

# *Primary and Secondary Education Quality Monitoring and Improvement Strategies*

**Miaomiao Tian**

*Xi'an CAIB No. 1 Primary School, Xi'an, Shaanxi, 701189, China*

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**Abstract:** Education, serving as the bedrock of societal advancement and future growth, is vital for nurturing forthcoming generations of citizens, leaders, and innovators. The significance of primary and secondary education in this nurturing process cannot be overstated, as it plays a pivotal role. Nonetheless, the task of perpetually enhancing and assessing the quality of education remains an ongoing and eternal endeavor. In the face of rapid societal transformations and technological advancements, the educational sector encounters a blend of unprecedented challenges and opportunities alike. Within this context, the article delves into research on strategies for monitoring and improving the quality of primary and secondary school education. It thoroughly analyzes existing issues in the quality monitoring of primary and secondary education and proposes effective solutions. The aim is to furnish theoretical guidance and practical reference to augment the quality of primary and secondary school education in our nation, thereby contributing significantly to the robust and healthy development of our country's educational system. This exploration holds immense theoretical and practical value, underscoring its importance in the broader educational landscape.

## **1. Introduction**

With the rapid development of society and the continuous progress of technology, new educational needs and challenges are constantly emerging, which requires people to continue to monitor and evaluate the quality of education, and constantly adjust and optimize educational strategies to adapt to the changes of society. In this process, how to monitor the quality of education scientifically and effectively, and how to put forward feasible improvement strategies according to the monitoring results, have become the key problem to be solved urgently. Therefore, the article has a very important practical significance to study it.

## **2. Problems existing in the quality monitoring of primary and secondary school education**

### **2.1 Lack of flexibility in the evaluation standards**

The current educational quality monitoring system often adopts relatively fixed and unified evaluation standards. Although these standards guarantee the uniformity and comparability of educational evaluation to a certain extent, they also ignore the differences and diversity among

students. For example, in the traditional monitoring system, teachers overemphasize written test scores as the main standard of evaluating students learning effect, this method may not be able to fully reflect the students' real learning situation and ability level, especially for those who excel in creative thinking, practice ability, this single evaluation way may limit its development, even lead to the neglect of these abilities. At the same time, this fixed evaluation standard also ignores the differences in educational resources and conditions between different regions and different types of schools, and cannot well adapt to the actual situation of all kinds of schools, leading to the lack of fairness and pertinences in the evaluation of education quality.

## **2.2 The monitoring and feedback mechanism is not timely**

At present, there is usually a delay in the feedback of quality monitoring in primary and secondary education, which greatly weakens the practicability and timeliness of the monitoring results. The fundamental purpose of monitoring the quality of education is to identify problems and take appropriate action for improvement. However, if the results of monitoring are not fed back in a timely manner to stakeholders such as education administrators, teachers, pupils and their parents, then even the most accurate data and analyses are unlikely to be put to good use, and the lack of timely feedback not only affects the timeliness of educational decisions, but may also cause schools and teachers to miss the best time to make adjustments to their teaching, thereby affecting pupils' learning outcomes. For example, if the education quality monitoring report is received only after the end of a semester, the feedback is meaningless for the finished teaching activity. Poor feedback mechanism may also lead to the lack of direction and pertinence of schools and teachers in educational practice, and unable to timely adjust teaching strategies and methods according to the monitoring data, thus affecting the continuous improvement of teaching quality.

## **2.3 The assessment content of monitoring is narrow**

The current primary and secondary school education quality monitoring system on the assessment content is often too focused on the subject knowledge and written test scores, this emphasis on academic performance evaluation system although to a certain extent, can objectively reflect students' learning situation, but ignore the comprehensive education and the needs of students' personalized development. Although academic performance is important, it does not fully reflect a student's comprehensive quality, such as innovation ability, critical thinking, teamwork ability and emotional attitude. This single assessment content ignores the whole-person education of students, which may cause students to pay too much attention to memory and repeated practice when dealing with the examination, while ignoring the cultivation of thinking ability and practical application ability. This narrow assessment content can not stimulate students' interest in learning and creative thinking, which may lead to students losing interest in learning and affect their lifelong learning ability and attitude. In today's society, innovation ability, adaptation ability and lifelong learning ability is more and more attention, therefore, the education quality monitoring system needs to broaden the evaluation content, not only the evaluation of the students' subject knowledge, should also include the students' innovative thinking, practice, emotional attitude, social responsibility and other aspects of ability assessment.

