

Sustainable Development Education - Practice Research for Respect Education - Beijing Chaoyang District Baijiazhuang Primary School as Example

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Abstract: Further to eighteen years' practice of Education for Sustainable Development, the school has defined and perfected the concept of 'Respect' education, using this concept as a pathway to educating students, as expressed in the National Education policy. This educational concept is encompassed in the school's curriculum and classroom culture with 'Respect' education becoming a distinctive brand. With effective leadership at high level, delivering this high-quality teaching and balanced development of education to the school's 13 campuses.

Keywords: Sustainable development education, Respect education, Themed Course, Self-development classroom

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1 Introduction

As a UNESCO Education for Sustainable Development (ESD) Project Experimental School and National Laboratory School and being part of the EPD since 2001, Sustainable Education has led the development of Baijiazhuang Primary School in Chaoyang District, Beijing for 18 years. The school adheres to the core concept of sustainable development, 'Respect' as the educational philosophy, and cultivates the goal of educating people for 'Love for Beijing, Heart for China', so that students can learn to respect others, as they have been respected themselves. Not only respecting themselves, but also respecting the law, respecting the environment and respecting the culture; the seed of respect being deeply rooted into their hearts,

being the foundation of their life time fulfillment.

2 National policy direction and student development needs for sustainable development education

2.1 Education for sustainable development is a requirement of the national education policy

'The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)', while describing the ten-year development blueprint for China's education reform and development, clearly states that 'educating people' is the core goal of education reform and development. 'The Department of Education's directive on comprehensive and root curriculum reform to build personal virtue & morality' also clearly pointed out the importance and urgency of curriculum reform and the establishment of the people. 'China Education Modernization 2035' is a programme of the Chinese government's initiative to fulfill the Sustainable Development Goal for Education, with special emphasis on the basic development concept of 'for each & everyone', emphasizing the all-round development of students' physical, art, intellect, moral and attitude^[1]. As school educators, we will keep asking the question 'what kind of people do we want to develop? How do we develop them?'

2.2 Education for sustainable development is the need for future development of students

Today, the primary school students are no longer starting at zero. They enter the school campus with the multi-informational characteristics of the times. Following this ever-changing environment, what

will be greeting them in ten years' time? From the perspective of Education for Sustainable Development, the educational culture of modern schools has to be more forward-looking. How to develop an educational culture suitable for each person's growth based on the individual needs of each student, so that students can grow fully in the course of learning and activities; how to promote sustainable development of students, teachers and the school? ... These are important issues that needs to be faced by educational practitioners.

3 The implementation of education for sustainable development (ESD)

3.1 Participation in ESD research put forward the initial idea of 'Three Respects'

In 2001-2003, as the UNESCO ESD Project Experimental School, combining with the school's history and multi-campus characteristic, the basic concept of ESD was implemented in the Wang Jing Science and Technology Campus. The idea of 'respecting environment, respecting resources and respecting cultural diversity' attempts to construct an environment that builds on the characteristics of "one item for multiple purposes and fully utilizes the item". During 'The First International Symposium on ESD', this initial idea was showcased to educators from 27 countries.

3.2 Expanding "four respects" and forming a unique concept of running a school

In 2004-2007, on concluding and reviewing the concept of 'three respects', we further develop on the idea of 'respecting the needs of students' development' and formed the concept of 'Four Respects'. The school held a forum on 'Promoting the harmonious development of schools with the concept of Respect', and initially formed a unique concept of running a school with the 'Four Respects' as its core, making it its goal, its curriculum and its behaviour.

3.3 Enriching the concept of respect and deepening into teaching practice

In 2008-2012, the concept of Respect was enriched and its characteristics were highlighted. Four school campuses fully implemented the practice and the school features were distinctive. The environment and curriculum were designed to focus on developing the idea of 'Love for Beijing, Heart for China, Citizen of the World', integrating classroom teaching

and behavioral culture into it. At the same time, we have tidied up and established a clear 'learning paradise' system and education system, which target on improving the teacher culture and effectively implementing the concept of respect.

3.4 Perfecting the concept of 'Respect', systematic construction of curriculum and classroom culture

In 2013-2019, the concept of Respect was bettered, enriching the 'Four Respect' educational system. The structure of 'basic+theme' was constructed, and 73 interdisciplinary themed courses in the 'Four Respect' were created, forming the 'five, six, seven' classroom culture with teachers understanding the meaning and goal to promote students' self-development. The 'Respect' concept founded the excellent teaching quality of one School Corporation of 5 campuses or 7 campuses; with high level leadership creating a 13 campuses school corporation.

4 Respect the main practical achievements of education

4.1 'Respect' education concept innovation

China's ESD will create high-quality and sustainable development schools as the ideal of school development, providing deeper ideas for school principals and managers to organising their schools^[2]. The school continues to understand and absorb the values of ESD; combining the school's local characteristics and development needs with the core concept of 'Respect' and interprets the concept both internally and externally. The internal connotation of 'Respect' is 'seeing the importance, knowing and understanding, tolerance and appreciation', and the deep believe leads to the sustainable development of the school. The external manifestation of 'Respect' is expressed in the field of 'Four Respects': the law of respect lies in cultivating students' scientific spirit; respecting that everyone present is to enhance students' qualities, guiding the students to understand the importance of self and others, and to develop the habit of empathy. Learning to communicate with others as equals, enhancing their ability to listen, express, communicate, and cooperate, to evaluate themselves and others in a dialectical manner; to respect the environment throughout the purpose of sustainable development; to respect culture in committing to cultivating modern people with historical roots and

world vision, Allow students to understand the diversity of cultures of different nationalities and countries, inherit the excellent Chinese traditional culture and the world's excellent culture, and improve the ability to explore and accommodate alternate cultural themes.

