

How do Schools Promote the Development and Implementation of School-Based Curriculum from the Perspective of " Educating Five Domains Simultaneously "

-- A Case Study of Qinglan Bilingual Primary School in Pingyang County

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Abstract

With the continuous deepening of the reform of " Educating Five Domains Simultaneously"—all-round development of quality-oriented education, many schools have achieved phased results in the large-scale development of school-based curriculum, but most primary schools still have problems such as cognitive deviation and thinking set. In order to effectively promote the " Educating Five Domains Simultaneously" education concept and achieve the all-round development of students' education. The author adopts the case analysis method, taking the development and implementation of school-based curriculum of X school as an example, aiming at the existing problems of school-based curriculum research, focusing on the goal of moral education, and puts forward three suggestions.

Keywords

Educating Five Domains Simultaneously; Problems; Suggestions.

1. Introduction

In 2019, Central Committee of the Communist Party of China and The State Council of China issued the "Opinions on Promoting Reform and Improving the Quality of Compulsory Education", which put forward "Maintaining Educating Five Domains Simultaneously ", focusing on "highlighting the effectiveness of moral character", "improving the ability of intellectual education", "improving athletic ability," "improving artistic ability," and "Enhancing labor training " in order to "develop quality education". The ultimate goal of "fostering virtue through education" is to organically combine "morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills ", that is, to promote the transformation of school moral education with the idea of "Educating Five Domains Simultaneously".[1]

With the reform and growth of compulsory education in China, the "Educating Five Domains Simultaneously" model of education has become pretty much. In recent years, to carry out the "Educating Five Domains Simultaneously", all schools attach great importance to developing and implementing the school-based curriculum. A number of colleges and universities have made every effort to create characteristic high-quality school-based curriculum, giving full play to school characteristics, greatly promoting the students' all-round development, and forming a good atmosphere of "Educating Five Domains Simultaneously". However, through investigation and interviews, the author found that there are still many problems in the development and implementation of some schools at present. Although many schools advocate

"Educating Five Domains Simultaneously", but it is insufficient in real implementation. The main reason lies in the teaching method, which can not be effectively changed; the basic tasks of training understanding are not in-depth, and the training goal is not clear enough. Secondly, the development and implementation of the primary a school-based curriculum are mostly the responsibility of the teachers of the school, the ability to develop the school-based curriculum is relatively weak, and there is a lack of professional training. It is difficult to successfully implement "Educating Five Domains Simultaneously". Only by achieving "deep understanding, original intention, and good innovation" can we lead the school to achieve the educational goal of "Educating Five Domains Simultaneously" [2]

Pingyang Qinglan Bilingual School (hereinafter referred to as School A) is a private school signed and approved by Mr. Su Buqing during his lifetime. It will abide by the teachings of Mr. Su and uphold the school philosophy of "Cultivating a talent requires more than one generation" and the school motto of "rigorous, enlightening, and surpassing". Since its inception, the school has adhered to the original middle school curriculum resources and teaching model, actively developing and striving to innovate after many times of practice and exploration, and has initially established the school-based curriculum system of "Educating Five Domains Simultaneously".

2. Improve the Curriculum System and Deepen the Connotation of Education

The construction of a scientific and reasonable school-based curriculum system is of great significance to promoting the simultaneous development of five educations, forming an excellent teaching structure, and cultivating newcomers of the era with all-round development of morals, intellectual and physical capabilities, artistic appreciation, as well as a healthy work ethic and competence in work skills. [3] Only through systematic and scientific design, and under with the school's school-running purpose, school-running characteristics, and educational purpose, focusing on the deep integration of teaching, making overall planning for student education, and forming an overall curriculum system with "Educating Five Domains Simultaneously", can the overall curriculum system be effectively realized, to achieve a comprehensive improvement of students' quality.

Based on its thorough study of the "Educating Five Domains Simultaneously" model, School A has developed three significant ways to improve the school-based curriculum system.

2.1. Subject Extension Course

The subject extension courses are designed to help students improve their subject matter literacy. Teachers will build on existing textbooks to interpret and study gaps in textbook knowledge based on students' learning abilities. [2] Subject extension courses are an extension and expansion of classroom activities, but with more flexibility. It is more open and inclusive than classroom teaching, especially in terms of time and space. It is mainly based on science extension practice, and the rich form of activities can attract students' interest and cultivate bold imagination and innovative scientific thinking, so as to deeply implement the concept of "intellectual education". For the two subjects of language and mathematics, School A has always taken the goal of "Cultivating a talent requires more than one generation" as the goal of education and has offered the "Poetry and Mathematics Elective Course". We insist on taking "subject" as the main theme, and taking "Su Lao Spirit" and "Secondary School Students' Core Qualifications" as the main lines, develop four levels, such as physical and mental health, literature and science, learning and creativity, and moral and intellectual integrity. Starting with these four levels, we will create school-based courses like the special ancient literature appreciation class and the math mystery museum. We will also build a "poetry and mathematics

curriculum" system based on the basic curriculum to raise "poetry and mathematics youth" with school characteristics.

2.2. Special Talent Enabling Course

The purpose of the special ability program is to enhance students' interests and strengths through regular training. The school offers special courses based on teachers' strengths and students' interests and needs, and students can choose their own courses to study. The school offers courses such as rope weaving, sand painting, and beautification boards, which aim to cultivate students' observation skills, interest in painting, and self-confidence, improve their aesthetic sensibilities, and promote their overall development. [5] Students can take classes in basketball, volleyball, tennis, and soccer to strengthen their wills and get in better shape.

