

School-Based Curriculum Development From the Perspective of Core Literacy—Take Liangzhu Culture as an Example

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With the advancement of the new curriculum reform, school-based curriculum has been practiced in many places. The selection, development, and implementation of the content of school-based curriculum have been widely concerned by the education sector. In this context, this paper is intent to explore the value of school-based curriculum through theoretical research and field investigation, taking Liangzhu culture as the starting point, which also analyzes the principles of school-based curriculum development, including teacher led, focusing on practical exploration, and so on, hoping to be committed to the development of school-based curriculum and promote the cultivation of students' core literacy.

Keywords: school-based curriculum, Liangzhu culture, core literacy

Introduction

National curriculum, local curriculum, and school-based curriculum, as an important part of curriculum theory, are the focus of curriculum reform in the new era. National curriculum and local curriculum formulate curriculum standards according to the mainstream culture and the common characteristics of students, which lays the main tone for the education cause in the new era and conforms to the general direction of social development, national curriculum and local curriculum in the process of development also exposed many problems, to a certain extent, will hinder the comprehensive development of students, such as difficult to fully consider the impact of local economic level on the teaching foundation, such as disjointed with the needs of local schools, and so on, in this context, school-based curriculum highlights its great advantages, school-based curriculum is a form of curriculum that is different from national curriculum and local curriculum through the establishment, construction, practice, and evaluation of relevant curriculum. Its emergence is to enable students to meet the individualized education objectives beyond the national unified teaching objectives. It can make the curriculum more personalized and life-oriented, and then effectively promote the spread of all kinds of useful cultural knowledge, and promote school to create its own school characteristics, exercise the professional quality of teachers, so that students can get all-round development.

The Value of School-Based Curriculum Development

School-based curriculum with its unique personality affects the cultivation of students' core literacy, plays

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an important role in promoting teaching reform, improving teaching quality and inheriting advanced knowledge and culture, and has great development value.

The Development of School-Based Curriculum Helps to Promote the All-Round Development of Students

As an effective supplement to the national curriculum, teachers should deepen two teaching concepts of “school-based curriculum is an extension of the national curriculum” and “student-oriented” (Zhu, 2020, p. 2). In addition, our students are the main learning subjective. If students are not interested in the course and think the course is boring, it is bound to reduce students’ participation in learning and hinder their growth. Therefore, in the development of school-based curriculum, the first thing teachers should do is to actively communicate with students and choose the course content that students are interested in, under such conditions, the content of school-based curriculum development can complement the national curriculum, and students can also learn useful cultural knowledge closely related to real life from school-based curriculum, so as to truly realize the all-round development of contemporary students.

School-Based Curriculum Development Helps to Inherit Local Culture

The school-based curriculum may as well make full use of the special culture of the school location to develop the curriculum. Each region has different national habits, geographical environment, folk customs, and traditional culture, which will play a decisive role in the cultural atmosphere of the region (Sheng, 2019, p. 15). In other words, teachers should guide students to actively perceive the precious cultural resources of their hometown, which can have a great impact on students’ character and sentiment. At the same time, with the rapid development of society, foreign multi-culture is occupying the vision of contemporary young people. Many people have little perception of the precious hometown culture, and their cognition of hometown is gradually weakening. Local culture is slowly disappearing, which needs our attention. The emergence of school-based curriculum, however, can make the precious local culture be effectively inherited in the young generation, recultivate students’ love for their hometown, cultivate students’ strong feelings of home and country. Liangzhu Street, Yuhang District, Hangzhou, where the author is located, is the birthplace of Liangzhu culture. Liangzhu culture is derived from 5,250 years ago, because of its unique jade culture, the mature water conservancy system and other cultural relics have attracted worldwide attention. After more than half a century of archaeological excavation, it has proved to be the dawn of civilization, and successfully applied for the world heritage in 2019. This represents the international community’s recognition of China’s 5,000 year of history and civilization, which is conducive to enhancing the soft power of Chinese culture, making the self-confidence of the Chinese people stronger, and is bound to enhance the important influence of Chinese culture, such as an important cultural heritage is naturally the primary consideration of school-based curriculum development in Liangzhu area. Through my own experience and field investigation of primary and secondary school campuses in Liangzhu area, the author finds that the school-based curriculum in this area has indeed developed a large number of contents about Liangzhu culture. At the same time, through the study of school-based curriculum of Liangzhu culture, the author finds that the school-based curriculum in Liangzhu area has developed rich connotation about Liangzhu culture, most of the students in this area are not only full of the spirit of exploring the archaeological process of Liangzhu culture, but also realize the cultural superiority brought by the hometown culture when they study the local culture, establish a good cultural self-confidence, cultivate a strong sense of home and country, and effectively cultivate the core literacy of the students.

