Research on Support Strategies for Students' Personalized Development from the Perspective of Educational Equity

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Abstract: This paper focuses on the core issues of students' personalized development from the perspective of educational equity and examines its real difficulties. The imbalance of resource allocation leads to a weak foundation for fair personalized development. Standardized teaching causes the loss of fairness during the learning process. Biased evaluation results distort fairness in learning outcomes. Based on these problems, this paper proposes targeted support strategies. These include building a fair foundation through balanced resource allocation, shaping a fair learning process through personalized teaching models, and achieving fair outcomes through a diverse evaluation system. The study aims to offer ideas to solve the challenge of coordinating educational equity and personalized development and to help every student receive fair and suitable development support.

Keywords: Educational equity; Student personalization; Support strategies

1. Introduction

Promoting educational equity together with the personalized development of students is a core topic in the pursuit of high-quality education in the new era. Educational equity is not an absolute, uniform supply. Instead, it means ensuring that each student receives support that matches his or her development needs. Personalized development also needs to be built on fairness so that the imbalance of resource distribution will not widen educational gaps. At present, educational practice still faces two main problems. One is that the basic guarantee of equity is not strong. The other is that responses to personalized needs are slow. Based on the perspective of educational equity, this paper focuses on differences in student development and the logic of resource allocation. It explores ways to build a support system for personalized development. The goal is to solve the challenge of coordinating fairness and personalization and to offer both theoretical and practical guidance for improving the quality and fairness of education.

2. Real difficulties in students' personalized development from the perspective of educational equity

2.1. Weak foundation of fairness in personalized development

Balanced allocation of educational resources is the material foundation for realizing educational equity and personalized development. However, there are still clear differences in educational resources among regions and between urban and rural areas, and among schools in China. In terms of regions, the developed eastern areas have high-quality teachers, advanced equipment, and rich curriculum resources. They can provide many types of personalized support, such as special courses, interest clubs, and one-to-one tutoring. In contrast, the less developed central and western areas face a shortage of teachers, old equipment, and limited courses. Students' personalized needs are hard to meet. From the urban-rural perspective, urban schools have clear advantages in quality education resources, while rural schools often focus only on basic knowledge teaching and lack personalized education resources. Among schools, the gap between key schools and regular schools is even greater. Key schools attract many excellent students and teachers because of their high-quality resources. This forms a Matthew effect that further increases unequal chances for personalized development.

2.2. Lack of fairness during the process of personalized development

Due to the long influence of the traditional exam-oriented concept, many schools still hold to standardized and large-scale teaching. They use the same textbooks, fixed teaching progress, and single teaching methods for all students. These practices ignore students' individual differences in cognitive level, learning pace, and personal interests. This one-size-fits-all model creates hidden unfairness in the learning process. Students who learn fast do not get enough challenge and cannot fully develop their potential. Students who face learning difficulties cannot keep up with the progress and gradually lose confidence. Students with strong interests in art or sports also cannot receive targeted training, so their talents are not discovered or improved. At the same time, many teachers still focus on knowledge teaching and score improvement. They do not pay enough attention to students as individuals. They do not try to understand students' cognitive styles or personal interests, nor adjust teaching strategies based on individual needs. This fixed teaching model limits students' personal expression and creative thinking. It also creates unfairness in the learning process because students with different traits receive very different levels of support. As a result, the imbalance in personalized development becomes more serious.

2.3. Distortion of fairness in the outcomes of personalized development

The evaluation system directs educational practice. At present, the evaluation of education in China still centers on exam scores. This creates a single-score-based evaluation model. Such a model reduces students' development to test results and ignores interests, strengths, practical abilities, and creative spirit. Under this evaluation, schools and teachers focus mainly on improving scores and do not give enough attention or support to personalized development. The single evaluation system also distorts fairness in outcomes. Some students may have average scores but show strong potential in art, sports, or science and technology. However, they cannot gain recognition or development chances because the evaluation system is limited. This is against the core goal of educational equity.

