



VOL. 15, Nº 3 (Diciembre 2011)

ISSN 1138-414X (edición papel)

ISSN 1989-639X (edición electrónica)

Fecha de recepción 16/11/2011

Fecha de aceptación 27/12/2011

DE ABAJO A ARRIBA: MEJORA DE LA EFICACIA DE LA ESCUELA DE EDUCACIÓN SECUNDARIA DE DULANGKOU JUNIOR EN CHINA

From the Bottom to the Top: Effective School Improvement of Dulangkou Junior Secondary School in China



*Hechuan Sun and Xiaodong Wang
Shenyang Normal University, China*

Resumen:

Este artículo desarrolla la tendencia actual de la reforma y la mejora de la eficacia en las escuelas de China. Se presenta un caso de estudio relevante sobre cómo una escuela rural con alto nivel de fracaso escolar se convierte de manera extraordinaria en una escuela eficaz y la más exitosa en la educación básica china. Dicho cambio se enfoca desde el desarrollo de una perspectiva de liderazgo pedagógico, particularmente en la administración, gestión y el desarrollo de estrategias instructivas que torna y cambia a una de las "últimas" escuelas en una de las "primeras" de China.

Palabras clave: *eficacia escolar - mejora de la escuela - mejora de la eficacia escolar*

Abstract:

This paper unfolds the current educational reforming tendency and the effective school improvement in China. It presents a remarkable case study on how to change a failing rural school into an unbelievable effective and most successful one in Chinese basic education. It focuses on the instructional leadership perspective, particularly on the administration, managerial and instructional strategies that the school instructional leadership used to turnaround and to change a "bottom" school into a "top" effective one in China.

Key words: *school effectiveness - school improvement - effective school improvement*

1. Introduction¹

Dulangkou Junior Secondary School (DJSS) was established in 1968. It is located at the remote and underdeveloped rural area in Shandong Province. It is a middle-sized school with 1000 students in 20 classes and over 60 teachers.² It was a failing school before 1997. It started its school improvement journey in 1998. Eight years later, it has been regarded as one of the most successfully improved schools not only by the Ministry of Education but also by most of the school principals all over China. It became the “flagship” of effective school improvement in Chinese basic education. It has been described by the major media in China as the one which totally overthrew the traditional classroom teaching model in China! Every day, thousands of school visitors come to visit this school. Until 2010, over 400,000 school principals, teachers and administrators from China and abroad, e.g. from Hong Kong, Taiwan, the United States, Australia and Canada, have visited this rural school³. Sometimes, within one day, the number of the school visitors was over 1000, more than the total population of DJSS. Moreover, there is a furious discussion on the website about the effective school improvement in Dulangkou Junior Secondary School. You may find on Google website, such articles reach to 680,000, on Baidu website, the number reaches to 982,000. Why could DJSS draw such an attention across China? What has it done? What kind of changes took place at DJSS? Below, some statistics are presented in the table below which will unfold its changing and reforming process from 1997 to 2009.

Before 1997, it was ranked at the bottom of all the junior secondary schools (JSS) in the county. It was classified as a failing school and faced the danger of being closed.

In 1997, it was ranked the 23rd of all the JSS in the county.

In 1998, it was ranked the 17th of all the JSS in the county.

In 1999, it was ranked the 14th of all the JSS in the county.

In 2000, it was ranked the 4th of all the JSS in the county.

During 2003-2004, it was ranked the 3rd of all the JSS in the county.

In 2005, it was ranked the 2nd of all the JSS in the county.

During 2006-2008, it was ranked the 3rd of all the JSS in the county

In 2009, it was ranked the 2nd of all the JSS in the county.

Indeed, Dulangkou Junior Secondary School has created a miracle of effective school improvement in China. However, what are the crucial factors or keys that make this miracle happen? What is the improvement process? What are the most “safeguarding system and backbone” that make this miracle happen? These are the questions that this article tries to explore and answer. Although the answers can be various and on different perspectives, nobody will deny that the instructional leadership and Mr. Qisheng Cui, the Principal of

¹ This paper is a part of the research project funded by National Social Science Foundation in China (本文属于全国社科基金“十一五”规划(教育科学)国家课题“教师评价指标体系的国际比较研究”(BDA060018)研究成果的一部分). The leader of this project is Prof. Dr. Hechuan Sun.