School-Based Curriculum Development Helps to Enrich Life Knowledge

School-based curriculum originates from life, so it should be dynamic, not limited to the static past. If the content of school-based curriculum is always unchanged, even if it makes students curious for a moment, it will kill students' interest as time goes on. Therefore, teachers should not only excavate local resources when developing school-based curriculum, what's more, we should focus on the new, significant, and meaningful events that are happening around us. Starting from the dynamic reality of life, we should let students feel the flexibility of the knowledge they have learned and deepen their understanding of knowledge. Through these vivid life phenomena, we can understand the knowledge information behind these phenomena, and the school-based curriculum will become a life curriculum, which is easier for students to acquire information of large capacity and knowledge more easily (Wang, 2020, pp. 94-96), and arouses students' enthusiasm for learning, is also easily. According to Covid-19, which is now being resisted by all mankind, schools can set up a series of health courses when designing school-based courses, such as learning simple causes of new crowns, scientifically washing hands. Through the study of this knowledge, students can have effective prevention and control habits in real life. In addition, school-based curriculum can now develop some mental health courses to guide students to face the virus with a normal attitude, which should be cautious and not over protected. In a word, teaching students the knowledge in life and establishing a close relationship with the students' existing knowledge can lay a solid foundation for the cultivation of students' core literacy.

Principles of School-Based Curriculum Development

In the process of school-based curriculum development, we should pay attention to whether the school-based curriculum is in line with the physical and mental development of students, whether it can arouse students' interest in learning, whether it is in line with the development goals of the school, whether it can adapt to the teaching goals, and so on, promote the all-round development of students.

Teacher Led, Professional Guidance to Promote Improvement

Teachers are the main body of school-based development and the leading role of school-based curriculum. Therefore, whether school-based curriculum can be carried out smoothly needs teachers' professional guidance as support (Lu, 2020, pp. 161-162). The development of school-based curriculum is not only an important opportunity for teachers to show their professional skills, but also makes the responsibility of teachers more important. In the implementation process of national curriculum, teachers usually only need to assume one role, that is, the implementer of curriculum. But in the school-based curriculum, teachers are not only the implementer of curriculum, but also the developer of curriculum. School-based curriculum has high requirements for teachers' ability of curriculum development and innovation, while most teachers have not received relatively complete and systematic training of curriculum development when they receive normal education. Therefore, it is difficult for current teachers to develop school-based curriculum. Schools can first guide teachers to establish the awareness of curriculum development. Then, through a series of professional skills training to improve teachers' curriculum development ability, in addition, the school can also reduce the burden for teachers, meet teachers' sense of achievement in school-based curriculum development to stimulate teachers' enthusiasm in school-based curriculum development, so as to improve the quality of college-based curriculum and lay a solid foundation for students' all-round development. In the process of school-based curriculum development, in addition to teachers' strong participation, it also needs the participation of all

sectors of society, including experts, parents, and so on. After all, in some highly professional curriculum content, expert “teachers” can teach students more scientific, systematic, and comprehensive knowledge, such as in the school-based curriculum of Liangzhu culture, because a lot of professional knowledge about archaeology is inevitably involved, the teachers in the school may not be able to understand the knowledge thoroughly because of their limited ability, so the school needs to cooperate with the institute of archaeology or the museum and other professional departments, and employ professionals to act as the role of knowledge dissemination, so that students can get “closer to the truth” education, promote students’ all-round development and improve their comprehensive quality.

Go Out of School and Promote Development Through Practice and Inquiry

“Attaching importance to students’ practice” is the overall trend of all curriculum contents, and also the highlight of school-based curriculum (Pan, 2020). The traditional teaching method is mainly teaching method, but it is easy to cause the result of “full room filling”, which makes students simply become spectators rather than participants in the classroom. This kind of teaching method is bound to suppress students’ nature, wear out students’ creativity, and is very unfavorable to students’ all-round development, paying attention to students’ practice in teaching has become the focus of education. Therefore, in the development of school-based curriculum, we should design diversified practical activities, guide students to think actively in real problem situations, apply what they have learned to the actual social environment, and truly apply what they have learned to become the master of learning. The connotation of the course should be deeply internalized as a part of the students themselves. In addition, in the process of school-based curriculum implementation, the curriculum should not be limited to the campus. Teachers should lead students out of the campus and use social resources to make the school-based curriculum more vivid. Through the internship, the authors found that the teachers of Liangzhu central primary school would lead students to visit the local Liangzhu Museum and Liangzhu Heritage Park, combined with history, we can explain the knowledge of Liangzhu culture to the students, and through the field investigation of Liangzhu Museum, Liangzhu Heritage Park, and other places, the students have a deeper perception of Liangzhu culture, a more reverent psychology of Liangzhu culture, and a more strong sense of home and country.

Conclusion

In a word, the development and construction of school-based curriculum should aim at improving the core literacy of students, and give the right of curriculum development to teachers. At the same time, with other professional talents as the supplement, the precious cultural resources and resources of the region should be integrated current affairs and other curriculum resources related to students’ life are transmitted to students in various practical activities or other beneficial ways in line with students’ psychological development. We should try our best to create a multi-directional and multi-level school-based curriculum and practice mode, mobilize students’ learning enthusiasm, and lay a solid foundation for the cultivation of students’ personality, so as to truly build a school-based curriculum that conforms to students’ growth and development help students get all aspects of improvement, with local characteristics or campus characteristics of school-based curriculum.

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