

Education is the philosophy of doing-----Bashu educational practice that drives students' high-quality development through classroom research

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Abstract: By analyzing the educational practice of Bashu Primary School under the philosophy of "education is the philosophy of doing", this paper discusses how to promote students' high-quality development through classroom research and teaching innovation. In its 90-year history, Bashu Primary School has built a student-centered classroom research system, adhering to the idea of "pulsating with students' pulse". Through interdisciplinary integration, refined curriculum design and diversified evaluation mechanisms, the school enhances students' core literacy, and promotes curriculum optimization and teacher professional development. Classroom research is not only a tool to improve teaching quality, but also a key way to promote students' personalized development. This paper presents the practice model of Bashu primary school and its enlightenment to the promotion of teaching leadership in grassroots schools.

Keywords: "Education is the philosophy of doing"; "Discipline +" results; Classroom research; Core quality of students; Teaching leadership; Curriculum innovation; Interdisciplinary integration; Teacher professional development

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1. Introduction

"Can education ever be successful?" As early as 1932, the "Founding Declaration" of Bashu Primary School issued this striking question, and clearly answered: "No!" This answer not only reveals the endless ideal of education, but also reveals the complexity and far-reaching education work. Education is a sustainable process that accompanies the development of The Times and the growth of children, and as a grass-roots primary school with a history of 90 years, Bashu Primary School has always adhered to the concept of "education is the philosophy of doing" and adhered to the mission of driving students' life growth through classroom research.

Under the background of the current new era, the cultivation of innovative talents has become an urgent need of the country, and how to promote classroom research and high-quality development of students through teaching leadership has become a key issue to be solved urgently in grass-roots schools. In this context, Bashu Primary School continuously optimizes teaching methods and strengthens teachers' professional growth through classroom research, in order to support students' personalized development and the improvement of core literacy. This study attempts to deeply analyze the key role of classroom research in promoting students' growth through the practical exploration of Bashu Primary School, and strives to provide inspiration and ideas for similar schools.

2. Literature review

In recent years, classroom teaching research has played an important role in global education reform, especially in enhancing students' core literacy and promoting teachers' professional development. Classroom research is not only an important tool to improve the quality of education, but also a key strategy to promote school teaching innovation and personalized education.

The value of classroom research is that it provides teachers with the opportunity to reflect on teaching practice, innovate teaching methods, and help to build a student-centered teaching model. Gu Mingyuan (2004) pointed out that education reform must be "people-oriented", and classroom research plays a key role in promoting the development of students' subjectivity. Cheng Shangrong (2015) further emphasized that classroom research is the core approach to teacher professional development, and teachers can continuously improve their teaching level through problem reflection and practice improvement. He also pointed out that teaching leadership is an important

driver of classroom research, helping teachers to play a leadership role in the classroom and improve the quality of classroom teaching. Li Zhengtao (2018) believes that classroom research not only improves students' academic performance, but also cultivates creative thinking, critical thinking and cooperation skills.

At the international level, the theory of Distributed Leadership and Action-Oriented Leadership provide the theoretical basis for classroom research. The theory of distributed leadership (Spillane, 2006) emphasizes that leadership should be distributed among teachers and students to achieve educational goals through collaboration and innovation. Action-oriented leadership theory (Hallinger, 2011) focuses on solving practical problems through practical actions, which is especially applicable to schools that promote classroom research, such as Bashu Primary School.

Through continuous classroom research and teaching innovation, Bashu Primary School breaks through disciplinary boundaries, promotes interdisciplinary integration, and forms "discipline +" results. This achievement not only enriches the content and form of classroom teaching, but also deepens the cultivation of students' interdisciplinary thinking and enhances their ability of knowledge transfer and comprehensive application. In 2018, Bashu Primary School's "subject +" achievement won the national special prize for basic education teaching achievements, which was written into the "Opinions of The State Council on Deepening education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education" because of its exploration of "subject-based curriculum integrated teaching".

However, there are challenges in the promotion of classroom research in different cultural backgrounds and education systems. Gu Mingyuan (2004) pointed out that when promoting classroom research model, it should be adjusted according to local conditions and combined with local resources and cultural background. Guo Hua (2018) also believes that classroom research is not only about replicating successful experiences, but also about ensuring their sustainable development in different schools by optimizing teaching strategies. Distributed leadership theory emphasizes that teachers and students share the leadership responsibility in teaching innovation, which helps to promote the overall development of the school. Zhong Binglin (2016) pointed out that teaching leadership is crucial to classroom innovation and teacher professional development, and through effective teaching leadership, schools can achieve comprehensive improvement of education quality.

3. Research methods

This study adopts the qualitative research method and combines literature analysis, case study and data collection to explore the practical path of improving teaching leadership and promoting students' high-quality development through classroom research under the philosophy of "education is to do" in Bashu Primary School. The following are the specific methods of this study:

3.1 Data collection methods

Literature: This study systematically reviewed the relevant literature on classroom research and teaching leadership at home and abroad, especially the theories of education scholars such as Gu Mingyuan, Cheng Shangrong and Zhong Binglin, and combined the distributed leadership theory (Spillane, 2006) and action-oriented leadership theory (Hallinger, 2011) to provide theoretical support for the research.

