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Constructing a Collaborative Teaching System for Integrated Ideological-Political Education Across Primary, Secondary and Tertiary Levels with Regional Resources: The Case of Huzhou, Birthplace of the "Two Mountains" Concept

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Abstract: Distinctive local resources give the integrated development of ideological-political education across primary, secondary, and tertiary levels both a comparative advantage and a practical footing. Huzhou City in Zhejiang Province, where the "Two Mountains" concept was first put forward, offers a revealing case in this respect. Drawing on the city's existing "One Linkage, Six Collaborations" party-building collaborative mechanism, this paper asks how the collaborative lesson preparation system and the integrated curriculum group can be further developed. Field investigation points to three weaknesses: collaborative lesson preparation is not yet governed by institutionalized norms; the curriculum group lacks a systematic architecture; and faculty training, together with resource support, remains insufficient. In response, the paper advances a four-pronged deepening path: strengthening institutional research on collaborative lesson preparation, building a progressive "Three-Layer" curriculum group, developing a "One Core, Multiple Belts" network of practical teaching bases, and improving faculty training and resource support mechanisms. The Huzhou experience suggests that, once an organizational framework is in place, moving from activity-based collaboration toward institutionalized systems, and from fragmented efforts toward systematic integration, is a workable route for turning regional resources into sustained progress in integrated ideological-political education.

Keywords: Integrated Ideological-Political Education; Regional Resources; "Two Mountains" Concept; Collaborative Lesson Preparation.

1. Introduction

The Symposium for Teachers of Ideological and Political Theory Courses made it clear that the coordinated advancement of integrated ideological-political courses across primary, secondary, and tertiary levels is a critical project for the connotative development of such education. The report to the 20th National Congress of the Communist Party of China went further, calling for cultivating people with core socialist values, improving the ideological and political work system, and advancing this integration at every educational stage. Why does it matter so much? Because integrated ideological-political courses are a key measure for implementing the fundamental task of fostering virtue through education, and an important guarantee for cultivating new generations capable of shouldering the mission of national rejuvenation. In practice, though, the work has long been hampered by prominent problems: "each educational stage operating in isolation," repetitive and disconnected teaching content, scattered practical teaching resources, and a lack of collaborative education mechanisms—all of which constrain the overall effectiveness of ideological-political education.

Regional resources constitute a distinctive advantage and important foundation for the integrated construction of ideological-political courses across primary, secondary, and tertiary levels. It has also been emphasized that ideological-political courses should be taught not only in classrooms but also in social life. Given China's vast territory and diverse regional endowments, integrating characteristic resources with distinctive regional features into ideological-political course teaching can effectively enhance the ideological nature, theoretical depth, affinity, and relevance of such education. The idea that "lucid waters and lush mountains are invaluable assets" is a case in point. First put forward in 2005 in Yucun Village, Anji County, Huzhou City, it has since become central to the guiding thought on ecological civilization and has shaped practice across the country. For Huzhou, the birthplace of this "Two Mountains" concept, such resources are not merely abundant but distinctive, giving the city a natural edge in cross-stage ideological-political education. How Huzhou has drawn on these resources, and how its collaborative teaching system might be improved on that basis, are questions that merit systematic attention, both in theory and in practice.

Research on the integrated construction of ideological-political courses across primary, secondary, and tertiary levels has grown steadily in recent years. Shi Shuchen argues that such integration calls for an "ideological-political course community" with shared objectives and tasks, in which coherence, cross-stage articulation, and collaborative linkage are all strengthened [1]. Hu Min approaches the issue from a systems angle: objectives, content, methods, evaluation, and related elements should be coordinated so that the parts form an organically connected whole [2]. Shen Zhuanghai and Liu Can, for their part, urge a broader theoretical and practical outlook, suggesting that integrated construction be read through lenses such as "problem-solving," "pooling strengths," and "co-construction and sharing" [3]. Valuable as these studies are, most stay at the level of macro-level

theorizing or deal with a single educational stage; far fewer examine collaborative lesson preparation systems or curriculum group construction on the basis of locally distinctive resources. Taking the practical exploration of Huzhou—the birthplace of the "Two Mountains" concept—as an entry point, and building upon the existing "One Linkage, Six Collaborations" operational framework, this paper analyzes the value implications of integrating regional resources into the integrated construction of ideological-political courses, dissects prominent problems currently faced, and proposes construction pathways for further improving the collaborative teaching system on the existing foundation, with the aim of providing practical references for similar regions.