² 杜郎口中学教改经验——崔其升讲话 (The Experience of Educational Reform in DJSS-The Speech of Principal Qisheng Cui) <http://www.gysdxx.cn/Article/ShowArticle.asp?ArticleID=237>

³ <http://baike.baidu.com/view/751373.htm> Dec 10, 2011.

Dulangkou Junior Secondary School can be said as the most crucial factors to change the fate of this school. From here on, we will focus on the instructional leadership of Principal Qisheng Cui. This paper consists of four parts. The first part is introduction. The second part is the school before 1997. The third part is the school after 1997. The third part is the school improvement process, focusing on the instructional leadership of Mr. Qisheng Cui. The fourth part is the summary and predictions.

2. The School Before 1997

Before 1997, DJSS was an extremely weak school. It was ranked at the bottom of all the 23 schools in the county for 10 years running.

Half of students in one class felt that it was hard to grasp the instructional content. The skipped class and absenteeism was frequently happened among the students to whom the curriculum was so boring without initiative and interest. Some parents found that the children were hard to get good outcomes, and then they let their children to drop off. When the school year started, there were 60 students in the class, while at the end of the same school year, there were only 21 students remained before 1997. In addition, the students were lack of strong motion for learning, but full of mis-behavior and mis-attitude and so forth. According to statistics, about 200 students were sent into the local police station with the heavy forfeit. In fact, few students could enter into the senior high school through examinations.

Compared with the students' problems, the teachers' attitude and behaviors for classroom instruction had more serious problems. The fresh teachers always seek for new opportunities and tried to jump to other schools. Some teachers were lack of the sense of responsibility. Some teachers initially decrease the number of courses in the curriculum schedule and the curriculum planned could not be conducted for students on time. The teachers did not prepare the lessons. They were playing cards or playing chess in their office during the class hour. They asked the losers in playing cards or playing chess to give lectures to the students. Moreover, many teachers were absent in school meetings frequently. Several times, some drunken teachers who absented at the school meetings, paid no attention to principal's and the leaders' invitation. Meanwhile, the teachers could not be effectively managed by the school leaders. One teacher who wanted to get something, he even dared to crush the principal's office. What is more, the DJSS was the only school in the county where the teachers stroked out. Actually, before 1997, to effectively manage the teachers was as an impossible task in DJSS.

At that time, the school infrastructures in terms of dormitories, buildings, playground and classrooms were extremely poor. One black board is the only property inside the classroom without the modern facilities such as monitor, TV, computer and so on. There was no tap-water to use for the students and the teachers in school. The clear water from the filter designed by teacher stored up in a big container. The big classroom was turned into a dormitory in which 100 students lived inside. All articles for daily use only put on the ground. There was no electric equipment except the lamp in the dormitory. Some buildings were assessed the dilapidated building without toilet. If the students wanted to go to the toilet, they had to come across the huge playground with a lot of sand and stone. It was a long way and not safe at all for the female students.

As what we described above, the DJSS was regarded as a hopeless failing school by the parents, students and the local educational authority, and was faced the crisis of being closedown. Therefore, school improvement in DJSS became a very crucial issue.

3. The School After 1997

Mr. Qisheng Cui became the school principal in 1997. He took a series of measures in order to change the DJSS. Below were some important managerial strategies that he took in school improvement process.

3.1 The School Vision Building & Improvement Planning

Vision building plays a very important role in school improvement. To build up the school vision, first of all, one has to examine the strengths and weaknesses of the school. He made comprehensive amendments on *Teaching Practices*, *Teaching Process Management*, on preparing lessons, classroom management, counseling, homework, testing, etc.

To face the trouble situation, the principal Cui thought that the educational idea and instructional concepts have to be transformed. He found the traditional classroom instruction was not fit to cultivate students since it constrained the creative spirit and desire of the students. Thus, it is most important to inspire students' passion and their confidence. This became the main aim to change the traditionally instructional model in classroom. In order to achieve the aim, Principal Cui implemented a series of plans in various aspects serving for school transformation. Actually, the school management was in a terrible situation when Principal Cui started to work as the principal. For one thing, the teachers were not willing to carry out their responsibilities, they did not prepare their lessons to teach students. For another, the instructional quality was very poor in the whole school. Very few teachers had bachelor degree. Meanwhile, many could not reach the professional teaching standards. Therefore, the principal intended to hold a forum to discuss with the teachers in order to convert the educational ideas among the teachers. He focused on reforming the instructional model which might serve as a platform to create more opportunities for improving the instructional ability and scientific research level of the teachers⁴.

