Education Reform and Development, 2026, Volume 8, Issue 10
https://bbwpublisher.com/journal/erd
Online ISSN: 2652-5372
Print ISSN: 2652-5364

The "Four-Stage and Six-Dimension" Educational Practice of Ideological-Political Curriculum-Ideology Assistance for County-Level Secondary Vocational Schools From the Perspective of Core Competencies

Fei Huang*

Nanjing Zhonghua Secondary Vocational School, Nanjing 210012, Jiangsu, China

****Author to whom correspondence should be addressed.***

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Against the background of implementing the fundamental task of fostering virtue through education, how to invigorate ideological-political education in county-level secondary vocational schools constitutes an important subject for current educational assistance. This study addresses dilemmas, including the superficial nature of ideological-political teaching and deficiencies in teachers' educational competence in county-level secondary vocational schools, based on the real context of cross-regional vocational-education counterpart assistance. This paper puts forward a four-stage progressive classroom paradigm of "empathy · rational understanding · inspirational thinking · earnest practice", innovatively constructs a "six-dimension-integrated" teacher-empowerment linkage mechanism, and builds a new ecology for all-environment virtue-fostering education. Practice has proved that this mode not only enables core competencies to take root in secondary-vocational classrooms, but also activates the endogenous motivation of county-level vocational-education teachers, generating a replicable and promotable new form of ideological-political education for county-level vocational education.

Keywords: Core competencies; Curriculum-ideology; Collaborative symbiosis; County-level vocational education; Four-stage and six-dimension

Online publication: November 25, 2026

1. Problem proposal: Practical dilemmas and era demands of collaborative ideological-political education in county-level secondary vocational schools

The National Conference on Ideological-Political Work in Institutions of Higher Education in 2016 clearly pointed out that ideological-political courses are key courses for shaping people's souls, yet they are not the only educational carrier. All types of courses must fulfill their educational responsibilities, promote the parallel

development of ideological-political courses and other courses [1], and truly realize the goal that "every course undertakes educational functions and every individual shoulders educational responsibilities". Subsequently, the *Work Plan for Comprehensively Promoting the Construction of "Great Ideological-Political Courses"* also emphasized that the construction of all-domain collaborative "great ideological-political courses" should be transformed from theoretical advocacy into rigid school-running requirements for vocational education [2].

The secondary-vocational stage is the "jointing-and-booting period" for adolescents to shape their values. The cultivation quality of five core competencies for students, namely political identity, professional spirit, awareness of the rule of law, sound personality and public participation, directly determines the comprehensive-competency foundation of grassroots technical-skilled talents [3].

AS the only public vocational-education entity in the county, the assisted school is faced with disadvantages including weak student foundations and students' low receptiveness to theoretical knowledge. Meanwhile, it is rich in local red-cultural and rural educational resources, yet systematic development of such resources is insufficient. Based on the typical school conditions of county-level secondary vocational schools, how to break bottlenecks in collaborative education, make up for teachers' deficiencies in competency-oriented teaching capabilities, and build an integrated educational framework of "competency-classroom-mechanism" is a practical subject that the assistance team must face directly.

2. Value anchoring: Internal logic of collaborative ideological-political education in secondary vocational schools from the perspective of core competencies

Collaborative education between ideological-political courses and curriculum-ideology is not a simple combination of "ideological-political courses plus other courses". Instead, it represents systematic reform that follows the physical and mental growth rules of secondary-vocational students, with its fundamental objective of realizing core-competency cultivation. The five major competencies constitute the complete educational goal of "fostering both morality and skills" in vocational education, and serve as the theoretical basis for reconstructing the step-by-step classroom and innovating the six-dimension empowerment mechanism in this research [5].

2.1. Political identity: The ideological foundation

Focusing on the cultivation of devotion to the motherland, institutional confidence and recognition of development paths, it corrects secondary-vocational students' cognitive deviations in values and consolidates the ideological foundation for skilled talents.

2.2. Professional spirit: The core mainline

Focusing on the cultivation of craftsmanship spirit, model-worker spirit, professional ethics and professional self-confidence, it addresses common problems such as secondary-vocational students' weak professional identity and ambiguous development goals.