3. Support strategies for students' personalized development from the perspective of educational equity

3.1. Strengthening the fair foundation for personalized development

Optimizing resource allocation is the basic condition for supporting students' personalized development from the

perspective of educational equity. Its core goal is to shift educational resources from concentrated supply toward balanced and shared access. This requires breaking the long-standing barriers among regions, between urban and rural areas, and among schools, and promoting a balanced layout of high-quality educational resources that all students can access. The basic requirement of educational equity is that no student should lose development opportunities because of a lack of resources. Personalized development is a higher goal of education, but it must be built on fair resource allocation. Otherwise, it may become a special privilege for a small group of students with advantages. At present, differences in resource distribution still exist in China. Schools in rural areas often have old laboratory equipment. Remote mountain areas face weak teacher resources. Special education schools lack professional support. These problems limit the development of students' personalized potential. Therefore, resource allocation must be improved through targeted efforts.

Improving resource allocation should focus on three key areas: weak schools, rural regions, and students from special groups. A support system that integrates policy, funding, and talent must be built. At the policy level, systems such as county-level teacher employment and urban-rural school communities should be improved. These policies should require strong schools to support weak schools and set clear standards and evaluation rules for resource sharing. In terms of funding, a special fund for balanced educational development should be created. It should give priority to rural compulsory education schools and special education institutions. The fund should support facilities for personalized teaching and the development of special courses. For teacher mobility, an incentive system for teacher rotation should be created. Rural teaching experience should be linked with professional titles and performance rewards. This will attract high-quality teachers to work in rural areas. At the same time, rural teachers should receive training in personalized teaching to raise their professional level. Educational digitalization provides a new path for improving resource allocation and serves as a digital bridge to reduce educational gaps. The action plan for educational digitalization should be advanced. A shared online platform with high-quality resources should be built. Through live teaching, recorded lessons, and online interaction, personalized resources and special courses such as art and sports from developed cities can be offered to weak regions [1]. For left-behind children and students with disabilities, personalized resources should also be developed. These include audio textbooks for students with visual disabilities and psychological support courses for left-behind children. Through both balanced physical resources and widely shared digital resources, students with different family backgrounds and different talents can receive the material support needed for personalized development. This will help ensure that all students have a fair and high-quality starting point in education.

3.2. Building a fair process for personalized development

Deepening teaching reform is the main way to achieve the integration of educational equity and personalized development. It is also the key to solving the problem of uniform teaching. The goal is to move away from standardized and uniform teaching and build a fair teaching process that gives every student a chance to succeed. Educational equity is not only shown in resource distribution but also in an inclusive learning process. Respecting individual differences and meeting diverse development needs reflect a higher level of fairness. At present, some schools still have problems such as unified teaching goals, fixed teaching methods, and single evaluation standards. Students who learn fast do not get enough challenge and students with weak foundations cannot keep up. These problems limit personalized development. Therefore, teaching reform must focus on process fairness and meet students' real needs [2].

Teaching reform should follow the goal of developing students' core literacy. The idea of teaching

according to individual needs should guide the whole teaching process. Diverse teaching forms should be used to break the limits of traditional classrooms. Schools should apply both grouped instruction and flexible class selection. In basic subjects such as mathematics and English, teaching should be arranged by level based on students' cognitive level, learning ability, and interests. In fields such as art, sports, and science and technology, modular courses should be offered. Students can choose courses that match their interests and abilities. New teaching models, such as project-based learning and inquiry learning, should be widely used. Learning tasks should be designed around real problems. Students should participate based on their strengths. For example, students who are skilled in experiments can lead practical work in science classes, while students who are good at logical analysis can take responsibility for data reasoning. This allows every student to show strengths and achieve fair development. Teachers play a central role in teaching reform. Their ability to provide personalized teaching directly affects fairness in the learning process. Schools should build regular training systems. Through expert workshops, model lessons, and school-based research activities, teachers can improve their ability to analyze student needs and design differentiated instruction. Teachers should move beyond a score-centered mindset and pay attention to students' thinking patterns, learning habits, and emotional needs. In classroom practice, teachers can use classroom observation forms and student analysis booklets to record differences in students' learning states. Teachers should develop personalized tutoring plans. For students with weak foundations, teaching should focus on basic knowledge and study methods. For students who learn fast, extended resources and challenging tasks should be offered. This allows each student to receive support that fits his or her learning pace. A rich curriculum system and student choice rights are important for building a fair learning process. Schools should create a curriculum system with basic courses, extended courses, and special courses. While ensuring the quality of basic courses required by the state, schools should also develop special courses based on local culture, school advantages, and student needs. These include courses on cultural heritage, artificial intelligence, STEAM, public speaking, programming, and calligraphy [3]. A course selection guidance system should be built. Homeroom teachers and subject teachers should guide students in selecting courses based on personal interests and development plans. This prevents poor choices caused by a lack of information. Through innovation in teaching forms, improvement of teacher ability, and expansion of curriculum supply, each student can find an appropriate learning path in a fair process. This helps achieve the educational goal of letting every student shine.

