

The six key points for building a new quality school in the new school

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Abstract: In the context of high-quality educational development in the new era, the establishment of "new schools" provides a valuable "zero-start" opportunity for the exploration of "new quality schools". This article focuses on how new schools can systematically build a new ecological environment for education that is oriented towards the future, and proposes six core focuses: cultural construction with the goal of "value guidance and innovation gene cultivation"; curriculum construction centered on "competence orientation and school-based system reconstruction"; classroom reform with the key being "learning-centered and paradigm revolution"; teacher training supported by "professional leadership and community building"; student quality improvement with the aim of "integration of all-round development and individual development"; and environmental improvement based on "space-based education and digital empowerment". These six dimensions are interrelated and work together to jointly point towards systematically implanting the "new quality" genes from the very beginning of school establishment, aiming to provide a practice paradigm from scratch for the reform and innovation of basic education in the new era.

Keywords: New Quality School; School Cultural Construction; Curriculum System Reconstruction; Classroom Paradigm Transformation; Teacher Professional Development; Enhancement of Educational Environment

DOI:10.12417/3029-2328.26.02.024

Currently, our country is in a crucial period of accelerating the construction of a high-quality education system and promoting educational modernization. Unlike the "transformation" paths of existing schools, the emergence of a number of newly established schools provides a unique "blank canvas" advantage for exploring and practicing truly future-oriented "new quality schools". The "new" in "new quality schools" lies in their systematic innovations in educational concepts, organizational forms, educational models, and school culture; the "quality" lies in the deep return to the essence of education and the high-quality pursuit of the development of students' core competencies. How new schools can avoid repeating the path of traditional dependence and how they can systematically implant the "new quality" genes into the "bones" and "blood vessels" of the school from the very beginning is a topic with significant theoretical value and practical significance. This article believes that the construction of new quality schools requires precise efforts in six key dimensions: cultural construction, curriculum construction, classroom reform, teacher training, student quality improvement, and environmental improvement, and requires integrated design and coordinated promotion to build an endogenous and sustainable modern education new ecosystem.

1. Cultural Construction: Rooted in Value Guidance, Cultivating Innovative Genes

Cultural construction is the "core soul" project of the new school. It determines the school's spirit and development direction. The new school has no historical burdens and should start from the very beginning to cultivate a culture with a focus on the future, openness and inclusiveness, and encouragement of innovation.

Firstly, systematically refine and integrate the core value system that resonates with the times. The cultural design of the new school should go beyond simple school mottoes and school emblem designs and delve into the level of value philosophy. It should integrate the national education goals (such as socialist core values), the future society's demands for people's abilities (such as innovation ability, cooperation spirit, digital literacy), and the school's own educational pursuits to form a clear, concise, perceptible and feasible set of core values. For example, "respect, seeking truth, responsibility, and creation" can be taken as the core concepts, and they can be permeated through various means such as institutional construction, curriculum design, and teachers and students' behavioral norms, making them the spiritual contract and action consciousness of all teachers and students.

Secondly, strive to create a democratic, equal, and open creative culture atmosphere. The new school should guarantee the right to speak and participation of teachers and students in the governance structure, establish a flat

management mechanism and democratic consultation rules of decision-making. Encourage academic freedom and ideological collisions, and allow reasonable trial and exploration in education and teaching. Through establishing platforms such as "innovation funds", "golden idea forum", and student self-management of colleges, every member can become a contributor and contributor to the school culture, thus forming a "bottom-up" cultural growth force.

2. Curriculum Construction: Focusing on Competency Orientation, Reconstructing the School-Based System

Curriculum is the main carrier for achieving educational goals. New schools should not be constrained by the existing textbooks and curriculum schedules. They should restructure the school-based curriculum system based on national curriculum standards, directly aiming at the cultivation of students' core competencies.

The key lies in constructing a three-dimensional curriculum map of "integration of fundamentals, enrichment of expansion, and deep exploration". On the basis of ensuring the full coverage and sufficiency of national courses, "integration" and "enrichment" should be the key strategies. Vigorously develop interdisciplinary thematic courses, focusing on major concepts such as "global issues", "smart life", and "cultural inheritance", integrate knowledge from different disciplines, design project-based learning units, and cultivate students' comprehensive thinking and the ability to solve complex problems. At the same time, provide rich and diverse elective courses, club courses, and mini-courses to meet the individualized interests and development needs of students, making the curriculum a "menu" for students to discover themselves and develop their potential.

At the same time, deeply promote the dynamic connection between curriculum content and life, technology. Curriculum content should not be limited to textbooks, but should actively connect with the cutting-edge of technology, social hotspots, and local resources. Establish cooperative relationships with universities, research institutions, enterprises, and communities to develop practical courses such as "scientists in the classroom", "community service learning", and "career experience". Actively introduce digital course modules such as artificial intelligence, programming, and digital creation to cultivate students' future competitiveness and digital citizenship skills.