## **2.4 Lack of parental participation in the monitoring**

Primary and secondary education is not only the process of school education, but also the integration of family education and social education, among which the role of parents is particularly critical. The current education quality monitoring system often focuses on the internal teaching and

students' learning situation, while ignoring the influence and role of parents in the process of children's education. Parents are not only children's first teachers, but also indispensable supporters of children's learning process. They have a profound impact on children's learning attitude, learning environment and learning habits, which are often ignored in the monitoring of school education quality. For example, parents' attention to their children's studies, learning guidance and the degree of communication and cooperation with schools will directly or indirectly affect their children's learning effectiveness. Parents' view of children's education problems and feedback is also an important channel to understand the child learning status and school education situation, the information for monitoring and evaluation of education quality has important value, however, in the current education quality monitoring system, parents' these role and influence often marginalized, lead to one-sided and limitation of monitoring results<sup>[1]</sup>.

### **3. Improvement strategies for the monitoring of the quality of primary and secondary education**

#### **3.1 Optimize the quality of quality assessment standards**

The current education quality evaluation system largely depends on the traditional test evaluation method. Although this method can quantify students' learning results to some extent, it ignores the multiple values of education, such as innovation ability, critical thinking, team cooperation and other qualities. Therefore, optimizing the evaluation standard needs to shift from a single knowledge mastery to a multi-dimensional ability evaluation. For example, the Finnish education system is a positive case. Its evaluation system not only focuses on students' academic performance, but also focuses on the development of comprehensive qualities such as innovation ability and social skills, which to a large extent promotes the comprehensive and balanced growth of students<sup>[2]</sup>. The optimization of the evaluation standards also needs to combine the students' individual differences and the regional cultural background. In some advanced regions of China, such as Shanghai, attempts have begun to implement a more flexible and diversified evaluation system, which not only evaluates students' academic performance, but also focuses on their personality development and interests, so as to more comprehensively evaluate the quality of students' education. The optimization of evaluation standards should also consider the development and application of educational technology. With the development of big data, artificial intelligence and other technologies, the evaluation of education quality can be more accurate and personalized<sup>[3]</sup>. For example, through learning and analysis technology, teachers can track students' learning process and feedback the learning effect in real time. The application of such technology can help teachers and schools to understand and evaluate students' learning status more accurately, so as to make more effective teaching adjustments. It is a systematic project to optimize the evaluation standard of education quality of primary and secondary schools, which needs to combine the renewal of educational concepts, the improvement of educational practice and the application of educational technology. Only in this way can we truly realize the overall improvement of education quality and cultivate talents for all-round development to meet the needs of the future society<sup>[4]</sup>.

#### **3.2 Speed up the process of monitoring and feedback**

To improve this situation, teachers need to introduce more efficient data processing and analysis techniques. For example, educational institutions in some countries have begun to use cloud computing and machine learning technologies to accelerate the processing of educational data, which can quickly analyze large amounts of learning data and provide immediate and accurate feedback to teachers and schools, thus making teaching decisions more data-driven and timely.

Optimizing the design of educational monitoring systems is also an important part of accelerating the feedback process. For example, some advanced education systems have adopted modular, customizable monitoring tools that can be quickly adjusted according to the specific needs of schools and teachers to provide more personalized monitoring results. At the same time, strengthening the integration of educational management software and integrating educational data from different sources on a platform can also greatly improve the speed of monitoring data processing and analysis. The acceleration of the education quality monitoring feedback process also requires effective internal communication and management strategies. In some successful cases, schools have established agile internal communication mechanisms to ensure that the results of educational monitoring can be quickly communicated to all teachers and administrators, which may include regular teacher meetings and real-time data sharing platforms to ensure timely access to up-to-date monitoring information. Teachers' professional development should not be ignored. Improving teachers' ability of data analysis and application can help them to understand and use the monitoring results faster, so as to quickly adjust their teaching strategies<sup>[5]</sup>. In some regions, teachers' ability in data-driven teaching is strengthened by holding seminars and training courses, which has a direct positive impact on shortening the feedback cycle and improving the quality of education. Policy makers should also recognize the importance of accelerating the feedback process of education quality monitoring, and provide the necessary support and resources, which include but are not limited to funding, policy guidance, and technical support, to ensure that schools and teachers can efficiently use education monitoring data to improve the quality of education. Accelerating the monitoring and feedback process is a multi-faceted comprehensive project, which requires comprehensive measures from multiple aspects of technology, management, training and policy, to ensure that education quality monitoring can timely and effectively serve the goal of education improvement<sup>[6]</sup>.