2. Value Implications of Integrating Regional Resources into Integrated Ideological-Political Education

2.1. Theoretical Value

The integrated construction of ideological-political courses across primary, secondary, and tertiary levels requires guidance from systematic theory and nourishment from local practice. The integration of regional resources provides vivid practical materials and unique analytical perspectives for integrated construction, contributing to the localization and concretization of theoretical research. On the one hand, regional resources contain abundant ideological and political education elements, such as the core content of ecological civilization thought, green transformation and development, and Beautiful China construction embodied in the "Two Mountains" concept, thereby providing systematic thematic clues for ideological-political course teaching. Taking the "Two Mountains" concept as the core thread running through all educational stages can form a logically rigorous, progressively layered curriculum advancement system, promoting the transformation of ideological-political education from policy discourse to teaching discourse. On the other hand, the development and utilization of regional resources require research on issues such as the connection points of curriculum standards across stages, the phased characteristics of students' cognitive development, and the adaptability of teaching methods. Such research can enrich the academic support for integrated construction and provide practical experience for building a collaborative theoretical framework of "curriculum–teaching–evaluation." Huzhou's own exploration—bringing the "Two Mountains" concept into cross-stage ideological-political courses—offers one such addition to the theory of localized practice.

2.2. Practical Value

Ideological-political courses draw their vitality from practice, and regional resources supply exactly the "living textbooks" and "real scenes" that classroom teaching often lacks. Consider familiarity first. Students grow up with their hometown's landscapes, humanities, and changing development, so they naturally feel close to them; when cases such as Yucun's transformation, the governance of Taihu Lake, and Huzhou's drive toward common prosperity through green development enter the classroom, learning interest and emotional resonance follow more easily. Regional resources also lend themselves to gradation. One and the same resource can be taught at different depths—perceptual enlightenment in primary school, cognitive construction in junior high, critical thinking in senior high, and theoretical inquiry at university—so that learning advances step by step and in a spiral. Finally, these resources invite hands-on inquiry. A visit to Yucun, to the ancient Lougang irrigation-and-drainage system of Lake Tai, or to a green manufacturing park lets students feel the practical power of the "Two Mountains" concept on the spot, joining theoretical learning with social practice in a natural way.

2.3. Cultural Value

Regional resources carry local historical memories, cultural traditions, and spiritual character, and they form an important component of Chinese culture. Huzhou, a national historical and cultural city with more than two thousand years of history, possesses both a rich legacy as "a land of silk and a land of fish and rice" and the ecological cultural spirit embodied in the "Two Mountains" concept. That concept is an innovation in development philosophy, but it is also something older: the ecological wisdom of respecting, adapting to, and protecting nature, which echoes the Chinese philosophical thought of "harmony between humanity and nature" and the moral sentiment of "all people are my brothers and all things are my companions." When Huzhou's regional cultural resources enter ideological-political course teaching, students come to understand, cherish, and contribute to their hometown—family-country sentiment grows through cultural inheritance, and cultural confidence through practical experience. At the same time, excavating and using regional resources amounts to a creative transformation and innovative development of local cultural genes, adding cultural depth and humanistic care to ideological-political courses.