3.2 Teachers' Quality Improvement

In order to find out why the instructional quality was so weak in DJSS, visiting classroom teaching became one of the major tasks of Principal Cui. He found that some student were not interested in the instructional contents with a negative attitudes. He went to the students and asked them why. One student said "The teaching was so boring; we could give a lecture more interesting than the teachers"⁵. What the student said touched and

⁴ 刘吉林“三个一”:杜郎口中学良性发展的关键[J].当代教育科学, 2006(1):17-21.

Jilin Liu. The Key of Effective Development in Dulangkou Joiner Secondary School. [J]. Contemporary Educational Science. 2006(1):17-21.

⁵ 陶继新徐启建 去哪里寻找我们的理想课堂[Z]. 中国教育报, 2006(3):3-5.

shocked Principal Cui. Actually, the voice from the students meant that they were disappointed to the traditional instructional model. He thought that the destiny of the school was at the turning point ---“to be or not to be”. Obviously, the teachers’ low teaching quality was the main obstacle in the school development process, the instructional quality and the students’ outcome were seriously interrupted. Many teachers were lack of up-to-date professional knowledge, with the narrow mind and no vision. Meanwhile, there were few opportunities to train the teachers. As noted above, Principal Cui thought that to build up the vision and to cultivate the teachers’ abilities became the first. In order to improve the teaching quality and the teachers’ abilities, Principal Cui took the following measures:

3.2.1 Supervision and Feedback

Firstly, paying attention to notebook. The students recorded some information and knowledge prepared before class in the notebook. Having observed and browsed, the teachers could adjust the instructional project and reflect the learning method and the efficacy of students.

Secondly, supervision and feedback instruction. The school set up the instructional team in which there are some team members whose duty is in charge of supervision and feedback from the teachers’ instruction.

Thirdly, holding some forums for the teachers. The teachers could share and learn the successfully instructional experiences and methods to repair the weakness points in the instructional procession so as to improve the teaching abilities.

3.2.2 “3 Lessons”, “3 Reflections” and “3 Assessments”

Otherwise, the principal Mr. Cui known that the instruction as a crucial point led the development and destination to the school. Thus, having been investigated, the principal focused on the instructional reform in process of school management, and made three instructional models including “3 Lessons”, “3 Reflections” and “3 Assessments”.

As an instructional model, “3 lessons” could consolidate instructional method and improve instructional quality. In fact, “3 lessons” stood for the 3 teaching levels and 3 supervised models.

- The 1st lesson is that the backbone teachers as a good example need reach the excellently instructional standard;
- The 2nd lesson is that the teachers with the middle level in terms of instruction could reach the normal instructional standard;
- The 3rd lesson points to the lower level teachers to whom the leader and backbone teachers have to strengthen the supervision and guidance frequently in order to improve the instructional level.

Meanwhile, as to all the teachers, the principal Mr. Cui planned and carried out the series of measures for punishment as operated by three steps.

- The 1st step, talking with teachers who could not reach standard. According to the regulation in school, all teachers must reach the standard of 2nd lesson. The leader could talk with the teachers, point to the weak points and assure the improving orientation if the instructional standard could not be achieved.
- The 2nd step, warning to teachers who could not reach the instructional standard again. These teachers were to be warned in the conference.
- The 3rd step, pausing teaching. The teachers were suspended class about one week to learn and train by backbone teachers and leaders in order to reach the normal standard. But the teachers could be adjusted to other position in school without reaching at the 4th time.

"3 Reflections" demand to record the experience in the daily job every day. Meanwhile, the teachers must make the conclusion, every week and every month. The teachers need:

- Write down the experience, achievement and shortage in combination with mission and task every day in the notebook in order to review and reflect the instructional job.
- Conclude the experience and lessons in the draft for instructional forum each week in order to share instructional achievement with others.
- Complete a paper involving reflection conclusion, instructional conception and method, and improving orientation each month.

