

Original Research Article

Building a locally-grounded ecosystem: Hainan's innovations in integrating Ideological and political education across primary, secondary, and tertiary levels

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Abstract: The integrated construction of ideological and political courses in primary, secondary and tertiary education in the new era is a systematic project for implementing the fundamental task of fostering virtue and nurturing talent. Localization empowerment is the key path to enhancing the effectiveness of talent cultivation. Hainan has fully utilized the development opportunities brought by the construction of a free trade port and its unique regional cultural endowment to build a characteristic ideological and political education integration ecosystem with the core framework of "overall planning and full-domain coordination". This system has been established through top-level institutional design, curriculum system reconstruction, innovative coordination mechanisms and the construction of practical platforms. Starting from the core connotation of the localized talent cultivation ecosystem, this paper systematically analyzes Hainan's key measures in the integrated development of ideological and political courses, including policy supply, curriculum innovation, teacher training and practical empowerment. At the same time, it summarizes the practical experience of "regional resource transformation, stage-by-stage connection and multi-party coordinated linkage", thus providing a practical example for the integrated development of ideological and political courses in border ethnic areas and reform frontier areas in the new era.

Keywords: locally-grounded ecosystem; political education; secondary; tertiary levels

1. Introduction

General Secretary Xi Jinping pointed out that "the essence of ideological and political courses is to be reasonable, and we must pay attention to methods and methods, and explain the principles deeply, thoroughly, and lively"(Xi Jinping,2022). As a strategic measure to solve the dilemma of "segmented solo" of ideological and political education in various school stages and realize the connection of the education chain, the core essence of the integration of ideological and political courses in primary and secondary schools is to build an education ecosystem of "vertical and horizontal integration", so that ideological and political education runs through the whole process of talent training(Wang Shuyin, 2023).It is widely recognized in the international academic circle that the effectiveness of values education depends on the deep integration with the local cultural context. The exploration and utilization of regional resources is the key path to break the dilemma of curriculum abstraction (Banks, 2021).

As the source of vitality of ideological and political education, localization can effectively solve the problems of content abstraction and single form in the teaching of ideological and political courses by tapping regional characteristic cultural resources and docking with the practical needs of regional development, and realize the organic transformation of "theoretical discourse" and "life discourse" (Li Zequan, 2024).

As our country's only provincial-level special economic zone and free trade port, Hainan has multiple attributes such as border ethnic areas, maritime provinces, and reform frontiers, and has rich localized education resources such as Qiongya revolutionary spirit, marine culture, the unique cultures of the Li and Miao ethnic group, and free trade port construction practice. In recent years, based on its own endowment, Hainan has been guided by the "Several Measures on Further Strengthening and Improving the Construction of School Ideological and Political Courses in Hainan Province in the New Era" issued by the Provincial Party Committee's Education Work Leading Group, and through the implementation of the "Action to Promote the Integration of Ideological

and Political Courses in Universities, Middle Schools and Primary Schools" in the "Seven Major Actions", it has built a collaborative structure of "1 provincial community + 4 regional alliances", explored a series of innovative practices in the construction of localized education ecology, and injected regional vitality and connotation into the integrated construction of ideological and political courses.

2. Top-level design and system supply for the integrated localization of ideological and political courses in Hainan

The construction of localized education ecology requires strong top-level design and systematic institutional guarantee. As some scholars have said, "the integrated construction of regional ideological and political courses is inseparable from the overall planning and system supply of local governments, which is the core prerequisite for ensuring the orderly progress of integrated construction" (Zhang Yaocan, 2023). Hainan adheres to the system concept and makes efforts from the three dimensions of overall coordination, policy support and mechanism innovation to build a solid institutional foundation for the integrated construction of ideological and political courses, and ensure that the direction of localized education is not biased and the intensity is not reduced.

At the level of overall coordination, Hainan has built an organizational structure of "one main leadership and global coordination". With Hainan Normal University, the leading unit of the Ministry of Education's Ideological and Political Integration Community (Hainan Province), we will cooperate with 11 member units to promote the construction of provincial communities; At the same time, Hainan University, Hainan Normal University, Hainan Tropical Ocean College, and Qiongtai Normal University will take the lead in establishing four regional alliances for the integrated construction of ideological and political courses covering universities, middle schools and primary schools in the province, and establish a full-chain linkage mechanism of "leading unit + team leader unit + participating unit + supporting unit". This structure of "provincial coordination + regional linkage" effectively breaks down the barriers and geographical division of school sections, realizes the overall allocation and accurate docking of ideological and political education resources in the province, and provides an organizational guarantee for the cross-section sharing of localized resources.