3. Existing Foundations and Outstanding Challenges: Why "One Linkage, Six Collaborations" Calls for Institutional Deepening

3.1. The" One Linkage, Six Collaborations" Framework and Its Achievements

In recent years Huzhou City has been actively exploring the integrated construction of ideological-political courses across primary, secondary, and tertiary levels, and a relatively mature organizational framework, together with a practical foundation, has gradually taken shape. As the lead university of Huzhou's integrated ideological-political community, the university collaborates with 23 member institutions and has constructed the "One Linkage, Six Collaborations" operating mechanism and the "Two Coordinations, Three Integrations" practical teaching system. The so-called "One Linkage" refers to party-building collaborative linkage, giving full play to the political and organizational advantages of grassroots party organizations and deeply integrating party-building work with the integrated construction of ideological-political courses. "Six Collaborations" refers to six collaborative mechanisms: organizational co-construction, faculty co-cultivation, resource sharing, activity co-organization, curriculum co-research, and quality co-evaluation. Under this framework, the integrated construction indicator system has been published by the Huzhou Municipal Education Bureau and applied throughout the city; more than 40 practice and study-tour bases have been established, over 20 case teaching materials oriented toward local resources have been developed, and 3 school-based textbooks have been compiled;

provincial-level integrated demonstration teams have been cultivated, 2 provincial first-class courses, 3 municipal "golden courses," and 3 provincial excellent teaching cases have been approved, with 2 research articles published in China Education Daily.

Thanks to the "One Linkage, Six Collaborations" model, Huzhou's integrated ideological-political education now has a basic framework, and the old pattern of "each educational stage operating in isolation" has begun to give way to "collaborative linkage." Yet the model still operates largely at the level of organizational mechanism and activity exploration. Collaborative lesson preparation remains short of institutionalized norms; the curriculum group has yet to acquire a systematic architecture; and resources are not updated as continuously as they should be. It still falls short of a mature, replicable, and scalable system.

3.2. Key Problems Confronting the Current System

On the basis of the existing "One Linkage, Six Collaborations" framework, we carried out field visits, discussion forums, interviews, and classroom observations, and identified three prominent problems that constrain the deep integration of the "Two Mountains" concept into integrated teaching.

3.2.1. Collaborative Lesson Preparation Lacks Institutionalized Norms, Making it Difficult to Normalize Teaching Collaboration on "Two Mountains" Themes

Teaching research activities such as "same topic, different structures" and "same theme, different approaches" have indeed been held many times, producing three municipal integrated "golden courses" and one provincial excellent teaching case. Even so, collaborative lesson preparation is still run as a series of activities rather than an institution: it has no stable organizational structure, no standard procedure, and no incentive mechanism—in short, "activities without institutionalization." Whether teachers join in depends mainly on administrative impetus and personal enthusiasm, and without institutional constraints or guaranteed incentives, a sustainable mechanism of collaboration is hard to form.

3.2.2. Curriculum group construction for the "Two Mountains" concept lacks systematic architecture, with insufficiently clear connections across educational stages.

The community has compiled more than 20 case materials and three school-based textbooks, and over 40 practice and study-tour bases are in place. Yet the "Two Mountains" concept still enters each educational stage in a "fragmented" manner. Teachers at different stages choose "Two Mountains"–related content largely on their own understanding, with neither a unified curriculum group architecture nor a cross-stage articulation map to guide them. Repetition and disconnection thus appear in teaching content, and the pedagogical principle of gradual progression and spiral advancement is not fully honored.

3.2.3. Faculty collaborative training and resource support mechanisms are weak.

The community has not yet set up a systematic training program covering all its faculty members. Primary and secondary school ideological-political teachers know little about university course content; university teachers, in turn, are insufficiently familiar with primary and secondary school curriculum standards. Cross-stage teaching dialogue suffers accordingly. Teaching resources remain scattered across different stages and schools rather than genuinely co-constructed and shared, and the latest practical developments of the "Two Mountains" concept take a long time to find their way into teaching materials.

