教学、儿童立场等方面的经验，都值得中方学校学习借鉴；
- 中国学校有自身发展的历史文化传统和实践基础，分科课程、教师团队发展，民主集中制的治校原则等，应是当前和未来一段时间中国学校教育的特色，或许也值得加方借鉴；
- 中加两国共享着当下全球化、信息化、开放化、多元化等时代背景，面临着在一些共同的研究课题，如教育公平与质量问题，教师身份认同问题，核心素养的培养与健全人格养成问题。

4.2 What can be learned by scholars through reciprocal learning between China and Canada?

4.2 中加学者可以互惠学习什么？

Understand how the two types of research are different when faced with practice

- **Narrative inquiry is based on experiential philosophy of Dewey**

- View human from the experiential and epistemological perspectives, and reconceptualize experience.
- Experience is the process and result of interactions between human and environment; education comes from experience and helps children grow up by extending beneficial experiences and remaking the harmful ones.
- **Derived from the perspective of empiricism, narrative inquiry** focuses on teacher experiences and captures these experiences in the form of stories.
- Due to the foreseeability and visibility of experiences, researchers can collect and analyze data through taking videos, fieldnotes and having conversations.

首先，需要理解两种面对实践时的研究方式何以不同？

- “叙事探究”的哲学基础是杜威的经验哲学

- 杜威是从经验论立场或知识论立场看人，于是，他对经验概念作了改造。
- 在杜威那里，经验是人与环境交互作用的过程与结果；经验就是生活；经验就是生命活动；经验是内在地联系着的；经验是指向未来的，它蕴含着自我生长、自我更新的力量。一切教育来自经验。教育的作用是扩展有益的经验，改造有害的经验，从而促进儿童的生长。
- 正是基于这种经验论，叙事探究关注动态发展中的教师经验，并以故事形态把握教师的经验。
- 又因经验具有可见可感性，所以，研究者可以采取视频、田野笔记、访谈等方法收集和分析，是科学论取向的研究。

NBE and deep intervention are based on Chinese philosophy

- Integrated with Confucianism, Taoism and Buddhism, Chinese philosophy never judges a person from experience but from life.
- Judge people from life means not only judging from one's knowledge and experiences, but also from one's happiness and sorrows. This is based on moral practice rather than epistemology.
- There are different levels of human in moral practice: Chinese philosophy focuses more on conscience which cannot be obtained only from knowledge but needs practice. Thus, Chinese philosophy values the combination of knowledge with practice which is different from western philosophy putting practice after knowledge.
- Thus Chinese philosophy relies more on moral practice rather than epistemology.

- **“新基础教育”“深度介入式研究”的哲学基础是中国哲学**
- 中国哲学融通儒、道、佛等学说，不从经验看人，而从人生看人。
- 从人生看人，不仅看人的知识、经验，还关心的人的喜怒哀乐，是道德实践立场，不是知识论立场。
- 在中国哲学眼中，道德实践立场下的人具有层次性：感觉现象层因为具有生灭性，人在此层面所把握的只是“见闻之知”，从而一向不被中国哲学看重；理智超验层因能超越感知欲望的束缚，接近理性和精神性，人在此层面所把握的是“德性之知”，即良知；而良知仅通过知识是达不到的，必须经过实践。因此，中国哲学认为“行即知”“知行合一”，而不同于英美哲学的“先知后行”。
- 所以，中国哲学向来对知识论的兴趣不大，而对道德实践论充分期待。

- Teaching in Chinese philosophy: What is education? Inspiring rationality of human, purifying human soul through practice to reach highest level of life. That is education.
- Chinese educational researchers and practitioners are partners grounded on moral practice rather than observers and the being observed. Chinese scholars are to help others succeed first and combined knowledge with practice.
- Disadvantages: Insufficient theoretical construction .Because we are involved in practice, pay more attention on feasibility and possibility of practice, not the universality of theory.
- Advantages: Facing the unknown, opening up the new practical world.
- 中国哲学对“教”赋予的含义是：“何谓教？凡是启发人之理性，通过实践之途径以纯净化人之生命以达到最高之圣境者，即谓之教。”（牟宗三， P69）
- 中国教育研究者与实践者之间也就构成了在道德践行意义上的合作关系，而非观者与被观者之间的关系。所谓“立己达人”、“知行合一”是中国学人的自我定位。
- 不足：理论建构不足，因为研究者陷于具体实践，与实践者相互纠缠，更关注实践的可行性与可能性，而非理论的普适性。

Conclusion: What can be learned through reciprocal learning between China and Canada?

结论：中加应如何互惠学习？

1. 和而不同 《论语·子路》 (Gentlemen seek harmony but not uniformity, *Zi lu, analects of Confucius*)
2. 求同存异
to seek common ground while leaving a side differences
3. 各美其美，美人之美，美美与共，天下大同。

Just as you recognize the merits of your own culture, so allow different cultures the same recognition. By doing so, we may reach the world of Great Unity.

- 杜威：非中心论 (Dewey :non-center standpoint)





Thanks!

谢谢!