At the level of policy support, Hainan has introduced a series of targeted measures to build "beams and pillars" for the integrated construction. The Education Working Committee of the Provincial Party Committee and the Provincial Department of Education have successively issued the "Notice on Promoting the Integration of Ideological and Political Courses in Universities, Middle Schools and Primary Schools in the Province" and "Several Measures on Further Promoting the Integration of Ideological and Political Courses in Universities, Middle Schools and Primary Schools in Hainan Province" and other documents, clearly taking the "integration of localized resources" as a key task, and proposing to "build a teaching resource library for reform and development that reflects China's governance and Hainan practice" and "strengthen the inheritance and education of Hainan characteristic history and culture, revolutionary culture, marine culture, and folk culture". Under the framework of the "Seven Actions", Hainan further clarified that it should organize the compilation of teaching reference materials for ideological and political courses in schools in Hainan Province, organically integrate the theoretical and practical elements of Hainan's comprehensive deepening of reform and opening up and the construction of free trade ports, and provide clear guidance for the curriculum transformation of localized content from the policy level.

At the level of mechanism innovation, Hainan has established a normalized collaborative promotion mechanism. By regularly holding provincial and regional alliance work promotion meetings, activities such as cross-school theoretical learning, collective lesson preparation, and seminars and exchanges will be carried out to promote the transformation of integrated construction from "policy requirements" to "endogenous needs". In 2024, Hainan will innovatively hold the country's first provincial-level "homogeneous" teaching competition for the integration of ideological and political courses in primary and secondary schools, focusing on themes such as "Chinese-style modernization" and "forging a strong sense of community of the Chinese nation", demonstrating the gradient design of the same teaching content in different school sections, effectively promoting the accuracy of the teaching connection of each school stage and the adaptability of localized expression. This mechanism of "promoting research through competition and promoting teaching through research" not only improves teachers' integrated teaching ability, but also promotes the dissemination and optimization of localized education

experience across school stages.

3. The top-level design and institutional supply for the integrated and localized construction of ideological and political courses in Hainan

The localized education ecosystem requires a strong top-level design and institutional guarantee. As scholars have pointed out, The integrated construction of regional ideological and political courses cannot be achieved without the overall planning and institutional supply of local governments (Zhang Yaocan,2023). Hainan has made efforts in three aspects: overall coordination, policy support, and mechanism innovation to lay a solid foundation for integrated construction. In terms of overall coordination, Hainan has established a system where one main body leads and the entire region is coordinated.

In terms of organizational structure, Hainan has taken Hainan Normal University as the core to promote the construction of a provincial community, established four regional alliances, and set up a full-chain linkage mechanism to achieve resource integration and cross-stage sharing. In terms of policy support, Hainan has issued a series of documents, listing the integration of local resources as a key task and clearly stating the construction of a local practice resource library In terms of guiding mechanism innovation for the transformation of localized content courses, Hainan has established a regular and collaborative promotion mechanism. Through activities such as cross-stage teaching and research competitions on the same topic but different teaching methods, it promotes the precision of teaching connection and the adaptability of localized expression, and facilitates the cross-stage dissemination of educational experience.

4. The localized curriculum innovation and system reconstruction of the integrated ideological and political courses in Hainan

The curriculum system is the core carrier of integrated construction. Hainan is reconstructing the curriculum system guided by the principles of goal hierarchy, content localization, and form diversification. The curriculum reconstruction should follow the principle of adaptability to different educational stages (Liu Shulin,2024) to achieve organic connection among various educational stages In terms of goal positioning, Hainan has established a hierarchical and progressive localized education goal system: primary schools focus on perception and experience to cultivate a sense of hometown identity, junior high schools focus on understanding and identity to strengthen patriotic feelings, senior high schools focus on critical thinking and exploration to enhance responsibility and commitment, and colleges and universities focus on practical innovation to cultivate the ability to serve the local area.