Besides "3 lessons" and "3 reflections", the "3 evaluation" is also a kind of reform method. Every visitor (such as teacher, leader and student) must to make evaluation for lesson in order to improve instructional quality. The assessed methods include self-assessment, mutual-assessment and leader assessment.

- Self-assessment is that the teachers could assess themselves. This procession, for one thing, promotes teacher to realize the responsibility, obligation, duty and right they should abide by. For another, the self-assessment could effectively remind the consciousness of the teachers to pay attention to their behavior and action.
- Mutual-assessment includes peers assessment and student's assessment. The peers could observe the divergence with each other by assessment in detail. It could help to find the strengths and weaknesses the peers have. The students' assessment could find the strengths and weaknesses in procession of instructional implementation, and then adjust it on time. Meanwhile, it's easy to find the effective instructional factor what the teacher has.
- Leader assessment could provide the professional guidance for teachers in order to rectify instructional model. Meanwhile, the leader could grasp the basic situation the model run, teacher quality and instructional quality.

As noted above, "3 Assessment" could evaluate the teachers and instructional model by the different perspectives. The result of evaluation is more comprehensive.

In fact, these activities promoted the initiative of teachers to instruction and management. Meanwhile, the whole quality of the teachers in DJSS made a progress at large.

3.3. Students' Quality Improvement

3.3.1 Changing the traditional classroom instruction model into student-centered effective classroom learning

The traditional classroom instruction model emphasized that the teachers only imparted knowledge into the students in the whole class. The students have a few of opportunities to discuss with teachers and classmates. Otherwise, the teachers didn't know the basic instructional situation whether the students absorb and grasp the knowledge or not, so did DJSS.

In order to change the traditional model and increase the interest for students, the principal Cui launched a new model called "10+35" serving the instructional content. "35" means that the students spend 35 minutes to discuss the knowledge and content which have been prepared before class. "10" means that the teachers only lead to construct the knowledge system and correct the mistake emerged in process of the discussion by 10 minutes. Actually, this model incurred a huge opposed voice from parents and teachers at the setout. They thought that the students could not effectively understand and grasp the instructional content instructed by the teacher in class, let alone no teacher. Some teachers ironic said "The teacher should be out of work if the teacher could not make a voice for lesson in class".⁶ The parents also made an opposite voice that "The children aimed to enter into the senior high school by learning in school. The reformation could make a negative influence to the students without teacher during the instruction."⁷ In fact, the principal's wife was also against the new instructional model. She thought that the reformation as an adventure might be out of the trace. They frequently debated this topic in family so that the harmonious family phenomenon sunk into the cold war. Thus, the model of the instructional reformation was in a fire.

However, to face the heavy resistance, the principal Mr. Cui set an example, based on the new instructional model about "10+35", to teach in class by himself. Meanwhile, the class also open up to the all teachers in school. At that day, having received the information, all teachers in school came into the class in order to recognize what the "10+35" model is, so did parents. In fact, the new instructional model got a huge achievement. All visitors found that the students' initiative had been inspired in process of the positive discussion by the effective leading. They found that the students could easily grasp the knowledge and reach the instructional aim by constantly practice while there existed some suspicion among teachers. From then on, the new model had been run into the class by teachers.

⁶ 杜郎口中学(Dulangkou Junior Secondary School)
<http://www.dulangkouzhongxue.com/shownews.asp?newsid=179&id1=5&id2=63>

⁷ 杜郎口中学(Dulangkou Junior Secondary School)
<http://www.dulangkouzhongxue.com/shownews.asp?newsid=179&id1=5&id2=63>

3.3.2. Preparing, Performance and Feedback

Since the spring of 2005, for one thing, the DJSS got some excellent achievements in the reform road. For another, based on the school improvement, the principals and leaders explored the effective factor and take active measure, and concluded the related theories and experience over the years, especially to self-directed learning of the students. According to research, the experts from Educational Science Research Institution in Shandong Province, the principal Mr. Cui and his leading team concluded the basic three aspects in the instructional class including preparing, performance and feedback, which fully reflected 3 traits including [three-dimension](#), high-capacity and fast-pace in the procession. In fact, having reformed, the teachers could initiatively guide the students in class; the students could be actively independent study.

