

Exploring the Impact of the Middle School Entrance Examination Diversion Policy on the Revitalization of Rural Education

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Abstract

The revitalization of rural education is a prerequisite for rural revitalization, and its function is to provide talent support for the economic development of rural society. As a way of education diversion, the middle school entrance examination aims to test the quality of talents cultivated by compulsory education, and also to send students with different talents and interests to different types of schools. The article points out that the middle school entrance examination diversion policy has to some extent promoted the rational allocation of educational resources and improved the teaching quality of schools. However, there are also some problems and challenges, such as uneven allocation of educational resources, especially in rural areas, where weak teaching staff and outdated teaching facilities are prominent, affecting students' opportunities to receive high-quality education; There are differences in the understanding of the high school entrance examination diversion policy among various sectors of society, and some parents and students have misunderstandings about the policy; How to ensure the quality of various educational paths after diversion and ensure that students can equally receive high-quality education is a major challenge currently faced. The article proposes projects to promote this policy and further optimize the implementation of the middle school entrance examination diversion policy, such as strengthening investment in educational resources and improving the level of educational resource allocation in rural areas; Intensify policy promotion efforts and enhance public participation; Establish a diversified student evaluation system to encourage students' comprehensive development; Establish a comprehensive policy tracking, evaluation, and feedback mechanism to ensure the continuous optimization and improvement of policies. Overall, in the context of rural revitalization, optimizing the implementation of the high school entrance examination diversion policy can help narrow the urban-rural education gap, achieve educational equity, and better serve the rural revitalization strategy. This requires the joint participation and efforts of various sectors of society such as the government, schools, and families.

Keywords

Middle School Entrance Examination Diversion; Rural Revitalization; Rural Education.

1. Introduction

During the period of rural revitalization, the adjustment and implementation of education policies is undoubtedly an important and worthwhile topic for in-depth exploration. In the context of rural revitalization, the adjustment and implementation of education policies are of great significance for promoting balanced development of regional education. This article aims to analyze in depth the implementation effect of Anhui Province's high school entrance

examination diversion policy in the context of rural revitalization, in order to provide reference and suggestions for the optimization of relevant policies and regional education development. In recent years, with the continuous promotion of the national strategy for rural revitalization, education, as an important component of basic public services, has become increasingly prominent in rural revitalization. In the process of promoting rural revitalization, Anhui Province is facing problems such as uneven educational resources and large urban-rural education gaps. As an important educational policy, the middle school entrance examination diversion policy has played a significant role in adjusting the educational structure and promoting personalized development of students. Therefore, studying the implementation effect of the high school entrance examination diversion policy in the context of rural revitalization in Anhui Province can not only provide reference for the formulation and adjustment of education policies in Anhui Province and other regions, but also have important significance for narrowing the urban-rural education gap and promoting educational equity.

2. Policy background and current situation

The report of the 19th National Congress of the Communist Party of China in 2017 pointed out that the issue of agriculture, rural areas, and farmers is a fundamental problem related to the national economy and people's livelihood. It is necessary to always regard solving the "three rural issues" as the top priority of the Party's work and implement the rural revitalization strategy. Multiple policy documents and bills have been issued successively, implementing the rural revitalization strategy in practice, making it a hot topic of social discussion.

Education is the great plan of the country and the party, and an important cornerstone for national rejuvenation and social progress. The development and progress of a country cannot be separated from talent and technology. The competition among major powers in the world today is a competition of soft power for talent. Therefore, in recent years, China has attached great importance to the development of education, increased financial investment in education, trained teaching staff, focused on the development of education and teaching in remote and impoverished areas, and introduced multiple policy guidelines to promote balanced development of education. If a place wants to develop, it also cannot do without talent resources. If it cannot cultivate or retain talents, no matter how loudly the slogans are shouted, it will be of no use. Under the background of rural revitalization strategy, the development of education in impoverished and remote rural areas is an urgent problem that needs to be solved [1].