School practice data: The curriculum design, classroom research reports and teaching results of Bashu Primary School were analyzed, especially the application of "subject +" results in multidisciplinary integration and classroom innovation. Data sources include school teaching practice records and relevant teaching achievements.

3.2 Data analysis methods

Literature analysis: Through reviewing the relevant theories of classroom research and teaching leadership, combined with the practical case of Bashu Primary School, the theoretical framework of the research is constructed, which provides a theoretical basis for the subsequent analysis.

Case study method: Taking Bashu Primary School as a case, this paper analyzes the concrete practice of the school in classroom research, especially the interdisciplinary integration, classroom innovation and the reform of teaching evaluation mechanism.

Thematic analysis: Thematic analysis is carried out on the interview data, key feedback is extracted, and the core elements of the teaching leadership ecosystem jointly built by teachers and students are summarized.

3.3 Reliability and validity

The triangulation of literature, school practice and interview data ensures the credibility and accuracy of the research conclusions. At the same time, we strictly follow the qualitative research norms to ensure the authenticity and reliability of the data.

3.4 Research limitations

This study takes Bashu Primary School as the only case, and the conclusion may be limited by the school background. Future studies can be extended to different types of schools to further verify its universality.

4. Data analysis and research results

Under the philosophy of "Education is the philosophy of doing", Bashu Primary School has built a teaching leadership model based on classroom research, and has achieved remarkable results through years of practice. This paper will present the results of classroom research and teaching leadership practice in Bashu Primary School, and discuss how to improve school teaching leadership through classroom research and promote students' all-round development.

4.1 Children's position, the Bashu inheritance of classroom research

Since its establishment in 1932, Bashu Primary School has always adhered to the tradition of conducting classroom research from the standpoint of children. The school adheres to the student-centered, "pulsating with the pulse of students", and the classroom is not only a place for knowledge transfer, but also an important platform to promote the all-round development of students. The growth and adaptability of children is always the core issue of classroom research. Through the research and development and application of "subject +" results, Bashu Primary School integrates the education function of the subject, makes the curriculum closer to life and the actual needs of students, and continuously optimizes classroom teaching, effectively promotes the curriculum reform of the school, and significantly improves the learning effect of students.

In short, the core content of the "Discipline Plus" outcome covers the following six elements:

1. Integration within the discipline: realize the unique educational value of the discipline through "transforming - connecting - transplanting - developing";
2. Discipline + discipline: interdisciplinary integration to solve integrated practical problems;
3. Discipline + life: Take the curriculum root in life and realize the goal of cultivating morality and people;
4. Technology empowerment: Integrating technology, breaking the boundaries of time and space, and enriching learning resources;
5. Evaluation coordination: Upgrade the "full power" evaluation system from "who you are" to "who you become";
6. Management escort: Guided by the "philosophy of doing", through the questioning of "why do", stimulate the endogenous motivation of continuous doing, and pursue the beauty of education.

4.2 Systematic planning to activate the practice and development of life

In 2009, the new leadership led by President Mahone laid out a clear vision: Classroom change is the key to true growth. Based on this concept, the school has formulated a systematic action plan with a three-year cycle to promote the in-depth reform of classroom teaching and teacher professional growth. This plan not only sets a long-term vision

for the school, but also provides a specific path and operational strategy.

The first stage: the cultivation of behavior, thinking and emotional qualities

The first three-year action plan focuses on classroom training, focusing on students' behavior, thinking and emotional qualities. In this stage, Bashu Primary School put forward "eight management strategies", and through the "four lessons" normal teaching and research mechanism, built a platform for teacher professional development.

The second stage: the systematization of teacher professional development

In the second three-year action Plan, Bashu Primary School further deepened the practice of systematic learning and dialogue. Through collective learning of excellent teaching practices at home and abroad, the school has defined "guidelines for action" and set clear reform directions for each discipline.

The third stage: results summary and continuous exploration

In the third three-year action plan, the school began to summarize and report the results while practicing, which has been widely recognized and honored. Although the award is an affirmation of the school's teaching achievements, Bashu Primary School always believes that the most important thing is to continue in-depth classroom research and explore how to truly implement the improvement of students' literacy through curriculum implementation.

4.3 Normal quality, return to the original beginning with the end

In the classroom reform of Bashu Primary School, the school always adheres to the education concept of "beginning with the end", takes "returning to common sense" and "returning to normal classroom" as the core, and promotes high-quality development under the background of five-education integration. Bashu Primary School emphasizes that classroom teaching is not only the place of knowledge imparting, but also the core space of comprehensive quality cultivation. By returning to the essence of education and normalizing the classroom, the school lays a solid foundation for the overall growth of students.

1. The concept of "beginning with the end" in the normal classroom

The goal of education is always to focus on the long-term development of students. The so-called "beginning with the end", that is, starting from the final results and goals of education, planning the path of classroom teaching. Through the five-education integration teaching system, the school organically combines subject knowledge with core quality training, and provides continuous quality education support for students.