A) Preparing

The new conception emerged in the instructional reform of DJSS. The preparing as the 1st aspect changed the traditionally instructional view and method. For one thing, the teachers need prepare outline, curriculum, knowledge and etc. in light of the textbook. For another, the students need learn and understand the related knowledge before class, and communicate acquisition with classmates and teacher in class. Meanwhile, the students could improve the abilities in terms of logic, analysis, communication, operation and cooperation.

b) Performance

The 2nd aspect is the performance. It emphasized on the students' interaction with classmates, teachers and group. In fact, the student as a predominant role in the instructional procession took some times to raised question, discuss method and express individual view. Compared with the students, the teachers as a director of which role in class could not be changed. They need focus on the divergence among the students, distribute the time in curriculum and inspire the phenomenon in class. Meanwhile, the teachers need assign homework to consolidate knowledge and to learn new curriculum after class. Generally, the students could rapidly grasp the new information and share the different opinion by discussion, interaction and cooperation.

C) Feedback

The feedback is that the student could examine the learning target they prepare by self-examination, introspection and conclusion. As to students, the active expression, discussion, performance and writing could reflect the extent to which they grasp knowledge. Especially in the procession, the underachiever initiatively absorbs opinion and view from classmates. Meanwhile, the student could communicate and interact with the members in other groups to cultivate team spirit.

All in all, preparing, performance and feedback construct a three-dimensional model for self-directed learning. It fully and effectively uses time in the procession of the instruction; promote the initiative and active self-directed learning of the students. Peiyang Chen, a researcher in Educational Science Research Institution in Shangdong Province, focuses on the reformation of DJSS for a long term. He thought that DJSS instructional reformation was a typical example that transformed the cramming method into the sharing instruction, which serve for the instructional development in China. Actually, this exploration for instructional reform proves that the further conception of curriculum could make an actively influence for the school.

3.4. School Management

3.4.1. *Building Up an Instructional Leadership team and Involving All the “Stock-holders”*

The excellent leader needs a batch of talents and elites in leading team to support the developing aim and to achieve common targets. In DJSS, each member in leading team is the instructional backbone engaging to teaching in class. Especially in the inception of instructional reformation, some teachers still run the traditional model for instruction without passion and initiative, and were lack of comprehension to the leader decision. The instructional reformation model could be nearly aborted. As such, the principal Mr. Cui had already made an accurate predict and a full of preparation. He and his team members took the initiative and invited all teachers to supervise and learn in order to lead teachers walking into the reform track. Meanwhile, to build a related system including execution, evaluation, feedback, review, reward and punishment promoted the instructional efficacy from the backbone, [academic pacesetter](#) and leaders. At that time, there are seven classes in a week to each member in leading team. The principal could listen in random.⁸ Consequently, the instructional reform model had been disseminated by actively provoking, propaganda and guidance.

3.4.2. *“Move Down” the Right, “Move Up” the Responsibility*

There are 4 classes management system including school commission, subject, grade and class. The principal could appoint the departmental dean; the departmental dean appoints the teacher; the dean of grade has the right to employ the head teacher; the head teacher appoints the teacher. Other staffs are in charge of the service work for the students. Without being appointed and employed, the staffs wait what they can. Meanwhile, the principal put forward a series of demands that the manager as a teacher is a role model to impact others and to guide, supervise, help and improve the instructional quality of the teachers. In addition, the school commission takes charge to assess, check, accept and guide to teacher.

The grade dean is responsibility for supervision, assessment, feedback and conclusion every day to the head teacher. They could feedback the related instructional information to teacher and the subject dean by listening and implementing routine work in order to correct and rectify.

Apart from the traditional routine work, the head teacher has the right to appoint, manage and dismiss teacher. Meanwhile, the teacher must reach the standard in terms of teaching, training, performance and so forth in the first-line management. In fact, to check out the head teacher could synthetically assess the instructional procession of the teachers and the teaching achievement.

⁸ 许爱红, 刘延梅, 刘吉林. 农村中学课堂教学模式的重大变革[J]. 当代教育科学, 2005(11):18-26.

Aihong Xu, Yanmei Liu, Jilin Liu. The Crucial Reformation of the Instructional Model in Rural Secondary School. [J]. Contemporary Educational Science. 2005(11):18-26.