2.3. Awareness of the rule of law: The bottom-line criterion

Focusing on the cultivation of laws and regulations, industrial norms and awareness of cyber-rule-of-law concepts, it fosters secondary-vocational students' awareness of rules and rule-of-law thinking.

2.4. Sound personality: The emotional foundation

Some county-level secondary-vocational students suffer from inferiority complexes and psychological resistance. This research tries to eliminate their psychological defense and shape an inclusive, positive and sound personality by leveraging local humanistic, red-cultural and role-model resources.

2.5. Public participation: The practical goal

Adhering to the integration of knowledge and practice, it cultivates secondary-vocational students' sense of responsibility by means of professional volunteer services and social practice, helping them realize self-worth through serving society.

Taking the five core competencies as top-level objectives, this research adopts the "four-stage step-by-step" classroom as the hierarchical implementation path and the "six-dimension-integrated" linkage mechanism as the guarantee for teacher empowerment and long-term operation. Through classroom reconstruction and mechanism innovation, abstract curriculum-standard requirements are transformed into teachable, learnable and evaluable real educational outcomes. Meanwhile, it forces the assistance team and local teachers to form a learning community, completing the professional transformation from "single knowledge-and-skill teaching" to "competency-oriented comprehensive education", and realizing two-way improvement in students' competency growth and teachers' educational capabilities [4].

3. Practical exploration: Reconstruction of four-stage step-by-step ideological-political classroom based on five core competencies

Targeting the pain points of ideological-political education in the assisted school, the assistance team and local teachers have set up a joint teaching-research group. Based on actual school-running conditions and local county-level resources, they systematically plan and implement various teaching-research and educational activities. Taking classroom-teaching quality and actual educational outcomes as core evaluation criteria for both sides, they actively explore effective paths for collaborative education of ideological-political courses and curriculum-ideology, and construct a step-by-step integrated classroom system of "empathy for heart-nurturing, rational understanding for knowledge-correction, inspirational thinking for intelligence-enhancement, and earnest practice for virtue-establishment". Each stage of the classroom precisely matches corresponding priorities for core-competency cultivation. Following students' growth rules of "emotional acceptance → rational cognition → speculative improvement → practical internalization", it hierarchically addresses classroom-education pain points and builds an integrated ideological-political classroom featuring warmth, depth, speculation emphasis and practice orientation [6].

3.1. Empathy for heart-nurturing: Building a warm-themed classroom to cultivate sound-personality competency

As the foundation of the step-by-step integrated classroom system, this link is supported by humanistic empathy theory. Following the cognitive rule of "emotional acceptance" in students' early growth stage, it abandons the one-way indoctrination mode of traditional ideological-political classrooms and targets educational difficulties, including secondary-vocational students' low receptiveness to abstract theories and insufficient self-identity, with a focus on cultivating students' sound-personality competency. The school fully taps distinctive local county-level resources to build immersive warm-themed ideological-political

classrooms, replacing rigid theoretical preaching with emotional influence. For instance, in the teaching module on craftsmanship spirit, it incorporates advanced deeds of a well-known local labor-service-brand founder commended by the Party Central Committee. Through the in-class simulation activity of "interviewing hometown model workers", students are guided to perceive craftsmanship spirit from real cases, effectively narrowing the distance between students and ideological-political education [7]. Relying on regular collective ideological-political teaching-research activities, the school continuously optimizes classroom-situation design and after-class practical tasks. It systematically sorts out more than twenty county-level characteristic educational resources, including historical-cultural traditions, red resources at martyrs' cemeteries, literary resources of famous writers, local intangible-cultural-heritage techniques, outstanding skilled alumni and pioneers in rural-revitalization work, and builds an exclusive local-resource bank. Drawing on vivid hometown-related educational materials, students establish positive value cognition through deep empathy and real-life experience, develop confident and virtuous personalities, and consolidate the emotional foundation for ideological-political classroom education.