Under the guidance of 'Respecting Education', allowing the National Education Policy and education policy requirements to be expressed in school, we have innovated the 'Four Respects' education target system to cultivate students to be 'Love for Beijing, Heart for China' World citizens. The meaning of which being: rooted in local history and culture, be a virtuous and inclusive Beijinger; inheriting the excellent culture of the nation, being a noble Chinese, taking in the world's advanced culture, and being a modern man with a broad vision. This idea is rooted in the tradition and looking forward to the future, and it empowers the students' and the school to progress in pursuit of 'a learning paradise'.

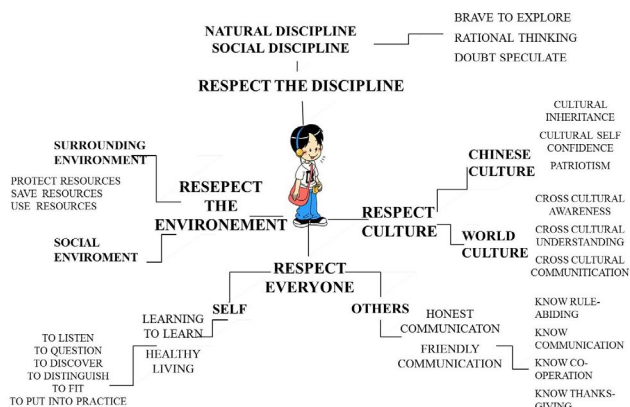


Figure 1. School education target system based on the concept of respect

4.2 Curriculum system innovation based on the concept of 'respect'

The school curriculum revolves around the four dimensions of 'Respect' and building on a "basics+theme" 'Respect' characteristic system, which guarantees the inherent consistency between the National Education Policy, the Quality Education Strategy and the school's educational goal. The content of which has been quantified into specific character and ability requirements, and then integrated into various courses.

The 'Basics+Theme' course system consists of basic courses and subject courses, which are basic, open, selective and challenging, providing students with a rich and diverse curriculum. The basic course includes

foundation courses for all students, providing a deeper understanding for minority students and personalized studies for special groups. Thematic courses are interdisciplinary and practical based on real live situations. The school becomes 'Respect for individuals, respect for culture, respect for the environment, respect the laws': 73 subject courses in the four respected areas, implementing the 'Interdisciplinary Curriculum Framework for Global Development under ESD's directive of 'Incorporating teaching into the field of global and sustainable development', advocating teachers to design the curriculum with multi-disciplinary perspectives'^[3]. The themed curriculum has entered the courses of each student in each class of the school, and is implemented in a series, systematic and normalized manner.



Figure 2. Three-dimensional diagram of the 'basic+theme' course of the Baijiazhuang Primary School curriculum system

4.3 Classroom culture based on the concept of 'Respect'

Respecting the students' cognitive and physical and mental development timeline, to build a "five-six-seven" self-development classroom culture; that is: five brought in: I bring greetings into the classroom, I bring smiles into the classroom, I bring tolerance into the classroom. I bring self-control into the classroom, I bring my self-confidence into the classroom; six I will: I will listen, I will find, I will question, I will think, I will cooperate, I will practice; seven I want: I want to know the meaning, I want a clear understand of the starting point, I want propose the problem, I want to be clear of the goal, I want to participate in the process, I want to discover the discipline, I want to summarize the methodology. The above would promote students' 'self-awareness, self-expectation, self-realization, self-improvement and self-transcendence'.

For example, the time and space and method for learning mathematics in the classroom are embodied the word of 'open', to ensure that students have more time and space for self-learning and choice of their own

learning style. To encourage students to discover and master mathematics through observations, hands-on practice, and brainstorming. In the practice of teaching, we adhere to the principle of ‘solid and effective’ and strive to embody the new curriculum concept in every teaching activity, so that our mathematics teaching can rise the realm of seeking truth, seeking beauty and seeking simplicity.

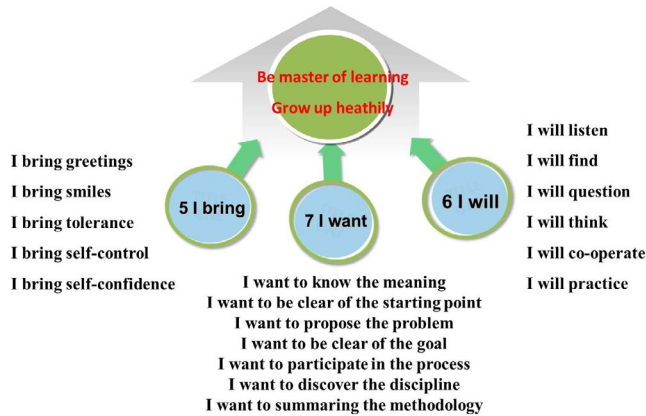


Figure 3. Self-development classroom culture based on the ‘Respect’ concept

In the 18 years of Education for Sustainable Development, the school has formed and perfected the

concept of ‘Respect’ education which has led to the school’s goal system, ‘basic+theme’ curriculum and self-development classroom teaching. The school’s ‘Respect’ educational concept is engraved into the people’s hearts and the ‘Respect’ culture forming a distinctive brand. The students of Baijiazhuang Primary School with their ‘Respect’ characteristics, are unique in their etiquette styles, learning qualities and communication abilities combining. The school has been unanimously affirmed by the higher education institutions, and has been greatly praised by the parents & society.

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