

Four-dimensional collaboration and cultural education: Construction and practice of school cultural education system in the new era

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Abstract

As the spiritual core of school governance, campus culture serves as a vital implicit carrier to implement the fundamental task of moral cultivation and promote high-quality educational development. In the new educational landscape, teacher-centered knowledge instruction can no longer meet the holistic developmental needs of faculty and students. Accordingly, the establishment of a systematic, multi-dimensional and sustainable cultural education framework has become a core priority for schools' connotative development. Against the backdrop of new-era moral education requirements, this study proposes an innovative four-dimensional collaborative cultural education system, which consists of morality inheritance via campus culture, cultural dissemination, implicit cultural nurturing, and long-term developmental empowerment. These four dimensions advance progressively, interact dynamically, and integrate organically into a unified whole. Morality inheritance consolidates the fundamental value system and fosters shared ideals and beliefs among teachers and students; cultural dissemination diversifies educational approaches to facilitate cultural immersion and affective identification; implicit cultural nurturing optimizes campus educational environments to deliver subtle and pervasive educational influences; long-term developmental empowerment stimulates internal growth momentum to support teachers' and students' lifelong development. Interconnected and mutually reinforcing, the four-dimensional framework forms a closed-loop educational mechanism. It ultimately realizes the developmental goals of prosperous campus culture, profound cultural accumulation, enhanced sense of acquisition among faculty and students, and elevated educational confidence. This research provides solid theoretical support and replicable practical strategies for optimizing cultural education systems in primary and secondary schools nationwide.

Keywords: New-era Education; Campus Culture; Cultural Nurturing; Four-dimensional Education Model; Moral Cultivation in Education

1. Introduction

The 20th National Congress of the Communist Party of China highlights the cultivation of young talents capable of undertaking national rejuvenation missions, and underscores the pivotal role of cultural nurturing in moral shaping, spiritual cultivation and intellectual enlightenment. The *Outline for the Construction of an Educational Power (2024–2035)* mandates the in-depth development of campus cultural initiatives, the construction of a full-participation, whole-process and all-round cultural education system, and the comprehensive integration of cultural construction into talent cultivation procedures to consolidate the connotative foundation of modern school education. Since the essence of education lies in holistic talent cultivation, its core objective focuses on nurturing individual mindsets, moral characters and spiritual attainment. As an implicit ideological and political educational platform, campus culture bridges knowledge instruction, moral cultivation and personality refinement, serving as an indispensable component of school education.

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Nevertheless, contemporary campus cultural construction in numerous schools is plagued by fragmentation, formalism and superficiality. Many educational institutions prioritize hardware landscape upgrading over spiritual cultural cultivation, emphasize superficial activity organization over in-depth value implementation, and pursue short-term publicity effects rather than sustained cultural edification. Such problematic practices render campus culture formal and ineffective, failing to nourish teachers' and students' inner minds, refine their moral traits, or sustain long-term school development. In accordance with the fundamental task of moral education, as well as school operation principles and adolescent growth laws, this study develops an integrated four-dimensional campus cultural education framework featuring "morality inheritance – cultural dissemination – implicit nurturing – developmental empowerment".

Within this framework, morality inheritance functions as the core foundation of cultural education, focusing on value guidance to address the fundamental question of spiritual cultivation. Cultural dissemination acts as the practical communication carrier, resolving the operational difficulties of educational implementation through immersive experiential education. Implicit cultural nurturing provides environmental support for sustained education, aiming to build a long-term positive educational atmosphere. Developmental empowerment serves as the ultimate destination of cultural education, exploring the long-term practical value of educational practices. Spanning spiritual connotation, communication channels, environmental atmosphere and lifelong development, the four dimensions construct a complete closed-loop educational system. It guides teachers and students to perceive, recognize, practice and inherit excellent campus culture, fostering a high-quality educational ecosystem characterized by profound campus heritage, strong individual sense of belonging and stable value confidence, and further boosting the connotative and high-quality development of modern school education.