3.2. Rational understanding for knowledge-correction: Building an in-depth-themed classroom to consolidate professional-spirit competency

This serves as the core progressive link of the step-by-step integrated classroom and complies with the cognitive-growth rules of moral education. Many county-level secondary-vocational students know little about local industries. They mistakenly believe that there are few development opportunities in their hometown, that vocational education offers no promising future and that returning home means poor employment prospects, resulting in biased professional cognition and insufficient self-confidence for personal growth.

The classroom adopts real-life stories of local martyrs, rural-revitalization role models and outstanding returned alumni to interpret craftsmanship spirit and devotion to the motherland. Combined with local conditions of health-preservation bases, low-altitude-economy industries, and four major labor-service brands, layered debate competitions are organized to guide students to understand local demand for skilled talent and sort out the relationship between personal growth and hometown development.

Through targeted teaching, students' one-sided viewpoints are corrected, and their understanding of craftsmanship spirit and professional responsibility is deepened. An educational model is formed that leverages local resources, addresses local cognitive problems, and cultivates local skilled talents.

3.3. Inspirational thinking for intelligence-enhancement: Building a flexible-themed classroom to foster political-identity competency

This represents the speculative-improvement link in the step-by-step integrated classroom. Based on constructivist theory and learning-community concepts, it follows students' cognitive rules, inherits teaching outcomes of previous emotional influence and basic cognition, focuses on cultivating students' political identity, helps them correct cognitive deviations, and fosters devotion to the motherland and a sense of responsibility for the times.

This link abandons the old rote-learning mode of ideological-political courses. It adopts question-oriented student inquiry and enriches classroom forms with AI technology. AI is used to restore the growth story of a local model worker: an ordinary migrant-worker youth who strove to improve professional skills, built a labor-service brand, increased income for fellow villagers, and won the National May-1st Labor Medal, so as to build immersive learning scenarios [8].

Group discussions are organized around career-choice questions derived from the model worker's experience, for example: whether skilled-talented students have promising prospects staying in their hometown, whether to go out for career development or return home for construction after acquiring skills, and how secondary-vocational students can boost hometown development with their professional skills. Classroom observers interact at any time, detect students' cognitive misunderstandings and correct their one-sided views on rural revitalization, vocational education and youth responsibility. In class, students are more willing to speak and reflect, their dialectical-thinking ability is exercised, and an ideological foundation is laid for subsequent practical education.

4. Mechanism innovation: A six-dimension-integrated full-chain teacher-empowerment system for core-competency cultivation

To consolidate educational outcomes of the four-stage ideological-political classroom and guarantee regular, high-quality implementation of the five core competencies, and address problems including teachers' inadequate competency-oriented educational capabilities and fragmented collaborative teaching-research work, the assistance team and the assisted school have jointly formulated the development idea of "ideological-political guidance, pilot implementation first, interdisciplinary linkage and all-staff empowerment". Giving play to professional-leading roles, the assistance team cooperates with local back-bone teachers to innovate six regular collaborative-operation mechanisms. Closely matching the implementation requirements of the four-stage classroom, it empowers teachers to improve competency-oriented teaching capabilities throughout the whole chain, including lesson preparation, lesson polishing, teaching-research work, resource utilization, evaluation and feedback, and finally realizes the transformation from "external blood transfusion" to "local endogenous capacity building".

4.1. Ideological-political special-group subject-department pairing: Realizing accurate adaptation of core competencies for different majors

Back-bone ideological-political teachers participate in collective lesson-preparation activities of various majors in depth. They formulate discipline-specific ideological-political integration plans of "one competency for one discipline" according to professional characteristics, and adopt the implementation path of pilot-first and layered promotion. Special guidance is offered to the cooking-teaching-research group to help tap ideological-political elements oriented toward humanistic heritage and professional-spirit cultivation and attract student participation. For the nursing-teaching-research group, priority is given to cultivating sound-personality and public-participation competencies. The rate of students raising their hands in class has increased by nearly 30 % in pilot classes.

