

The Resurgence of Nine-year Schooling and the Importance of High-quality Development in the Context of the 'Public-Private Enrolled at The Same Level' Policy

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ABSTRACT

The introduction of the policy of 'Public-Private Enrolled at The Same Level' has not only completely changed the policy of further education across the country, but also forced all parties to run schools to stand on the starting point of balanced student population, and actively think about how to explore the core competitiveness of running schools under the new situation. Through our observation of various types of primary schools and secondary schools around us, it is not difficult to find that after the release of the policy, regardless of the school system, primary schools and junior high schools are the most favoured by students and parents, and the integration of school running has undoubtedly become the development strategy of almost all schools after the new policy, especially the private schools. The "5+4", "5.5+2.5", "6+3" and other academic systems have been reintroduced and argued for, but they are nothing more than the old practices of how to grasp the time, questions and points. The core of the "nine-year system" is "one", and the holistic articulation and interdisciplinary integration is the common problem faced by the schools, and the study of the "Outline of the National Medium- and Long-Term Educational Reform and Development Plan" will give us a deep impression that comprehensively improving the quality of education is to be achieved by The overall improvement of the quality of education is to be realised through "cross-section holistic education" and "cross-discipline holistic education". Therefore, in the context of the policy of "equal enrolment of citizens", and rethinking the high-quality development of education, "nine-year consistency" is the body, but the reconstruction of the school system, the reconstruction of the curriculum structure, and the enhancement of classroom efficiency in the process of quality enhancement are the key.

KEYWORDS

Nine-year consistency, Educational integration mechanism , High quality of education

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In July 2019, the "Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Compulsory Education" was introduced, and all 31 provinces across the country have successively introduced specific implementation rules for primary and secondary school enrolment and admission in 2020, clearly proposing the full implementation of simultaneous enrolment in public and private schools, the implementation of computer random admission and other "new policies".

This means that the compulsory education stage of early childhood and primary school enrolment pattern of major changes, but also marks the public and private schools in the issue of student supply asymmetry is broken, re- competition and development back to the school how to improve the quality and efficiency of the fundamental issue of high-quality development of education.

1 Differences between Nine-year Integrated Schooling and Independent Primary and Secondary Schooling

Primary school and junior high school are the two naturally connected sections of the nine-year compulsory education, but their separate and relatively closed schooling patterns have led to the increasingly obvious disadvantages of "bridging barriers" and the artificial "distorting pains" of student growth. Returning to the practice of teaching and learning in primary and secondary school curricula, there are three common problems in the learning of knowledge by primary and secondary school students:

Firstly, "scattered". Under the strong "knowledge point" complex, students are less likely to construct knowledge in a continuous whole, and learn too much complex and fragmented knowledge. Secondly, "low". As teachers seldom understand subject knowledge from a higher level, students naturally learn too much low-level knowledge and find it difficult to look down and understand lower-level knowledge from a higher level. Thirdly, "shallow". Under the superficial understanding of knowledge, students learn too much symbolic and formalised knowledge, and less understanding of the logical basis, ideological approach and value and significance behind the knowledge. It is these three problems in students' knowledge learning that together lead to a serious result: students learn too much meaningless and inert knowledge, and have difficulty in transferring and applying the knowledge they have gained in a wider context and at a higher level.

Returning to the realities of quality development in education, we need to think through and grasp the key elements of quality learning in the transition of students from primary to lower secondary school. Firstly, we need to grasp the substance of the conceptual, inter-conceptual, meaningful and applied interface within naturally occurring subjects. Secondly, we need to take care of the general public's demand for quality education. In recent years, with the prevalence of education anxiety at the general level of society, education administrations around the world in recent years has increased the exploration of the nine-year system mode of schooling, some of which is the merger of the nearest primary school and junior high school, some of which is the new nine-year system of schools, some of which is the extension of primary schools upwards to run junior high schools, and some of which is the establishment of helicopter mode of primary schools and secondary schools, which is a better mode yet to be tested in practice, but the articulation and integration of the subjects of primary and secondary schools. However, the articulation and integration of primary and secondary school subjects is a common problem.

Zhong Binglin, president of the Chinese Society of Education, said that the articulation of junior high school and primary school requires consistent schools to strengthen systematic research, top-level design and comprehensive reforms, and to conduct all-round exploration in the philosophy and mode of school operation, curriculum system and teaching methods, teacher development and student evaluation. Chen Dongsheng, director of the School Management Division of the First Department of Basic Education of the Ministry of Education, said that consistent schooling should focus on sharing high-quality resources, encouraging the combination of strong and weak schools, sharing teachers, sharing lesson preparation, sharing teaching, sharing management, sharing culture, and, where possible, exploring urban-rural and inter-regional consistency on an inter-school basis.