2. Morality Inheritance via Culture: Consolidating Foundational Values and Building Shared Ideals

Culture is the fundamental carrier of moral concepts and the cornerstone of educational practices. Morality inheritance represents the primary dimension of campus cultural education, as well as the logical starting point and spiritual core of the entire educational system. Its core connotation lies in utilizing outstanding campus culture to inherit national righteousness, uphold educational principles and disseminate scientific growth concepts. It systematically refines schools' core educational philosophies, value criteria and spiritual pedigrees, unifies the value pursuits, ideals, beliefs and moral norms of all faculty and students, and practically implements the fundamental mission of cultivating talents for the Party and the country through moral education.

2.1. Refining Core Cultural Connotations to Clarify Educational Orientation

Spiritual culture constitutes the core of school culture, while scientific value systems lay the foundation of sound spiritual culture. Modern campus cultural construction transcends superficial slogan posting and landscape decoration; it is a profound spiritual refinement rooted in schools' historical accumulation, regional cultural characteristics, educational positioning and contemporary developmental demands. Each school possesses unique operational heritage, educational features and developmental visions. Only by fully exploring inherent educational resources and integrating traditional Chinese fine culture, revolutionary red culture and progressive new-era cultural concepts can schools refine exclusive school-based cultural systems and form distinctive, influential and inspiring spiritual cores.

Schools abandon stereotyped and homogenized cultural expressions, sort out historical operational experiences, and adhere to original educational aspirations to refine school-running philosophies, mottos, campus ethos, teaching styles and learning styles that adapt to institutional characteristics, student traits and temporal trends. Core educational concepts including patriotism, moral integrity, diligent learning and practical dedication are integrated into campus spiritual connotations, while national responsibility, integrity, kindness, enterprising awareness and innovative spirit are defined as essential literacy goals of campus cultural education. Furthermore, core cultural concepts are institutionalized and standardized, embedded in school charters, management systems, educational plans and faculty and student behavioral norms. Institutional constraints consolidate unified value orientation and consistent developmental goals across the entire campus.

2.2. Strengthening Value Guidance to Consolidate Ideological Foundations

Morality inheritance focuses on spiritual shaping and righteous education, guiding teachers and students to establish scientific world outlooks, life attitudes and value systems. For teaching staff, schools organize regular ethical training, exemplary figure lectures and educational aspiration sharing activities based on core campus culture. These initiatives instill professional ethics centered on moral education, dedicated teaching and student-oriented care, encouraging teachers to pursue the standards of new-era qualified educators with ideals, moral integrity, solid knowledge and dedication.

For student groups, schools integrate ideal education, patriotism education and moral cultivation into daily educational practices. Relying on ideological and political courses, red field studies, exemplary incentive education and other diversified platforms, schools abandon rigid indoctrination teaching methods. Vivid cultural carriers are adopted to disseminate positive values, guiding students to integrate personal growth with school progress, national construction and national rejuvenation undertakings.

2.3. Uniting Spiritual Consensus to Build Synergistic Educational Forces

Shared value ideals serve as the spiritual bond that unites all campus members. Through systematic value shaping, morality inheritance eliminates individual cognitive differences among teachers and students, constructing a unified campus spiritual community. Teaching staff take institutional educational goals as their professional pursuit, students regard school developmental visions as their growth guidance, and administrative and logistics personnel prioritize overall school development in daily work. The whole campus forms a collaborative and synergistic educational ecosystem, transforming the school from a mere teaching venue into a spiritual home for ideal cultivation, moral refinement and talent development, and laying a solid spiritual foundation for subsequent cultural dissemination and implicit environmental nurturing.

3. Cultural Dissemination: Nourishing Minds and Facilitating Cultural Identity and Affective Resonance

While morality inheritance establishes the spiritual core of campus education, cultural dissemination promotes the widespread inheritance of cultural connotations. As the practical carrier and implementation path of cultural education, cultural dissemination converts abstract value concepts into tangible, participatory and experiential educational contents through diversified, normalized and daily cultural activities and cultural products. It breaks the temporal and spatial limitations of traditional cultural education, integrates campus culture into daily life, and realizes in-depth psychological recognition and affective resonance among teachers and students.

3.1. Enriching Diversified Cultural Carriers to Expand Educational Communication Pathways

Based on core cultural connotations, schools construct a systematic, distinctive and school-based cultural product system. At the static level, schools compile exclusive school-based textbooks, cultural reading materials and school history albums, and produce cultural promotion videos and thematic exhibition boards that integrate school motto spirits and outstanding faculty and student deeds. Unique campus cultural IPs are developed based on institutional characteristics to enhance cultural recognition and appeal. At the dynamic level, schools make full use of new media platforms including official WeChat accounts, short video platforms and campus radio stations, as well as offline cultural walls, to achieve all-weather and full-coverage cultural communication through texts, images, short videos and live broadcasts.