3.3. Achieving fair outcomes in personalized development

Reforming the evaluation system is the key to ensuring fairness in personalized development. It is also important for reducing the influence of exam-oriented thinking and returning education to its basic goal of supporting personal growth. For a long time, evaluation in China has centered on exam scores. This narrow system judges all students by the same standard. It reduces the value of education to test results and ignores individual differences and diverse talents. It also leads to teaching that focuses only on what is tested. As a result, personalized development becomes hard to achieve. Under this system, students who are good at logical thinking may be underestimated because they lack artistic ability. Creative students may be ignored because they are not good at exam skills. This goes against the idea of educational equity. Therefore, an evaluation system that values both common abilities and individual characteristics and both learning processes and outcomes must be built [4].

The first task in reforming evaluation is to give up the idea that scores are the only measure of student learning. Evaluation should focus on students' comprehensive development. It should include cultural

knowledge, self-development, and social participation. It should value achievement in basic subjects such as Chinese and mathematics, and also look at science inquiry, creative thinking, and social communication. Classroom performance should be evaluated together with practical activities and volunteer work. Students' interests and personal growth should also be included in the evaluation. Painting, programming, and sports performance should all be recognized as important development indicators. Evaluation should help discover advantages and stimulate potential rather than serve as a tool for selection. To achieve fairness and respect individuality, new evaluation methods should be used. A system that combines process evaluation and final evaluation, and that uses both quantitative and qualitative methods, should be built. Process evaluation should be used throughout the learning journey. Classroom observation, homework feedback, growth portfolios, and stage-based assessment can record students' development in detail. Performance-based evaluation should also be used. Activities such as project design, experiments, and presentations allow students to show real abilities. Evaluation should involve multiple participants. Teachers, students, parents, and the community should all play roles in evaluation. Teachers offer professional judgment. Students reflect on themselves. Parents give information about performance at home. This helps ensure that evaluation results are complete, objective, and fair. The strength of an evaluation system lies in its ability to address differences. Different evaluation standards should be created for students with different talents [5]. For students who have academic strengths, evaluation can focus on competition results and research achievements. For students with artistic or sports strengths, evaluation should focus on professional skills and competition experience. For students with special physical or emotional needs, flexible evaluation standards should be used. Their progress and ability to adapt to society should be valued. Personalized evaluation helps avoid using a single standard for all students. It also helps recognize every student's unique value and development potential.

4. Conclusion

The joint progress of educational fairness and personalized development is the central goal of high-quality education in the new era. It is also a necessary requirement for the full development of every person. From the viewpoint of educational fairness, this paper examines the current difficulties in students' personalized development in the areas of basic fairness, process fairness, and result fairness. It also gives targeted strategies that help build a solid base of fairness, create a fair process, and achieve fair results. Educational fairness does not mean complete equal treatment. It means giving each student personalized support that matches his or her development needs. Personalized development must also follow the bottom line of fairness and avoid falling into the trap of elitism. Only when the idea of fairness is fully included in the entire process of personalized development, supported by sound policies, optimized resources, and clear process rules, can we solve the problem of coordination between the two. In this way, every student can grow in a fair educational environment with personalized support. This will help education move toward a higher level of fairness and human care.

Disclosure statement

The author declares no conflict of interest.

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