



Exploration and Practice of a "Happy Campus" Based on the Common Development of Teachers and Students

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Abstract: Against the realistic background of intensified educational involution, increasing psychological pressure on students, and prominent teacher burnout, compulsory education schools are urgently required to return to the essence of education and focus on the life quality and spiritual growth of teachers and students. Taking the First Junior High School of Fengdong New City, Xixian New Area as the practice carrier, guided by the "outlook on happiness through striving", and centering on the main line of the common development of teachers and students, this paper systematically constructs a four-in-one construction system of a happy campus through five stages: investigation, research, experiment, evaluation and application, namely "building the school with a happy culture, establishing the school with a happy curriculum, revitalizing the school with a happy classroom, and strengthening the school with a happy evaluation". Practice shows that this system effectively improves the sense of happiness and gain of teachers and students, promotes the all-round development of students and the professional growth of teachers, significantly enhances the school-running quality and regional influence, and provides a replicable and promotable practical sample for the high-quality development of compulsory education in the new era.

Keywords: happy campus, common development of teachers and students, integration of five educations, happy classroom, reform of educational evaluation

1. Introduction

The quality of compulsory education is related to the healthy growth of hundreds of millions of teenagers and children, as well as the development of the country and the future of the nation[1]. Policy documents such as Opinions on Deepening the Reform of Education and Teaching to Comprehensively Improve the Quality of Compulsory Education[2] and Action Plan for Deepening the Reform of Basic Education Curriculum and Teaching[3] clearly require deepening the reform of key links in education, updating educational concepts, transforming education methods, implementing the fundamental task of fostering virtue through education, and promoting the all-round development of students morally, intellectually, physically, aesthetically and laboriously. Driven by both policy guidance[4] and realistic needs, building a happy campus with teachers' and students' happiness as the core and common development as the goal has become an important direction for the high-quality development of compulsory education schools[5]. Junior high school education is plagued by educational involution, leaving both students and teachers lacking happiness. Burdened by heavy academic pressure and workload, students suffer mental distress and low motivation, while teachers face job burnout and weakened professional fulfillment. Against this backdrop, guided by the outlook on happiness through striving, our school aims to build a century-quality campus fostering happy teachers and students. It commits to nurturing well-rounded, innovative and responsible youngsters, and builds a happy campus serving the shared growth of teachers and students[6].

2. Process and methods of solving problems

2.1 Implementation process: Five progressive stages for the steady construction of a happy campus

2.1.1 Investigation stage: Formulate plans and set up institutions

Conduct investigations on "how to build a happy campus under the background of the common development of teachers and students".

2.1.2 Research stage: Clarify the direction and build a system

Construct the school's "concept of happy culture". Guided by the "concept of happy culture", take "curriculum", "teaching", "evaluation" and other aspects as the starting points to start the practical exploration of building a "happy campus".

2.1.3 Experiment stage: Explore implementation and establish a model

Construct a happy curriculum system, classroom teaching model and evaluation system.

2.1.4 Evaluation stage: Evaluate feedback and build consensus

Adopt a happy evaluation system to conduct a comprehensive evaluation of the implementation effect of the "happy campus" according to the implementation effect. Further revise and improve the construction model of the "happy campus" through the feedback of evaluation results.

2.1.5 Application stage: Promote application and form achievements

Promote application and observe effects. Revise and improve the construction model of the "happy campus" again through the feedback of evaluation results, form achievements and promote application.

2.2 Implementation methods: Theoretical guidance, evaluation-driven, closed-loop optimization

2.2.1 Strengthen theoretical learning and grasp the policy direction

The school thoroughly studies the new era's educational guidelines and curriculum reform documents, adheres to educating people for the Party and talents for the country, fulfills the fundamental task of fostering virtue through education, reverses one-sided exam-oriented education, focuses on teachers and students' common development, and builds a people-oriented, comprehensive happy education ecology.

2.2.2 Develop a happy evaluation system and break the stubborn problems of the "five-only" evaluation

In accordance with the Overall Plan for Deepening the Reform of Educational Evaluation in the New Era, the school adheres to the combination of individual development and social needs, all-round development and personality development, academic level and literacy improvement, and constructs a happy evaluation system with outcome evaluation, process evaluation, value-added evaluation and comprehensive evaluation as the core, solving the key problems of "how to evaluate, what to evaluate and how to use", and providing a scientific yardstick for the construction of a happy campus.

2.2.3 Adhere to outcome feedback and realize dynamic optimization

Based on evaluation data, continuously improve curriculum implementation, classroom teaching, cultural construction and management services, forming a closed-loop management of "implementation-evaluation-feedback-improvement", giving full play to the diagnosis, correction and leading functions of evaluation to ensure that the construction of a happy campus has a correct direction, clear path and remarkable effect.

3. Core content of happy campus construction

3.1 Building the school with a happy culture: Condense the spiritual core and lead the development direction

The school governs campus development with happy culture and forms a complete concept system: its philosophy is "Embrace every child, embrace the future world"; goal is "Building a century-old high-quality school with happy teachers and students"; education goal is cultivating comprehensive, innovative and responsible modern Chinese with obvious strengths; motto is "Look up at the stars, keep your feet on the ground"; spirit is "Pragmatic and innovative, cooperation and sharing"; teaching style is "Virtue and erudition, dedication and love for students"; learning style is "Curious and thoughtful, confident and fond of learning". It integrates cultural concepts into environment, system, teachers' and students' behaviors and home-school collaboration to create a warm atmosphere, turning culture into a force for teachers and students' happy growth and school connotative development.

3.2 Establishing the school with a happy curriculum: Integrate five educations to meet students' diverse development

To achieve high efficiency, low burden and strong literacy, five happy curriculum systems are constructed to promote national curriculum implementation, school-based curriculum development and moral education, boosting students' all-round and personalized development: Qiming (consolidates basic foundations), Xuri (subject expansion and career education), Sunshine (project-based electives for comprehensive literacy), Rainbow (high-quality clubs to develop strengths), and Yunzhou (integrates moral education, research and home-school collaboration). The five curricula integrate organically, providing a carrier for students' happy growth.

3.3 Strengthening the school with a happy evaluation: Diversified and comprehensive evaluation to activate the growth motivation of teachers and students

Taking educational evaluation reform as the starting point, a developmental and diversified happy evaluation system is constructed to break the "five-only" orientation: school evaluation focuses on happy culture and moral education; teacher evaluation emphasizes ethics and multi-dimensional assessment to stimulate their happiness and growth motivation; student

evaluation adopts process, value-added and comprehensive assessment with "grade + specialty + comment" and "Eight Happy Star Teenagers" selection to promote all-round development. This system ensures teachers and students are seen, respected and motivated, guaranteeing happy campus construction.

4. Conclusion

The construction of a happy campus is an inevitable choice to return to the true nature of education and focus on life growth, and an important path to promote the common development of teachers and students and improve the quality of education. With the common development of teachers and students as the core, happy culture as the guide, happy curriculum as the carrier, happy classroom as the path, and happy evaluation as the guarantee, our school has embarked on a distinctive and effective road of happy education. Practice has proved that happy education can effectively alleviate students' pressure, stimulate teachers' vitality and improve school-running quality, which is in line with the requirements of high-quality development of compulsory education in the new era. The school will persevere for a long time to make the flower of happiness bloom in every corner of the campus, and let every teacher and student gain happiness and achieve brilliance through striving.

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