3.2. Organizing Normalized Cultural Activities to Activate Educational Vitality

Adhering to the principles of universal participation, whole-process immersion and full-scene coverage, schools build a hierarchical and systematic cultural activity system. School-wide events such as cultural festivals, reading festivals, art festivals, sports meetings and civilization promotion months are held on a regular basis. For students, themed class meetings, red culture preaching, speech and essay competitions, club exhibitions and volunteer service activities are organized to provide comprehensive platforms for moral cultivation and literacy improvement. For teachers, professional salons, ethical keynote speeches, educational story sharing and expert forums are carried out. All activities strictly adhere to the fundamental goal of moral education, discard formalized and entertaining design, and enable teachers and students to recognize campus cultural connotations and cultivate school patriotism through immersive participation.

3.3. Expanding Communication Channels to Foster Positive Campus Public Opinion

Schools integrate online and offline, internal and external communication resources to build a three-dimensional cultural publicity system. Internally, cultural concepts are implemented layer by layer to cover all teachers, students and campus spaces. Externally, schools actively publicize educational achievements, cultural characteristics and campus demeanor to enhance institutional brand influence. Sustained cultural dissemination and immersive activity participation transform cultural education from passive reception to active recognition, laying a solid emotional foundation for implicit cultural nurturing practices.

4. Implicit Cultural Nurturing: Silent Educational Edification through Campus Environments

As a key guarantee for effective cultural education, implicit cultural nurturing adheres to the philosophies of environment-based education, atmosphere-oriented education and ecological education. It integrates campus cultural connotations into physical spaces, interpersonal interactions and classroom teaching environments to build an all-round immersive educational ecology, delivering subtle, pervasive and long-term educational influences. Teachers and students obtain continuous cultural nourishment and accumulate profound cultural heritage in daily campus life.

4.1. Optimizing Physical Campus Environments to Build Immersive Educational Scenarios

Following the educational philosophy that every plant, scenery and wall bears educational significance, schools conduct overall planning and construction of cultural corridors, motto squares, school history exhibition halls, reading spaces and themed corridor areas. Campus ethos, school mottos, red cultural elements and inspirational concepts are integrated into every corner of the campus. Schools implement the “one class, one feature” construction mechanism for class culture, building exclusive class cultural walls, honor display areas and book corners. Civilized etiquette, unity, friendship and thrift concepts are embedded in dormitories, canteens and functional classrooms, enabling students to receive subtle cultural edification in daily study and life.

4.2. Cultivating Humanistic Campus Atmosphere to Construct Harmonious Educational Ecology

Schools strive to build a positive humanistic ecosystem featuring respectful teacher-student relationships, diligent learning attitudes and harmonious interpersonal communication. An equal, respectful, inclusive and warm interactive mechanism between teachers and students is established. Among students, a positive class atmosphere featuring mutual assistance, progressive development and moral advocacy is cultivated. The teaching faculty maintains a fine professional ethos of dedication, collaboration and rigorous teaching. Meanwhile, schools actively explore implicit moral education elements in various disciplines, promote curriculum-based cultural education, and take classrooms as the core position for realizing implicit cultural nurturing.

4.3. Stabilizing Long-term Educational Atmosphere to Accumulate Profound Campus Heritage

Environmental edification is characterized by long-term effectiveness and recessive influence. Through sustained environmental optimization and cultural layout, positive campus atmosphere continuously nurtures teachers and students, subtly standardizing their daily behaviors and refining their spiritual temperament. With long-term accumulation, campus culture evolves from superficial environmental decorations into inherent institutional heritage, individual spiritual temperament and distinctive school-running characteristics, realizing in-depth recognition of campus cultural value and consolidating the foundation for the long-term development of teachers and students.

5. Developmental Empowerment via Culture: Facilitating Lifelong Growth of Teachers and Students

Developmental empowerment represents the ultimate value and goal of campus cultural education. Relying on accumulated profound campus cultural heritage, it stimulates the internal growth motivation of teachers and students, enhances their cultural confidence and developmental confidence, supports teachers’ professional advancement and students’ lifelong growth, and realizes the coordinated progress and two-way empowerment of teachers, students and schools.