4.2. Inter-disciplinary two-way lesson polishing and class evaluation: Calibrating core-competency cultivation objectives in classrooms

A regular system for two-way class auditing and joint lesson polishing by ideological-political teachers and professional teachers is implemented. Ideological-political teachers mainly ensure that value orientations for political-identity and rule-of-law-awareness competencies do not deviate, while professional teachers take charge of controlling professional-knowledge logic and practical-training operation standards. They complement each other to polish integrated classrooms featuring "knowledge imparting + skill training +

competency cultivation". A total of 32 joint lesson-polishing sessions have been carried out, covering 150 teachers, and 15 standardized integrated demonstration lessons have been developed [9].

4.3. Small-topic joint-research for radiating effects: Solving practical difficulties in implementing five competencies across the board

Research groups are formed targeting practical teaching pain points such as "cultivating sound personality with local resources", "forging professional spirit through professional practical-training" and "realizing political identity through classroom speculation". Taking small-topic research as the starting point, standardized school-based educational paradigms are refined. Five special school-based ideological-political research projects have been approved, and two types of directly reusable classroom-education paradigms have been summarized.

4.4. Joint construction and sharing of school-based educational examples: Building full-coverage resource support for competency-oriented education

More than 50 high-quality competency-oriented teaching cases from various disciplines are sorted out and integrated, with each case labeled by competency-cultivation type. A five-step teacher-growth path of "studying examples → imitating design → joint lesson polishing → iterative revision → independent innovation" is innovatively put forward. The built school-based ideological-political resource-sharing library has been quoted more than 500 times in total. It relieves teachers from isolated teaching-research work, shortens the growth cycle for young teachers, and improves the development efficiency of backbone teachers.

4.5. Visualized closed-loop evaluation: Establishing a quantifiable evaluation system for five core competencies

School-based ideological-political evaluation scales are developed, with the five major competencies set as primary assessment indicators, and 4 categories containing 12 quantifiable secondary observation indicators specified. Abstract core competencies are transformed into observable, gradable and optimizable quantifiable indicators. Teachers are forced to anchor competency objectives in instructional design, and the competency-cultivation effectiveness of four-stage classrooms is supervised in an all-round way [8].

Table 1. Three-Dimensional Matching System of Core Competencies, Four-Stage Classrooms and Six-Dimension Linkage Mechanisms

Educational Hierarchy	Core-Competency Dimension	Corresponding Four-Stage Classroom	Supporting Six-Dimension Guarantee Mechanism	Core Educational Function
Emotional & Personality Foundation	Sound Personality, Humanistic Heritage	Empathy for Heart-Nurturing · Warm-Themed Classroom	Special-Group Subject-Department Pairing, Two-Way Teacher-Student Feedback	Eliminate learning-situation alienation by leveraging local resources, shape a positive sound personality, and consolidate cultural self-confidence
Ideological & Value Foundation	Political Identity, Awareness of the Rule of Law	Rational Understanding for Knowledge-Correction · In-Depth-Themed Classroom	Two-Way Lesson Polishing & Class Evaluation, Visualized Evaluation Closed-Loop	Analyze and correct social-cognitive deviations, foster institutional self-confidence and rule-of-law bottom-line awareness, consolidate ideological foundation

General Thinking Support	Speculative-Innovation Competency (Underlying Tool for All Competencies)	Inspirational Thinking for Intelligence-Enhancement · Flexible-Themed Classroom	Small-Topic Joint-Research Tackling, Sharing of School-Based Examples	Train critical independent-thinking ability, realize internalized construction of five core competencies, get rid of passive indoctrination
Practical & Action-Oriented Goal	Professional Spirit, Public Participation	Earnest Practice for Virtue-Establishment · Practice-Themed Classroom	Special-Group Subject-Department Pairing, Two-Way Teacher-Student Feedback, Visualized Evaluation	Forge craftsmanship spirit and social responsibility through professional social practice, realize transformation from knowledge to action

Table 2. Comparison of Educational Outcomes Before and After Implementation of the Six-Dimension-Integrated Collaborative Mechanism

Comparison Indicator	Mean Value Before Implementation	Mean Value After Implementation	Improvement Margin
Rate of Students Raising Heads in Class	42 %	75 %	+33 percentage points
Frequency of Students Voluntarily Speaking Per Class	0-2 times	3-5 times	300 % increase
Participation Rate of Students in On-and-Off-Campus Volunteer Services	58 %	88 %	+30 percentage points
Student Class Satisfaction (Full Score: 5 Points)	3.1 points	4.4 points	+1.3 points