In order to adapt to the development of the times, meet the needs of society for technical talents, and promote the development of education, the concept of middle school entrance examination diversion was proposed as early as 2018. However, at that time, diversion was not mandatory and the effect was not ideal. Starting from 2022, the Ministry of Education will issue relevant documents such as the "Guiding Opinions on Further Promoting the Reform of the Examination and Enrollment System in High School Stage Schools" and implement mandatory streaming. Middle school entrance examination diversion, also known as general vocational diversion, refers to dividing the number of students in ordinary high schools and vocational high schools according to a certain proportion based on their grades during the middle school entrance examination. Students with good grades are allowed to enter high schools for further education, while those with lower grades are allowed to enter vocational schools to learn technical skills and acquire a specialized skill[2].The purpose is to screen more high-quality cultural talents for the country, avoid the phenomenon of large gaps among students in high school, continuously input technical talents into society, and also enable students to choose majors according to their interests and hobbies, promoting their comprehensive and personalized development, rather than being a learning machine that only knows how to read and has no strengths.

3. Facing challenges and problems:

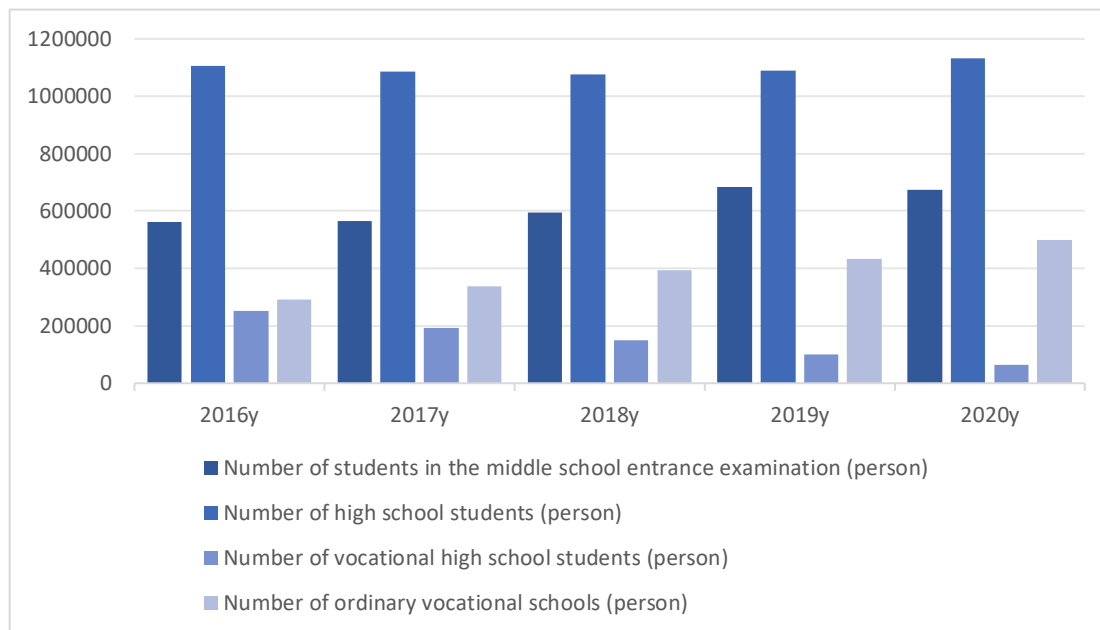


Fig. 1 middle school entrance examination and diversion in Anhui Province from 2016 to 2020

3.1. Unequal allocation of educational resources

Although the diversion policy helps optimize resource allocation, some rural schools in Anhui Province still face problems such as weak teacher strength and outdated teaching facilities. One of the most significant problems in the implementation of the middle school entrance examination diversion policy in Anhui Province is the uneven allocation of educational resources. Especially in some remote rural areas, schools face particularly prominent problems such as weak teaching staff and outdated teaching facilities. This not only affects students' opportunities to receive high-quality education, but also to some extent exacerbates the education gap between urban and rural areas and schools. To address this issue, firstly, the government and relevant departments need to increase investment in educational resources, especially rural education resources, including increasing fiscal budgets, improving infrastructure, and enhancing teacher benefits, in order to attract more outstanding teachers to teach in rural areas. Secondly, a mechanism for sharing educational resources between urban and rural areas can be established to promote the flow of high-quality educational resources to rural areas. For example, through remote education, online classrooms, and other means, rural students can also enjoy high-quality educational resources in cities.