5.1. Empowering Teachers’ Professional Development to Consolidate Educational Foundations

Campus culture provides lasting internal driving force for teachers’ professional growth. Moral inheritance stabilizes teachers’ educational aspirations, relieves professional burnout and eliminates utilitarian educational tendencies. Cultural dissemination broadens teachers’ educational horizons and improves their comprehensive teaching capabilities. Implicit cultural nurturing refines teachers’ ethical temperament and promotes continuous teaching optimization. Under long-term cultural immersion, teachers achieve comprehensive progress in professional competence, moral cultivation and professional dedication, forming a high-quality teaching team with lofty ideals, professional sentiments, solid capabilities and strong sense of responsibility, and realizing the coordinated development of personal careers and school connotative construction.

5.2. Empowering Students’ Holistic Development to Support Lifelong Progress

Campus cultural education focuses on long-term personality shaping rather than short-term behavioral standardization. The values, moral traits and behavioral norms cultivated in campus life constitute precious lifelong spiritual wealth for students. Profound campus culture helps students establish firm ideals and beliefs, and develop fine

qualities including self-discipline, self-improvement, diligence, enterprising spirit and social responsibility. These excellent traits will continuously support students' growth and progress after graduation. The sense of belonging and honor cultivated by campus culture forms lasting institutional identity, underpinning students' long-term life development and personal growth.

5.3. Empowering School Connotative Development to Achieve High-quality Progress

The four-dimensional educational system guides schools to embark on a high-quality developmental path featured by cultural prosperity, connotation enhancement and characteristic development. Distinctive cultural brands and excellent campus ethos are gradually formed, continuously improving school educational quality and social reputation. Campus culture achieves intergenerational inheritance and innovative iteration, injecting sustainable endogenous power into the long-term high-quality development of educational institutions.

6. Internal Logic and Practical Effects of the Four-dimensional Educational System

6.1. Progressive and Symbiotic Internal Logic

The four-dimensional system of "morality inheritance – cultural dissemination – implicit nurturing – developmental empowerment" features progressive logic and closed-loop symbiosis. Morality inheritance defines the spiritual connotation and core orientation of education; cultural dissemination builds effective interactive communication paths; implicit nurturing guarantees long-term immersive educational effects; developmental empowerment realizes lifelong value promotion. The four dimensions are interconnected and indispensable, forming a complete whole-process educational model covering spiritual shaping, cultural communication, environmental nurturing and lifelong empowerment.

6.2. Practical Application Effects of the System

The implementation of the four-dimensional system has yielded prominent practical outcomes. Firstly, schools form distinctive cultural symbols and a strong immersive educational atmosphere. Secondly, profound cultural heritage is transformed into core school-running competitiveness. Thirdly, teachers and students gain significantly improved sense of belonging and well-being, fostering a pure, positive and harmonious campus atmosphere. Fourthly, all campus members establish firm cultural confidence and institutional honor. Meanwhile, students' comprehensive literacy and teachers' professional capabilities are continuously optimized, realizing the overall high-quality development of school education.

7. Conclusion

Campus culture embodies the most enduring, core and profound educational power of schools, and cultural nurturing serves as an essential approach to implementing moral education and promoting the construction of an educational power in the new era. The four-dimensional collaborative cultural education system conforms to the essence of education, adapts to practical school-running needs and meets contemporary developmental requirements, constructing a systematic, multi-dimensional and sustainable new campus cultural education model. Morality inheritance consolidates spiritual foundations, cultural dissemination facilitates affective resonance, implicit nurturing realizes silent edification, and developmental empowerment supports lifelong growth. Progressing step by step and operating in a closed loop, the four dimensions enable campus culture to take root in schools, nourish individual minds, empower holistic growth and achieve sustainable inheritance. In the future, schools will further optimize and improve the four-dimensional cultural education system through persistent exploration and innovative practice. By continuously enriching cultural connotations, upgrading educational carriers and perfecting operational mechanisms, schools will consolidate cultural educational achievements. High-quality campus culture will continuously empower moral education practices, promote educational development through cultural prosperity, and make cultural construction the permanent core driving force for the high-quality connotative development of modern schools.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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