3.4.3. Building Up a Positive School Culture

For 15 years, the principal Mr. Cui has built up a harmonious school culture and formed a positive instruction by a series of reformation. To be frank, instructional leaders are viewed as culture builders. They sought to create an 'academic press' that fosters high expectations and standards for students, as well as for teachers (Mortimore, 1993⁹; Purkey & Smith, 1983¹⁰). In this article, the related contents are in brief as below:

- There are several blackboards laid in the passageway. The teachers could write the instructional reflection, conclusion and schedule. All achievement and outcomes could be displayed in public.
- The evaluation of the prepare lessons, the class evaluation and the report of the quality inspection was always be repeated in electric screen.
- Any people could easily look at the slogan standing for educational conception and professional desire to inspire the growth of the students.
- In order to effectively use all space in DJSS, some posters, pictures, targets, public service advertising slogans, paper-cut, calligraphy articles and even [mathematical formula](#) from the students were glued on the wall to display and create the colorful school culture.
- The students divided 6 groups in which they sit opposite in classroom; the four blackboards hang on the different wall; the passageway can also find the blackboard. Each blackboard was divided into several blocks which have ownership for each student. Actually, the students could print and write anything freely.
- The neat teacher office is in consideration of requirement for collective preparation of instruction and instructional research. An elliptic board is located at the center of office. The desks are all round in the office. Additionally, all the teacher rating forms and checklists are on the wall.
- The initiative phenomenon is full of the instructional procession. All students could express and discuss individual opinion to response the question the teacher said. Otherwise, there are various forms students organize to cater to instructional contents such as group discussion, class discussion, debating and so forth. Meanwhile, the blackboards play the crucial role. The students could write something they want freely. Some visitors said "it's a supermarket ! "

In a word, the DJSS has formed an initiative, neat and harmonious phenomenon.

4. Summary and Predictions

With the efforts of school leaders, teachers and students, Dulangkou Junior Secondary School has not only got rid of the plight and shadows of the past, but also has become a well known effectively improved and excellent junior secondary school in China now. Four to five

⁹ Mortimore, P. (1993) *School effectiveness and the management of effective learning and teaching*, School Effectiveness and School Improvement, 4, pp. 290–310.

¹⁰ Purkey, S. & Smith, M. (1983) *Effective Schools: A Review*, Elementary School Journal, 83, pp. 427–452.

hundred people come here to visit every day, which set off a "Dulangkou whirlwind" in Chinese educational area. When asked the experience of the school, the Principal Qisheng Cui made a summary of the following six points in a Chinese doggerel way:

4.1. One Change

To change the students' attitude from passive to active is the instructional aim in DJSS in light of research. Thomas Jefferson says: "Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude".¹¹ In fact, the positive attitude has dissolved into the school reformation in the main stream. Firstly, the leaders are full of confidence to reform; secondly, the students brim with enthusiasm to learn; thirdly, the teachers are filled with passion to teach. Finally, the school phenomenon is full of vigor, dynamism and variety. Thus, the reformation got a huge success.

4.2. Two approaches

First, decentralization; Second, "move up" the responsibilities. The teacher could be in charge of the related mission and responsibility as decentralized by the right of the higher officials. In fact, while the teachers need to complete more missions and take on more responsibility, their initiative and passion is encouraged. "People achieve excellence because they want to, not because they have to. A shared drive to succeed with an acceptance of reciprocal responsibilities is the most constructive foundation for improving results".¹² In DJSS, they have more right, obligation and responsibility to serve for the school in order to promote the development, which lead to form the sense of ownership and the sense of belonging among the teachers.

4.3. Three Times Evaluations

Grass-roots leaders have to complete three evaluations every day. Actually, three times evaluation (3 Assessments) as an effective evaluated tool gets a huge success in DJSS. This evaluation involves in three aspects including self-assessment, mutual-assessment and leader assessment. All teachers, students and leaders could participate into the procession of evaluation. Especially to the students as teaching object, they could really feel the shortage and the weakness in instructional procession. Thus, their feedback is as much objective and effective as others. Nowadays, this assessment model has been innovated in the tendency of learning DJSS model. The parents as the evaluator could be added into the evaluation as well.