2.3. Traditional Culture Empowerment

Traditional culture empowerment is important for promoting Chinese traditional culture and increasing students' sense of national identity. The school leads the development of "Educating Five Domains Simultaneously" through activities and open classes. In order for students to understand the connotations of the festivals and their customs and to internalize and externalize traditional culture, the school offers special festivals. Take the Mid-Autumn Festival as an example. The school has launched a series of activities called "Knowing the moon, Eating moon cake, Moon ornament", including: 1. Picture book reading: Mid-Autumn Festival picture book (Chinese and English); 2. Art activity: drawing the moon; 3. Presentation: understanding the cultural customs of the Mid-Autumn Festival; 4. Making lanterns: feeling light and shadow, understanding darkness; 5. Making moon cakes: understanding Mid-Autumn Festival culture, etc. In addition, the school also has local special folk crafts and non-foreign heritage projects, such as the annual egg painting festival and puppet festival empower traditional culture. These enhances students' cultural confidence and broadens their knowledge at the same time.

3. Innovate the Way of Carrying out Practice to Help the All-Round Development of "Educating Five Domains Simultaneously"

The Outline of Comprehensive Practice Guidance states that "strengthening the connection between curriculum and life, curriculum and practice, effectively transforming students' learning styles has an important role; it has educational value in enriching students' personal experience and active practice, and developing the innovative spirit and practical ability." [3] The key to the realization of the "Educating Five Domains Simultaneously" lies in their implementation, and the best way is to combine theory and practice, and School A has always placed practice in an important strategic position.

3.1. Open up the Second Classroom

Opening up The Second Classroom to provide a diversified learning and exercise platform. The Second Classroom focuses on training their comprehensive skills, making them use their brains more in the game, developing their expertise, guiding them to be willing to do things, think independently, and cultivate their ability to act and make decisions. School A is committed to opening up The Second Classroom, and every weekend on Back to School Day, School A plans a unique stage showcase called "The Shining Teenager". Students are responsible for everything from planning to holding the event, with teachers playing only a supporting role, which significantly motivating students to participate. In the process of the event, the students were able to show their style and strengths, and they developed some resilience and composure. In addition to promoting the improvement of aesthetic education, it also promotes the simultaneous development of intellectual and moral education.

3.2. The "School-Based Curriculum + Community" Model Innovation

The "school-based curriculum + clubs" means the school-based curriculum of club activities, which refers to the development and implementation of students club activities into the school-based curriculum system to improve the quality of students' club activities, enhance the quality of students, and promote the common development of teachers and students. [5] School A broke the stereotype of clubs in the past and opened grade-level and school-level secondary clubs. The school will arrange classrooms for them to provide a good infrastructure for the proper conduct of each activity. Taking the fourth-grade intellectual beautification board club as an example, there are moral education, science and technology, DIY, subject, and physical arts grade clubs. In addition, several special school-based elective courses in the school will be developed together to promote the "Educating Five Domains Simultaneously" and the healthy development of clubs. The discipline of the club enriches the function of the club itself and expands the influence of the club. It makes the club a vehicle carrier for the healthy and vigorous development of school education and further enriches the teaching function of the club.

4. Multi-party Linkage and Coordinated Development

In the school's educational practice, in order to truly implement the "Educating Five Domains Simultaneously", in addition to starting from the curriculum itself, improving the quality of the school-based curriculum, and strengthening its connection with the "Educating Five Domains Simultaneously", students, teachers, and schools are also indispensable. Working together, only in this way can the individual needs of different students be met, and the comprehensive quality of students can be truly improved.

As a result, School A has created an education system called "integrated student, teacher, and school." In this system, the school sets the direction for education, teachers improve the content, and students decide how good the education is.

On the Teacher level: Teachers are the mainstay of offering special school-based programs. The school needs to ensure that the teachers' teaching levels, innovation abilities, and skills, which can meet the diversified needs of school development. On the one hand, School A conducts extensive teacher skills training sessions to encourage teachers to learn other skills, and on the condition that they still have spare capacity, they should further enhance their research and development ability and innovation. On the other hand, teachers should acquire a certain understanding and the ability to capture information. Whether facing the new social education and teaching policies, school teaching policies and policies, or students' learning status, they should analyze accurately and identify the core critical points in time. In turn, the next stage of teaching tasks should be adjusted to suit the development of the school-based curriculum.

On the student level: The evaluation of students under the "Educating Five Domains Simultaneously" approach should be "authentic evaluation", which is a process of observing, recording, and analyzing the overall development of students and objectively reflecting their comprehensive quality and personality development. Therefore, School A attaches importance to students' feedback on the school-based curriculum and has initially formed its comprehensive evaluation system for curriculum implementation. For example, the school has set up a "student mailbox" to welcome students' suggestions and supervision on the types of courses and teaching levels. This allows teachers to adjust the curriculum and grasp the teaching schedule.

On the School level: The school has always played a leading role in developing and implementing the school-based curriculum. In addition to its precise positioning and clear development goals, it is essential to strengthening communication and exchange with students and teachers. The school has created platforms such as "teacher-student talks" and "student

lecture hall" to break the divide between school, teachers and students and to ensure the smooth implementation of teaching tasks.

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