### **3.3 Expand the content of monitoring and assessment**

The expansion of the assessment content should include students' non-intellectual factors, such as emotions, attitudes, values, etc., which are crucial to students' overall development and their ability to adapt to the society in the future. Taking Finland's education system as an example, its evaluation criteria not only consider academic performance, but also value students' autonomy, social skills and innovation ability. This comprehensive evaluation system contributes to the improvement of students' comprehensive quality. The expansion of monitoring and assessment content should also pay attention to students' practical ability and innovative thinking. For example, STEAM education in Singapore (science, technology, engineering, art and mathematics) emphasizes the ability to comprehensively apply knowledge to solve practical problems. This education model effectively improves students' practical operation ability and innovative thinking through project-based learning and experimental learning. The promotion of this kind of education model also shows that the education quality monitoring system should also include the evaluation of students' ability to complete projects and innovate and solve problems. Social skills and teamwork are also an integral part of modern education, such as in some schools in Canada, where special emphasis on teamwork and leadership skills can help students work better in the workplace and society in the future. Therefore, the monitoring system needs to include an evaluation of these soft skills to ensure that students are appropriately developed and cultivated in these key areas. With the development of educational technology, the monitoring of educational quality should also be innovated by using modern technological means. For example, monitoring can use big data to analyze students' learning patterns and behaviors, providing deeper insights and helping teachers and schools to better understand students' learning needs and challenges. In some advanced

education systems, such as certain school districts in the United States, they have begun to use these techniques to improve the monitoring and evaluation of the quality of education. The expansion of educational quality monitoring also requires considering cultural and regional differences, and students' needs and educational goals may vary in different geographical and cultural backgrounds. Therefore, the monitoring system needs to be designed with these factors taken into consideration to ensure the fairness and applicability of the evaluation results. For example, some regions in China, after taking into account the local economic and cultural characteristics, have adjusted the focus of educational monitoring and paid more attention to the cultivation of students' innovation ability and practical skills.

### **3.4 Strengthen parental participation in monitoring**

To strengthen parents' participation in education quality monitoring, we need to listen more to parents' voices and suggestions. For example, in practices in some schools in Sweden, regular parent surveys and home-school meetings are used to collect parent views and suggestions on the quality of school education, and this information was incorporated into the assessment and improvement plan of education quality in schools. In this way, parents can directly put forward their own views and expectations on their children's learning environment and teaching quality, so as to make the improvement of education quality more close to the actual needs of students and families. Strengthening parental participation also involves providing parents with sufficient information and knowledge to be more effectively involved in the monitoring of educational quality. In some advanced school districts in Canada, schools help parents understand how to evaluate and support their children's learning through regular parent education seminars and information sharing sessions, which enhances parents' initiative and participation in the monitoring process. Strengthening parent participation also needs to build a more open and interactive communication platform. Such as, some schools in Singapore using digital platform such as school website and social media, regularly release school education dynamic and education quality monitoring results, provide parents with a timely feedback and communication window, the transparent and two-way communication mechanism, not only let parents timely understand the children's learning situation, also provide school parents perspective of valuable feedback. Strengthening parent participation should also pay attention to the cooperation between parents and schools. In some educational practices in Germany, parents are included in the school's decision-making advisory team and participate in the school policy formulation and evaluation process, which effectively reflects the parents' opinions and needs directly into the improvement of the education quality of the school. To reinforce parent participation more effectively, schools also need to consider differences in cultural and social context. In some areas of our country, schools adopt different strategies and methods to promote parental participation for families with different cultural and economic backgrounds, such as providing different forms of participation channels and support for rural and urban parents to ensure the comprehensiveness and fairness of education quality monitoring. Strengthening the participation of parents in the monitoring is not only an important means to improve the monitoring effect of education quality, but also the key to build a more comprehensive, open and efficient education environment. Schools can strengthen the participation of parents through various ways and channels, which can more comprehensively understand and meet the needs of students, so as to promote the continuous improvement and optimization of the quality of school education.

## **4. Conclusion**

Quality monitoring and improvement strategies in primary and secondary education play a crucial role in shaping the future of the country, fostering the next generation of leaders and

promoting social progress. The article emphasizes the need for monitoring and improvement strategies, and emphasizes its key contribution to improving the quality of education. Education quality monitoring is not only a process of obtaining students' grades and data, but also reflects a country's values and educational concepts. Through monitoring, schools can identify problems and inequalities in the education system, prompting the government and education practitioners to take action to address them. At the same time, the development and implementation of improvement strategies will also require active cooperation and input to ensure that the education system can constantly adapt to the changing social and technological environment.

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