¹¹ Talha Tashfeen. Positive Attitude is the Key to Success- development.com/talha/keytosuccess.htm

¹² In his opening essay, "The Many Faces of Accountability" (in *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands*, forthcoming, Jossey-Bass, 2004), Joseph Burke cites the North Dakota Roundtable on Higher Education and the Mississippi Leadership Summit on Higher Education as examples of how 360-degree accountability can build commitment to public goals.

4.4. Four management concepts:

First, leaders are guiders. The leaders set an example in terms of instruction and management in DJSS. The new instructional model was operated primarily by them at the setout in order to find feasibility and usefulness. The outstanding outcomes and achievements encourage all the teachers to implement. Meanwhile,

Second, everyone is a master and a principal of the school. The teachers have the right to decide what they should in the circle of management due to get the more right and obligation by which the role of teacher has been changed. What's more, the cohesive force has been strengthened extremely. They viewed themselves as a VIP member or a host in school, and made the contribution to manage school as driven by responsibility of leader.

Third, growing in the reflections, leaders should have two rulers--- one is to measure the strengths of other people, another is to measure his own weakness. We found that the reflection as a crucial mean transformed the attitude for the teachers in DJSS. Having reformed, they could constantly find the new issue and conclude successful experience to serve for the school improvement so that the school got the huge success with the positive influence in society.

Fourth, fine and good management is crucial. The successful experience and effective instructional modal in DJSS verified that the high effective management could lead the school density from the bottom to the top, change the teachers and students' attitude from passive to positive and create school career from tragedy to comedy. Meanwhile, the successful model and school management make a huge influence in society. It's easy to find that some primary and secondary schools is learning the effective factors, or duplicating even the effective model to create another miracle.

4.5. Five reflections:

- a) A weekly reflection of the teachers, including the weekend summaries and the coming week plans. Any success depends upon previous preparations.¹³ The teachers record the related information including instructional task and teaching detail in the notebook every day. Some information could be reflected and summarized weekly, and then make a new plan. Based on the procession of reflection, the teachers could grasp the whole situation in class, adjust the instructional consciousness and promote the teaching level.
- b) Reflections twice a day and introducing good practice, which to be hosted by the principal on duty. The reflection is a crucial circle in procession of DJSS reformation. The reflection is beneficial to grasp the situation between teaching and learning. Meanwhile, the principal could make a conclusion to reflect the weakness and strengthen in process of instruction.
- c) Three public classes for observing every week. The observation is aimed to find the instructional result the teachers achieve in class. According to reality, the instruction is divided into three standards by which the instructional level and result could be separated. In this way, the leaders could cultivate and train the teacher by grades.

13 西汉戴圣《礼记中庸》 The Western Han Dynasty·Daisheng "The Book of Rites·Doctrine"

- d) Four times a day for collecting feedbacks from class teachers and students. In DJSS, the principal need collect feedback information about instruction from the teachers in the morning and afternoon. Meanwhile, the learning situation also need be feedback to principal. For one thing, the feedback from the teachers reflects the problem the teachers operate. For another, the feedback from the teachers reflects the problem the students adapt. Thus, the instructional model is suitable for both teacher and student.
- e) Five times a week the students evaluate their teachers, based on the concept "Only the feet know the shoes better." As the teaching object, the students' voice reflects instructional models to which the student whether could accept or not. In DJSS, the students touch and interact with their teachers every day except Sunday and Saturday. All indicators and items are what the students feel and try. Thus, their evaluation has a high objectivity to instruction.

4.6. Six Trumps:

Firstly, leaders are like benchmarks. The principal Mr. Cui as a successful leader had set an example in the road of school improvement. Nowadays, over 250000 guests from the whole country visited DJSS. Thereinto, some visitors to whom the DJSS successful reformation explored a brilliant road for destiny of the weak school could learn successful experience and even duplicate the related model to create other miracle. Otherwise, some effective factors or measures could serve for research about school improvement.

Secondly, models are like heroes. Based on the research, we found that the effective models as a tool raised DJSS from the crisis. Actually, the rank of school was not only from bottom to top, but also more and more students have been sent into the senior high school. In 2005, there are 267 of 486 students enrolled to the key senior high school. In 2009, the 72% students in DJSS had been sent into the key senior high school with the 2nd of all the junior secondary schools in the county in rank.¹⁴ As such, the destination of the students has been changed by model.