Lu Yunquan said that the focus of the consistent system is the first is the management system, the second is the curriculum system, the third is the convergence of education and teaching, there are many other issues such as parenting model, school culture and teacher training and other issues have to be further explored in the reform. It can be seen that the nine-year integrated schooling system is not a mechanical combination of the primary and secondary sections, but a systematic and continuous whole with a relay nature in which the nine sections are linked together. In the process of school governance, the integration of governance should be highlighted, and the upper and lower boards should work together as one, so the construction of the school-running ideological system and the system for building the teaching force is particularly important.

2 High-quality Development of Integrated Schools under the New Deal Needs to Capture Structural Reconfiguration

The governance of a nine-section school must first be "coherent" in its thinking. In a school composed of nine sections, people, money and materials must be integrated for training and use, as reflected in integrated planning and management, and this understanding must be established and agreed upon within the school, on which the idea of running a school is based.

In the exploration and practice of integrated school running, a new system of educational thought needs to be gradually formed, including the vision, philosophy, motto, goals and other core values of school running, which are mainly embodied in the spiritual system, the material system and the implementation system. For example, in the implementation of the system, combined with the characteristics of the nine-year school, we can consider the implementation of the "four lines and three blocks of management mode". That is, four lines, namely, party affairs line, security line, teaching line and moral education line, three blocks, namely, secondary school block, primary school block and grade block. Through the "four lines and three blocks" management mode, the new education ideas will be orderly input into the thinking and behaviour of all kinds of personnel, into the management of the work, while the implementation of the work of the school to achieve horizontal to the edge, vertical to the end.

For example, in Sichuan Normal University Affiliated Experimental School's integration process, since the introduction of the "Citizens with the recruitment" policy, as the same impact on the largest private schools, school leaders and the main body of the school immediately established the adjustment of the school system, from a full-time primary school into a nine-year school. In the past years, the effectiveness, experience, and model of teaching and learning in primary school were suddenly faced with the extension of a natural section, which on the surface seemed to be the extension and expansion of subject knowledge from primary school to junior high school, but in the face of the pressure of constantly moving downward to higher education, such a shift allowed the school to face at least three major problems: 1. the change of the main subject of teaching, i.e., the cognitive state of the students, and the change of their learning skills; 2. the discomfort of the relatively short teaching cycle and the intensive knowledge module; and 3. the change of the teaching cycle to a nine-year system. The discomfort between the relatively short teaching cycle and the intensive knowledge module; 3. The conflict between the theory of promotion only and literacy education.

How to break through? Obviously, in terms of the overall goal, the school must grasp the process of transforming from a primary school to a nine-year school, maintain the foundation of the past impressive school results, break through the new challenges of primary and junior high school

articulation, comprehensively improve classroom teaching performance from the vertical level, reconstruct the school's teaching practice model, and generate a unique path of the curriculum system and humanistic propositions. Therefore, it is worthwhile to think about and explore the holistic school philosophy of "integration and unification as the outline, problem orientation as the strategy, and in-depth teaching as the basis".

The embodiment of problem-solving awareness in subject teaching is dominated by the design of problem teaching in subject teaching. Usually, teachers carefully design problem learning units, with problems throughout the teaching process, so that students in the process of setting and interpreting questions to develop the motivation and desire for independent learning, and then gradually form the ability to solve problems, master the ideas and methods of problem solving.

Problem-solving teaching is a teaching mode guided by the brand-new teaching concept of problem-solving, and its teaching purpose is directed at the cultivation of students' problem-solving ability. Problem-solving teaching has become a direct way to cultivate students' problem-solving ability, and the teaching of knowledge in schools needs to highlight the contextual nature of knowledge, so that students can learn in the integration of book knowledge and actual things. Not only is core literacy embedded in context, but any knowledge exists in a certain time, space, theoretical paradigm, value system and linguistic symbols and other contextual factors; the meaning of any knowledge is not only given by its own form of presentation, but also by the entire meaning system in which it is located; leaving this particular realm or meaning system, there is neither any knowledge nor any knower or knowing behaviour. There is neither any knowledge nor any knower nor any act of knowing without this particular realm or system of meanings.

For teachers, in the actual classroom teaching process, really want to do for the integration of schooling in the context of the teaching structure reconstruction, first of all, in the natural structure of the academic period, really do in line with the development of knowledge structure reconstruction, which need to pay attention to the application of the pedagogical method from the following aspects.

Firstly, the sources of problems in problem teaching are manifold, and teachers should be good at exploring them. Teachers should pay attention to the diversity of answers or solutions to problems. Especially for humanities subjects, a good problem should be a multi-solution, open and multi-solution problem is not only more effective for students to exercise the ability to analyse and solve problems, at the same time, can be from multiple perspectives, multiple aspects of students, including the exercise of the many qualities of thinking and systematic thinking ability to improve.