In terms of content construction, Hainan promotes the transformation of regional resources into curriculum resources: First, it integrates red cultural resources and develops a series of courses to inherit the red genes; Second, systematically develop Marine cultural resources and build a characteristic curriculum system to guide people to be close to and protect the sea. Third, transform the practice of the free trade port construction, achieve the integration of ideological and political small classrooms with the free trade port large classroom in the form of courses, build a collaborative pattern of ideological and political courses + ideological and political education in courses, innovate ideological and political courses through forms such as different approaches to the same topic, explore ideological and political elements from various disciplines, and achieve all-staff education and cross-disciplinary integration.

5. The localized collaborative mechanism and teacher training for the integration of ideological and political courses in Hainan

The teaching staff is the key to the integrated construction. Research on Hainan's establishment of a localized collaborative training mechanism and the creation of a teacher community shows that Cross-stage teacher collaboration is a key approach to addressing the issue of poor teaching connection (Chen Binggong,2023). In terms of collaborative cultivation, Hainan has established a university-led school-school linkage model, relying on normal universities and various platforms to carry out cross-stage training and teaching research, promoting the system of mutual employment and dispatch of teachers, and facilitating the integration of teaching

concepts and methods with local quality improvement through specialized training. In terms of incentives and guarantees for enhancing teachers' ability to explore and utilize local resources through methods such as research projects and teaching competitions, the effectiveness of integration is incorporated into the assessment, and the empowerment mechanism and resource sharing mechanism are improved.

In the incentive and guarantee mechanism, Hainan has included the effectiveness of the integrated construction of ideological and political course teachers in the teacher assessment and evaluation system, and increased the recognition of innovative achievements in localized teaching. Improve the empowerment action for the construction of ideological and political course teachers, promote the counselor team to become the fourth team as important as the teaching and research management in colleges and universities, provide a broad space for the professional development of ideological and political course teachers, and at the same time establish a resource sharing mechanism and integrate the library materials of the scientific research platform in colleges and universities. Resources such as practice bases provide support for primary and secondary school teachers to conduct localized teaching research, forming a teacher training ecosystem featuring resource sharing, complementary advantages and coordinated development.

6. Localized practice empowerment and brand building of the integration of Hainan ideological and political courses

Practice is the fundamental way of ideological and political education, and Hainan takes "base construction + activity innovation + brand building" as the starting point to achieve the unity of theory and practice. General Secretary Xi Jinping emphasized "combining ideological and political small classrooms with social classrooms" (Xi Jinping, 2022) to provide guidance for practice empowerment.

In terms of the construction of the practice base, Hainan integrates 32 various resources to build a practice position, promote the coordination between the base and regional alliances, and realize the sharing of resources across school sections. In terms of practical activities, we will create brands such as "Walking Ideological and Political Courses", carry out theme practice and interdisciplinary inquiry activities, and promote the transformation of ideological and political education from indoctrination to immersion. In terms of evaluation system, a diversified process mechanism is built to incorporate practical results into comprehensive quality evaluation.

In terms of optimizing the evaluation system, Hainan has built a diversified and process-oriented localized education evaluation mechanism. Relying on the comprehensive practice activity website, Hainan Middle School has established a "full dynamic visual evaluation system", which is composed of teachers, off-campus tutors, and industry experts to compose an evaluation team to conduct all-round evaluation of students' curriculum learning and practical activities through visual columns such as project reports, process records, and achievement works, truly reflecting the improvement trajectory of students' local awareness. At the university level, the effectiveness of students' participation in practical activities such as free trade port construction research and local cultural inheritance will be included in the comprehensive quality evaluation, forming a complete evaluation chain of "theoretical learning + practical experience + achievement transformation", guiding students to actively participate in localized practice and improving the effectiveness of education.

7. Conclusions and prospects

With localized education as the core, Hainan has built an integrated education ecology of characteristic ideological and political courses through multi-dimensional measures, solved the problems of traditional ideological and political education, and realized the connection between moral cultivation and regional development needs.

Looking forward to the future, Hainan needs to further deepen the transformation of local resources, promote digital empowerment, strengthen the ideological and political innovation of foreign-related schools, and continue to provide ideological and political leadership for cultivating new people of the times and serving regional development.

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