3. Classroom Reform: Focusing on Student-Centered Learning, Promoting Paradigm Revolution

The classroom is the primary platform for implementing courses and facilitating the growth of both teachers and students. In the classrooms of new schools, we should first bid farewell to the traditional model of "teacher-centered, textbook-centered, and classroom-centered", and fully embrace the modern educational paradigm centered on students' learning. The key lies in fundamentally reshaping the teaching relationship and systematically reengineering the learning process. The role of teachers should shift from being the disseminator of knowledge to being the guide, designer, and collaborator of learning. The classroom form should transform from the uniform "listening place" to the flexible and diverse "learning workshop". We should vigorously advocate and systematically train teachers to apply teaching models centered on students' active construction, such as project-based learning, inquiry-based learning, and cooperative learning. Teaching design should start with the clear definition of learning objectives (especially high-order thinking goals), and be carried out around driving questions or challenging tasks, allowing students to achieve deep understanding of knowledge and transfer and application of abilities through real exploration, collaboration, creation, and presentation.

A process-oriented evaluation system aimed at promoting learning should be established as a supporting measure. Reform the single result-based evaluation and design evaluation tasks embedded in the learning process (such as observation records, performance tasks, learning portfolios, etc.). Emphasize the diagnostic, motivating, and developmental functions of evaluation, and adopt various methods such as teacher evaluation, self-evaluation by students, and peer evaluation to guide students to focus on the improvement of their own learning process, thinking quality, and cooperation ability, forming a virtuous cycle of "evaluation as learning".

4. Teacher Training: Focusing on Professional Leadership, Building a Development Community

Teachers are the most valuable resource of a school and the decisive force for the implementation of new quality educational concepts. The teacher team of a new school is often composed of teachers from different backgrounds, and it is even more necessary to quickly reach consensus and enhance professional capabilities through systematic design, forming a development synergy.

The core lies in building a new ecological environment for teacher professional development, characterized by "vision co-construction, system empowerment, and collaborative symbiosis". Starting from the recruitment stage, emphasis is placed on selecting teachers who recognize the school's new quality educational philosophy, possess innovative consciousness and cooperative spirit. After joining, a systematic "Horizon Program" is implemented, not only including teaching skills training, but also in-depth interpretation of the school's culture, curriculum and classroom concepts, achieving the synchronous integration of values and professional capabilities.

Innovate the school-based training mechanism and create a research-oriented practical community. Abandon formalized collective lesson preparation and establish a regular "micro-lesson research" system based on subject groups, interdisciplinary project groups, and grade groups. Conduct in-depth discussions around real classroom issues, course development difficulties, and individual student case studies, encouraging teachers to conduct action research based on the classroom. Establish platforms such as "Master Teacher Workshops" and "Young Teachers' Growth Camps", promoting experience sharing and wisdom circulation through peer assistance and expert guidance.

5. Enhancement of Academic and Personal Qualities: Focusing on the Integration of All-round Education

The ultimate goal of New Quality School is to cultivate well-rounded individuals with distinct personalities who are suitable for the times. The student development in the new school should adhere to the path of "integrating all-round education and promoting harmonious growth", avoiding falling into the rut of solely pursuing high school admission rates.

Emphasize the practicality and experiential nature of moral education. Integrate ideological and moral education into the entire process of campus life, course learning, and practical activities. Through creating realistic moral scenarios (such as democratic management in the campus, conflict resolution practices), conducting thematic social services, and inviting role models to visit the school, students can internalize values, shape a healthy personality through experience, analysis, and practice.

6. Environmental Enhancement: Empowering Spaces for Education, Creating a Smart Ecosystem

The physical and virtual environments of schools are important hidden curricula. The new school should have a forward-looking approach in its environmental construction, making it a powerful fulcrum for the implementation of the new quality education concept.

In the design of physical spaces, the concept of "space for education" should be practiced. Break the traditional "box" form of classrooms and design diverse and reconfigurable learning spaces, such as open learning areas, professional studios, quiet reading corners, social and leisure areas, etc., to support various learning methods including individualized learning, group collaboration, and project exploration. The campus landscape design should have both aesthetic value and educational function, creating a safe, comfortable, friendly, and inspiring overall atmosphere.

In the construction of the digital ecosystem, build a "smart education brain". Construct high-standard campus networks and IoT infrastructure that cover the entire campus and have high bandwidth. Build an integrated smart campus platform that integrates smart management, smart teaching, smart security, and smart logistics systems to achieve data interoperability and business collaboration. Focus on building a smart teaching system that supports individualized learning and a digital resource center that gathers high-quality course resources and supports teachers

and students in creating and sharing.

The construction of a new high-quality school is a promising systematic project. It requires the founders to possess forward-looking educational vision, firm reform courage, and scientific systematic thinking. The six key focuses - cultural construction, curriculum development, classroom reform, teacher training, student quality improvement, and environmental enhancement - are not isolated but are interdependent and mutually reinforcing as an organic whole. Cultural construction lays the foundation of values, curriculum development draws the blueprint for education, classroom reform opens up the practical path, teacher training provides the core driving force, student development anchors the ultimate goal, and environmental optimization provides material support. Only when a new school conducts integrated top-level design and synchronous promotion from the very beginning of its establishment can it draw a truly "new quality" educational picture on a "blank sheet" that truly reflects the spirit of the times, follows educational laws, and is oriented towards future challenges. It will contribute new practical wisdom to exploring a modern basic education model with Chinese characteristics and world-class standards.

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