

<<中国基础教育>>

图书基本信息

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前言

In China, the term basic education is normally used to include pre-school education, primary education, and academic-oriented secondary education (vocational secondary education is excluded). Basic education is an important part of Chinas national education system which also embraces secondary vocational and technical education, higher education, and adult education. In 1986, China officially introduced a 9-year compulsory education system in the country, which covers 6-year primary education and 3-year junior secondary education. In this sense, pre-school education and senior secondary education are not part of the compulsory education system, although great efforts have been made on the part of the government to promote the coverage of pre-school education and senior secondary education during the past decade.

The Legacy Before 1949 Efforts to establish a modern education system in China started in the late Qing Dynasty, the last feudal empire in China. In 1902, the then government of the Qing Dynasty issued Chinas first series of official documents on the establishment of a modern school system entitled Royal Charters on School System, which consisted of charters on the establishment of kindergartens, primary schools, secondary schools, and higher education institutions. In these documents, the objectives, duration of study, entrance requirements, subjects of study of different levels of education institutions, and their connections were envisaged. However, due to lack of confidence and political endorsement, these charters were not able to be implemented as they had been planned.

内容概要

Basic Education in China provides a general overview of the development of basic education in China in the past decades. In China, the term "basic education" is normally used to include pre-school education, primary education, and academic-oriented secondary education (vocational secondary education is excluded) . The book starts with a brief historical review on the development of basic education in China since the establishment of its modern school system. It then examines the recent development of policies and practices in the fields of pre-school education, admission arrangements at primary and secondary levels for both public and private schools, school curriculum, financing of basic education, examinations and assessments, teacher education, special education, and basic education for rural-urban migrant children in China. The analyses in the book are mainly based on national legislation, government regulations, and local follow-up activities. The book is intended for researchers, policy makers, and practitioners in the field of basic education.

作者简介

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Under the new system, the government is responsible for the determination of national curriculum criteria for each school subject; institutions and individuals are encouraged to develop school textbooks according to the national curriculum criteria, which leads to the diversification of school textbooks; schools and teachers are responsible for the implementation of school curriculum. In the circumstances, schools and teachers have more operational autonomy in the selection of textbooks and adoption of teaching modalities. Teachers no longer deliver their teaching strictly according to outside guidance, they can rather plan their teaching by themselves, although at the early stage they need capacity building with the assistance of outside experts. This also means that the ideas of teachers professional development and teachers as researchers are gradually accepted, and school-based action research by teachers become more popular in the transitional period to the new system.

Another fundamental change has been the introduction of three dimensions of study target in the assessment of teaching quality. It has been proposed that teachers should plan each of their teaching session with the following three dimensions of study target.

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