3.2. Differences in policy awareness

There are differences in the understanding of the high school entrance examination diversion policy among various sectors of society, and some parents and students have insufficient understanding of the policy, leading to resistance. Another major challenge encountered in the implementation of the high school entrance examination diversion policy is the difference in policy awareness[3]. Many parents and students have insufficient understanding of the high school entrance examination diversion policy and have a great misunderstanding, believing that diversion is a "good and bad" division, leading to resistance to the policy. This kind of misunderstanding and resistance not only affects the smooth implementation of policies, but also impacts students' mentality and learning motivation. To alleviate this problem, it is necessary to strengthen the publicity and education of the high school entrance examination diversion policy, especially through campus lectures, parent teacher conferences, and other

forms, to explain in detail the purpose, significance, and positive effects of the policy on student development to parents and students. In addition, more reports on successful cases of diversion policies can be released through media, the internet, and other channels to enhance the recognition and support of the policies from all sectors of society.

3.3. Difficulties encountered during the implementation process

How to ensure the quality of various educational paths after diversion and ensure that students can equally receive high-quality education is a major challenge currently faced. Ensuring the quality of various educational paths after diversion and guaranteeing that students can equally receive high-quality education is a major challenge faced by the high school entrance examination diversion policy. This requires the government and education departments to carefully and thoughtfully consider various factors in the process of policy formulation and implementation, ensuring that every educational path can provide high-quality educational resources and services. Specifically, by establishing and improving an education quality monitoring system, regular evaluations and supervision of various educational paths after diversion can be carried out to ensure that the education quality meets standards. At the same time, it is also necessary to strengthen the training and professional development of teachers, and enhance their ability to adapt to the needs of different educational paths. In addition, it can also encourage and support cooperation and communication between schools, share high-quality educational resources, and promote the overall improvement of educational quality[4]. Through in-depth analysis and discussion of the three major issues mentioned above, we can see that although the implementation of the high school entrance examination diversion policy in Anhui Province faces many challenges and difficulties, as long as effective measures are taken and policies are continuously optimized and adjusted, it is possible to achieve a balanced allocation of educational resources, promote educational equity, improve educational quality, and better serve the implementation of the rural revitalization strategy.

4. Project Expansion and Promotion

4.1. Explore the model of "urban-rural education resource sharing"

By utilizing information technology, rural students can also enjoy high-quality urban education resources, such as distance education and online courses. The rapid development of information technology has provided the possibility for achieving the sharing of educational resources between urban and rural areas. Through distance education, online courses, and other means, rural schools can access high-quality urban educational resources. For example, excellent teachers from prestigious urban schools can be invited to conduct remote teaching, so that rural students can also receive high-quality education. At the same time, a cloud based teaching resource library can also be established to integrate high-quality course materials, experimental equipment, etc. from the city for free use by teachers and students in rural schools. In addition, live streaming technology can be used to allow rural students to listen to high-quality courses offered by urban schools and experience a high-quality educational environment. Overall, the application of information technology can effectively compensate for the shortage of rural educational resources and enable urban and rural students to share high-quality educational resources.

4.2. Establish an inter school cooperation and exchange mechanism to promote the flow and sharing of high-quality educational resources between urban and rural schools

Establishing an inter school cooperation and exchange mechanism can effectively promote the sharing of educational resources between urban and rural schools[5]. On the one hand, it is possible to encourage pairing assistance between urban prestigious schools and rural schools,

with urban schools providing teacher training, curriculum support, equipment donations, etc., to drive the improvement of teaching standards in rural schools. On the other hand, in-depth communication between urban and rural schools can also be achieved through teacher exchanges, student visits, and other means to enhance mutual understanding and promote the flow of high-quality educational resources between schools. At the same time, an educational resource sharing platform can be established to facilitate the search and exchange of various educational resources needed between schools, achieving the sharing of high-quality resources.