Secondly, problem-solving skills that are relevant to personal growth in an education system that emphasises subject knowledge. At the beginning of each lesson, teachers should pose to students some knowledge points or questions about authenticity and practicality in real life. For example, in the case of statistics and probability, students should be asked to design a survey on water use in schools and suggestions for water conservation in schools, statistics on daily water use in their neighbourhoods and suggestions for water conservation, and so on.

In improving and training students' thinking, teachers should give students more initiative on problems, no matter which school level they are in, they should grasp the principle of problem orientation, confusion and curiosity are the unique assets of children, and they do not have to stick to the content of textbooks, but should pay attention to the extension and refinement of problems. Especially in the process of primary and junior high school convergence, teachers in the implementation of the problem teaching process, what needs to be done is to design a situation for the students, stimulate students to explore independently, put forward high-quality questions, and

cultivate their awareness of multi-directional thinking and habits, only such a reconstruction is truly grasp the characteristics of the school period, the characteristics of the school situation and cognitive characteristics of the integration of the reconstruction of the school.

3 Integration of Academic Subjects Should Actively Practice the Basic Concept of In-depth Teaching and Learning

The situations and problems encountered by people in the future society are more open, comprehensive, uncertain and complex, and require the mobilisation of multi-perspective, multi-dimensional, systematic and comprehensive knowledge and multi-faceted abilities. Teaching based on intra- and inter-disciplinary integration has become an important trend of educational reform in the 21st century.

"In-depth teaching" should be based on value-led teaching, teaching based on authentic situations, teaching based on high-quality problems, teaching based on integration within and across disciplines, teaching based on discernment, and research teaching based on micro-inquiry. It is necessary to think about and maintain the pedagogical value of why various disciplines and interdisciplinary subjects should be integrated in the first place. For example, not only do humanities and social disciplines such as politics, language and history use the method of knowledge penetration to hold up the banner of value-led teaching, but also traditional science-oriented disciplines such as mathematics, physics and chemistry need to think about a fundamental question such as "what exactly does mathematics teaching want to give to the students? Mathematics, physics, chemistry and other traditional science subjects also need to think about the fundamental proposition of "what does mathematics teaching give to students?", and to make it clear that "teaching should give students a spirit", and that it should cultivate students' appreciation and pursuit of beauty, reflecting the teaching of science and art, and reflecting that spirituality, discernment and artistry are the high goals that need to be upheld in the integration of the disciplines.

"Teaching begins with the formulation of the problem", the teacher in the classroom teaching to focus on building real, complex or even dilemma situation, in the context of the construction of knowledge, in the context of the transfer of knowledge and problem solving. In the classroom teaching based on the logic of life, carefully choose a real event, person or topic, the theme of the situation is predetermined to be related to the teaching content of a theme series, through a series of context and teaching content closely linked to the design of the problem, to guide the students in the phenomenon and the essence of the unity of the inquiry. Through the design of questions with higher-order thinking orientation. Problem design becomes not only a bridge connecting the context and the teaching materials, but also a catalyst and enabler to cultivate students' rationality, open-mindedness, critical thinking and creativity.

Education that satisfies the people must be high-quality education and a high-quality education system. Achieving high-quality development is one of the essential requirements of Chinese-style modernisation, and only by putting the primary task of high-quality development into practice can we better promote Chinese-style modernisation. The discovery, formulation and solution of problems is the centre of teaching, and high-quality problem-driven teaching is a prerequisite for high-quality education. Bruner proposed: "The teaching process is a continuous process of raising questions and solving problems", problem-based inquiry teaching, the highest state is to guide and encourage students to raise high-quality questions. In order to build a high-quality education system, basic education should guarantee the fundamentals and importance of questioning.

There are four main aspects that should be grasped in order to achieve integrated and high-quality development in basic education. First, the concept of coherence. The high-quality development of integrated basic education should ensure that the mind is armed with scientific, advanced educational thinking with Chinese characteristics, ensure that the concept of basic education to cultivate all-round development of human beings is consistent, and ensure the implementation of the fundamental task of establishing morality and educating people. Secondly, a deep grasp of curriculum articulation. Basic education should adhere to the student-oriented, each section of the core qualities of students anchored in the full opening of the national curriculum at the same time, we should join forces to develop and open a good school-based curriculum, in particular, to develop the integration of the cultivation of outstanding and innovative talents of specialised courses. Once again, teacher development is guaranteed. Networks for teachers' professional development should be realised within and between basic education schools, so as to achieve joint construction and sharing, and effectively make up for the shortage of teachers in schools, especially high-level teachers. Finally, at the level of resource sharing, the government should support and guide professional organisations at the policy level to establish alliances with primary and secondary schools to share resources and seek common development, and to actively grasp the systemic elements and functions of high-quality development of education under the wave of nine-year integrated schooling.

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