5. Conclusion

Promoting collaborative education between ideological-political courses and curriculum-ideology constitutes a systematic long-term project for county-level secondary vocational schools to implement core-competency cultivation and build "great ideological-political courses". Taking teaching-reform practices of county-level vocational education as the carrier and guided by the five core competencies specified in secondary-vocational ideological-political curriculum standards, on the one hand, this research relies on four-stage step-by-step classrooms to hierarchically address four major classroom bottlenecks including poor adaptation to learning situations, shallow cognition, insufficient speculation, and disconnection between knowledge and practice. On the other hand, it gives full play to the assistance team's professional-leading and mentoring roles. Through the six-dimension-integrated linkage mechanism, the whole chain of teacher-research work, resource sharing and quality evaluation is connected, building an all-domain great ideological-political education pattern featuring parallel participation and joint construction and sharing [10]. Nevertheless, deficiencies still exist in this reform: first, digital empowerment is not deep enough, and the radiation scope of school-based competency-oriented educational resources is limited within the campus. Second, layered evaluation indicators lack refinement and fail to cover all majors and student grades. In the follow-up work, the school will further deepen the reform, build a digital whole-process evaluation system and improve classified and layered assessment indicators. Meanwhile, it will further tap local resources including county-level red culture, intangible cultural-heritage techniques and rural revitalization, develop competency-oriented educational resource libraries, promote cross-school and cross-county radiation and popularization of educational modes, and continuously consolidate the talent-cultivation foundation of "fostering both morality and skills" for county-level vocational education.

Funding

2025-2026 Jiangsu Vocational-Education Research Project of Jiangsu Vocational-Education Association, "Practical Research on Curriculum-Ideology Teaching for Five-Year Higher-Vocational English Courses From the Perspective of Core Competencies" (Project No.: XHYBLX2025190)

Disclosure statement

The author declares no conflict of interest.

References

[1] Publicity Department of the Communist Party of China Central Committee, Ministry of Education, 2020, Guidelines for the Construction of Curriculum-Ideology in Institutions of Higher Education, visited on July 15, 2026, http://www.moe.gov.cn/srcsite/A08/s7056/202006/t20200603_462437.html.

[2] Ministry of Education, 2022, Work Plan for Comprehensively Promoting the Construction of "Great Ideological-Political Courses", visited on July 15, 2026, http://www.moe.gov.cn/srcsite/A13/moe_772/202208/t20220818_653672.html.

[3] Xu G, 2021, Logical Starting Point and Practical Path for Curriculum-Ideology Construction in Vocational Education. Chinese Vocational and Technical Education, 2021(14): 5–10.

[4] Zhuang X, 2020, Teaching Competencies of Vocational-School Teachers: Connotation, Composition and Promotion Paths. Vocational Education Forum, 36(1): 12–18.

[5] Ministry of Education, 2019, Curriculum Plan for General-Basic Courses in Secondary Vocational Schools, June 5, 2019.

[6] Xia C, 2025, Constructing the "Three-Layer and Four-Stage" Teaching Mode for "Great Ideological-Political Courses". Xinhua Daily, July 24, 2025.

[7] Xu Y, 2024, Innovating College Ideological-Political-Education Modes Enabled by Artificial Intelligence. Chinese Social Sciences Weekly, March 26, 2024.

[8] Research Report on Construction of Teaching-Evaluation System for Chinese Senior-High-School Curriculum-Ideology Based on Core Competencies. Educational-Research Project Report.

[9] Hou Y, Wang F, 2026, Connotation Expansion and Promotion Paths of College Counselors' Core Competencies From the Perspective of "The Fourth Team". 2026(7): 109–113.

[10] Zhang D, 2025, Exploration on Practical Innovation of Junior-High-School Campus-Culture Construction—Building a Six-Dimensional Educational System Guided by "Jingyuan Culture". Reference for Middle-School Political Teaching, 2025(39): 75–77.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.