4.3. Build a home school community interaction platform to enhance the participation and support of parents and the community for educational policies

On the home school community interaction platform, a dedicated education policy consultation section can be set up, inviting education experts, policy makers, etc. to provide online answers, allowing parents and community members to better understand and support relevant policies. At the same time, channels for feedback from parents and community members can also be established, allowing them to provide timely opinions and suggestions, thereby making policy formulation and implementation more closely aligned with actual needs. In addition, school updates, teaching achievements, and other information can be regularly published on the platform to enhance parents' and the community's sense of identification with the school, and promote positive interaction between the home school community. Through such interactive platforms, it helps to enhance the participation and support of parents and communities for education policies, thereby promoting the sustainable development of the education industry.

Overall, in the context of rural revitalization, exploring the use of information technology to achieve urban-rural education resource sharing, establishing inter school cooperation and exchange mechanisms to promote the flow of high-quality education resources, and building a home school community interaction platform to enhance the participation and support of all parties in education policies are important measures to optimize the implementation of the high school entrance examination diversion policy[6]. Taking advantage of the high school entrance examination diversion policy, we will take multiple measures such as resource sharing, personalized teaching, and home school linkage to narrow the education gap between urban and rural areas and inject new impetus into rural revitalization. These measures help alleviate issues such as uneven allocation of educational resources and differences in policy awareness, and contribute to achieving educational equity and improving educational quality, better serving the implementation of the rural revitalization strategy.

5. Conclusion

Improving investment in educational resources in rural areas is the primary condition for achieving educational balance. This includes not only investment in school infrastructure, such as the construction and maintenance of modern teaching buildings, laboratories, and sports facilities, but also investment in teacher training and development projects to enhance teachers' teaching quality and professional abilities[7]. The government can consider establishing a special fund to support the development of rural education, especially encouraging outstanding educational talents to work in rural schools, and attracting and retaining teachers by providing higher salaries, career development opportunities, and other benefits.

We will strengthen the publicity of the policy of separating students for the senior high school entrance examination, and popularize the correct understanding and understanding of the policy through television, radio, the Internet and other media. Schools and education departments should organize special lectures and parent teacher conferences, inviting

education experts, excellent teachers, and parents of successful students to share the positive effects and experiences of the diversion policy, in order to reduce misunderstandings and resistance. At the same time, social media and online forums should be utilized to conduct online interaction and consultation, allowing parents and students to access information more conveniently, enhancing policy transparency and public participation.

Build a comprehensive and diversified student evaluation system that not only focuses on students' academic achievements, but also includes comprehensive quality evaluations in morality, intelligence, physical fitness, aesthetics, labor, and other aspects. This evaluation system can encourage students to develop comprehensively and provide more fair evaluation criteria for students with different strengths and interests. Schools and teachers should receive specialized training on how to implement and utilize this diverse evaluation system to ensure its effectiveness and fairness.

Establish a comprehensive tracking and evaluation system to continuously monitor and analyze the implementation effect of the high school entrance examination diversion policy. This should not only include regular student academic performance and satisfaction surveys, but also feedback collection from teachers and parents. All collected data and information should be used to evaluate the effectiveness of policies and serve as a basis for adjusting and optimizing policies. At the same time, it is recommended to establish a dedicated policy feedback platform where all stakeholders, including students, parents, teachers, and community members, can easily provide opinions and suggestions to ensure the continuous improvement and refinement of policies.

Through the study of the implementation effect of the middle school entrance examination diversion policy in Anhui Province, it can be seen that in the context of rural revitalization, the middle school entrance examination diversion policy has played a positive role in promoting the rational allocation of educational resources and the personalized development of students. However, it also faces problems such as uneven educational resources and differences in policy awareness[8]. Therefore, it is necessary for the government, schools, families and other sectors of society to work together to continuously optimize and adjust policies, in order to achieve balanced development of education and contribute to the implementation of the rural revitalization strategy.

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