Thirdly, ratings and evaluations are like weapons. The effective evaluation system and method could supervise the teachers' instruction and promote the growth of the teachers. In DJSS, there are some evaluation methods and models to measure and supervise the instructional procession. Meanwhile, based on the different perspectives, that the effective "3 Assessments" model evaluated teachers and instruction is comprehensive. It could find the weak factors in school improvement accurately. Thus, the teachers' evaluation system has a huge contribution for DJSS reformation.

Fourthly, reforming and improvement is the core. In fact, there is nothing the principal could do except reform. Before 1997, the outmoded instructional model, listless teachers, shabby infrastructure and so forth put the destiny into being closedown. Thus, the principal Mr. Cui operated a series of measures in terms of defining the school mission, managing the instructional program and creating a positive School Climate to reverse the orientation.

14 吴忠志 一场了不起的教育革命——赴山东杜郎口中学考察报告 (Zhihong Wu. The Great Revolution-The Report on Dulangkou Joiner Secondary School, Shandong Province)
<http://dxllyldzh.blog.163.com/blog/static/10793654820113268233782/>

Fifthly, innovation is the main line. It's unquestionable that "10+35" model as an innovation got a huge success. Until now, the principal Mr. Cui and his leading team is trying them best to search new method and model serving for the school improvement.

Sixthly, development is fundamental. Where there is the development, there is the surviving. DJSS got the life vibrantly again after reformation while the destiny of the school should be at an end. At the moment, the school management faced the new issue again. The leader in DJSS introduced the new marketing conception into management. While some opposite voice was emerging as against the reform model, it need be examined by time.

References

- [1] 杜郎口中学教改经验——崔其升讲话 (The Experience of Educational Reform in DJSS-The Principal Qisheng Cui Speech) <http://www.gysdxx.cn/Article/ShowArticle.asp?ArticleID=237>
- [2] 山东杜郎口中学高效课堂教学经验 (The Experience of the High Effective Instruction DJSS, Shandong Province) http://www.360doc.com/content/11/0214/07/5337566_92847784.shtml
- [3] 刘吉林.“三个一”:杜郎口中学良性发展的关键[J]. 当代教育科学. 2006(1):17-21.
- Jilin Liu. The Key of Effective Development in Dulangkou Joiner Secondary School. [J]. Contemporary Educational Science. 2006(1):17-21.
- [4] 陶继新,徐启建. 去哪里寻找我们的理想课堂[Z]. 中国教育报. 2006(3):3-5.
- Jixin Tao, Qijian Xu. Where could We Search the High Effective Class[Z]. China Education Daily. 2006(3):3-5.
- [5] [6] 杜郎口中学(Dulangkou Junior Secondary School) <http://www.dulangkouzhongxue.com/shownews.asp?newsid=179&id1=5&id2=63>
- [7] 许爱红, 刘延梅, 刘吉林.农村中学课堂教学模式的重大变革[J]. 当代教育科学, 2005(11):18-26.
- Aihong Xu, Yanmei Liu, Jilin Liu. The Crucial Reformation of the Instructional Model in Rural Secondary School. [J]. Contemporary Educational Science. 2005(11):18-26.
- [8] Mortimore, P. (1993) *School effectiveness and the management of effective learning and teaching*, School Effectiveness and School Improvement, 4, pp. 290-310.
- [9] Purkey, S. & Smith, M. (1983) *Effective Schools: A Review*, Elementary School Journal, 83, pp. 427-452.
- [10] [11] Talha Tashfeen. Positive Attitude is the Key to Success-development.com/talha/keytosuccess.htm
- [12] In his opening essay, "The Many Faces of Accountability" (in *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands*, forthcoming, Jossey-Bass, 2004), Joseph Burke cites the North Dakota Roundtable on Higher Education and the Mississippi Leadership Summit on Higher Education as examples of how 360-degree accountability can build commitment to public goals.
- [13] 西汉·戴圣《礼记·中庸》 The Western Han Dynasty·Daisheng "The Book of Rites·Doctrine"

- [14] 吴忠志. 一场了不起的教育革命——赴山东杜郎口中学考察报告(Zhihong Wu. The Great Revolution-The Report on Dulangkou Joiner Secondary School, Shandong Province)
<http://dxllyldzh.blog.163.com/blog/static/10793654820113268233782>