2. Systematically plan the interaction with the normal classroom

After winning the National Teaching Achievement Award in 2018, the school quickly entered the post-National award period and launched a new round of three-year action plan. With the theme of "Bashu Brand, I speak", the school has solved the dynamic problem in the deepening of reform through systematic planning, and focused on promoting the internalization and promotion of the results of "discipline +".

3. Return to normal classroom innovation and evaluation reform

Entering 2021, the reform of Bashu Primary School has entered the second three-year action plan of the post-National Award period. With the theme of "New action and new mission of Five-education integration", the school closely focuses on the national policies of "double reduction" and "double new" to promote the dual reform of curriculum and evaluation system. Through the teaching innovation with discipline literacy as the core, Bashu Primary School continues to deepen the classroom teaching of various disciplines, focusing on the implementation of teaching based on curriculum standards and the transformation of learning methods.

5. Conclusion and discussion

Classroom research plays a key role in promoting teaching leadership in schools. Through a clear three-year action plan, Bashu Primary School continues to promote the professional growth of teachers and classroom innovation to ensure the optimization of the school reform path. Through the innovative evaluation mechanism, the school has steadily improved the quality of classroom teaching, demonstrating the universality of this model in

improving school teaching leadership.

5.1 Discussion: How to build a teaching leadership ecosystem jointly built by teachers and students through classroom research

In the context of today's education reform, classroom research is regarded as the core means of teacher growth and teaching quality improvement, and also provides an important opportunity for the construction of teaching leadership ecosystem jointly built by teachers and students. Teachers' leadership gradually expands to the direction of teacher-student cooperation and joint promotion of classroom innovation. Through classroom research, teachers and students participate in instructional design, implementation, and evaluation to form a more open and collaborative instructional leadership ecosystem.

5.1.1 The necessity of classroom research to promote teacher-student co-construction

Classroom research is an important tool for teachers to grow and improve teaching quality through the combination of reflection and practice (Cheng Shangrong, 2015). However, it is not enough to rely only on teachers' practice improvement, teachers must work closely with students to form a student-centered classroom ecosystem. Through the "subject +" model, Bashu Primary School breaks the boundaries of traditional subjects and creates a classroom atmosphere in which teachers and students explore and grow together.

The distributed leadership theory (Spillane, 2006) provides a new perspective and believes that leadership can be realized through the cooperation and interaction of multiple agents. In the classroom, teachers and students are not only imparts and recipients of knowledge, but also co-promoters of innovation. The practice of Bashu Primary School shows that by guiding students to participate in classroom research, teachers not only stimulate students' initiative and creativity, but also enhance teachers' leadership role in classroom design and implementation.

5.1.2 Practice of co-building teaching leadership ecosystem between teachers and students

Bashu Primary School has built a leadership ecosystem based on teacher-student cooperation through classroom research. The system stimulates students' subjective consciousness through autonomy, interaction and cooperation in the classroom, and promotes teachers to assume the dual role of leader and facilitator. For example, interdisciplinary integration practices in the "subject +" model allow students to co-design and implement curriculum with teachers, forming a classroom environment of mutual leaders.

Zhong Binglin (2016) pointed out that teaching leadership is not only about how teachers manage students, but also about achieving overall educational goals through collaboration. By involving students in curriculum design, learning path selection and evaluation mechanism formulation, teachers not only enhance classroom vitality, but also give students more autonomy. This collaborative model improves students' academic performance and enhances teachers' flexibility and creativity in classroom management.

5.1.3 Teachers and students build an ecosystem to enhance teaching leadership

The teacher-student co-construction ecosystem built through classroom research not only activates the vitality of the classroom, but also significantly improves the teaching leadership. Guo Hua (2018) pointed out that teaching leadership not only depends on the individual ability of teachers, but also needs to be realized through the aggregation of collective wisdom. In Bashu Primary School, teachers guide students to participate in all aspects of the curriculum through classroom research, and teachers change from a single knowledge imparts to the organizer and leader of the class. Students gradually become the master of the classroom through cooperation, inquiry and feedback, and improve their own abilities.

5.2 Suggestions and research reflection

In order to build an ecosystem of teaching leadership co-created by teachers and students through classroom research, the following suggestions are put forward:

1. Strengthen classroom design of teacher-student interaction: Schools should design more opportunities for

students to participate in classroom design and content selection, stimulate students' learning initiative, and build a classroom ecology co-built by teachers and students.

2. Introduce technical support to promote teacher-student interaction: Introduce appropriate technical tools to improve teachers' ability to master and feedback students' learning progress, enhance teacher-student interaction, and promote students' participation in classroom management and evaluation.

3. Promote interdisciplinary cooperation in classroom practice: Through interdisciplinary projects or comprehensive practices, encourage cooperation between teachers and students, improve students' independent inquiry ability, and promote the improvement of teachers' teaching leadership.

Research reflection:

First, there are differences in the level of leadership of teachers in classroom research, and some teachers may have difficulty adapting to the mode of co-leading the classroom with students. This requires teachers to enhance their leadership quality in the process of professional development. Second, while the introduction of technology enhances teacher-student interaction, over-reliance on technology may weaken the classroom

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