These three problems do not stand alone—they constrain one another. The institutional deficit in collaborative lesson preparation leaves curriculum group construction without coordinated planning; the fragmentation of curriculum groups, in turn, deprives collaborative lesson preparation of clear objectives and content reference points; and weak faculty training makes the first two predicaments worse still. It is therefore urgent to deepen research on the collaborative lesson preparation system and curriculum group construction within the existing organizational framework of "One Linkage, Six Collaborations," elevating current explorations from "activity-based" to "institutionalized" and integrating them from fragmented pieces into a systematic whole.

4. Deepening Paths for the Collaborative Teaching System

4.1. Deepening Institutional Research on Collaborative Lesson Preparation for the "Two Mountains" Concept

For regional resources to enter teaching effectively at every educational stage, collaborative lesson preparation is the critical link; it is also the core lever by which "curriculum co-research" in the "One Linkage, Six Collaborations" framework can move from the activity level to the institutional level. Experience accumulated through "same topic, different structures" and "same theme, different approaches" activities offers a starting point, and institutional deepening can proceed along three dimensions: organizational structure, standard procedures, and quality evaluation.

4.1.1. Improving the Organizational Structure for Collaborative Lesson Preparation.

Within the community's existing organizational framework, a dedicated working group on "Two Mountains" lesson preparation is needed. The university's School of Marxism would lead the group, whose membership would bring together experienced backbone teachers from primary and secondary schools, local teaching-research specialists, and experts on ecological civilization. On this basis, a "1+N" model can take shape, with the university at the center connecting N primary and secondary schools. The division of labor should be clearly defined: the university is responsible for theoretical interpretation and academic support regarding the "Two Mountains" concept; primary and secondary schools are responsible for curriculum standard interpretation and analysis of student learning conditions; teaching researchers are responsible for instructional guidance; and local experts are responsible for supplying "Two Mountains" cases. Through organizational institutionalization, the previous loose state of relying on ad hoc administrative convening should be changed, so that collaborative lesson preparation has a permanent institution, dedicated personnel, and clearly defined responsibilities.

4.1.2. Designing Standardized Lesson Preparation Procedures

Based on the four core dimensions of the "Two Mountains"

concept—ecological civilization thought, green transformation and development, Beautiful China construction, and harmonious coexistence between humanity and nature—an annual list of lesson preparation themes should be drawn up. Collaborative lesson preparation should be standardized into seven procedural steps: theme release, material collection, collective discussion, same-theme-different-structures, lesson plan refinement, classroom trial teaching, and reflection-based improvement. In the "same-theme-different-structures" step, under the same "Two Mountains" theme, primary school teachers design situational experience plans, junior high school teachers design case inquiry plans, senior high school teachers design issue-based critical thinking plans, and university teachers design theoretical seminar plans, achieving cross-stage mutual learning. Every round of collaborative lesson preparation ends with written minutes, which are then archived as teaching resources for later reuse.

4.1.3. Developing a Quality Evaluation Scheme for Collaborative Lesson Preparation.

Quality evaluation needs a four-dimensional scheme covering participation, design quality, implementation effectiveness, and student feedback. Under this scheme, participation refers to teachers' attendance and actual contribution; design quality concerns how well lesson plans suit each stage and how coherently the content hangs together; implementation effectiveness evaluates the actual outcomes of classroom teaching; and student feedback evaluates students' learning experiences and competency enhancement. The results are then counted into teachers' workload and performance assessments, and honors such as "Master Teacher of Integrated Teaching" provide positive incentives.

4.2. Advancing the Construction of an Integrated Curriculum Group for the "Two Mountains" Concept

If the "Two Mountains" concept is to move from fragmented embedding toward systematic integration, the curriculum group is the core vehicle and the key project. Its architecture can be organized along two axes, with the concept itself as the vertical axis and the educational stages as the horizontal axis.

4.2.1. Constructing a "Three-Layer Progressive" Curriculum Group Architecture.

The foundational layer serves primary and junior high schools under the theme "Experiencing Lucid Waters and Lush Mountains," where the stress falls on emotional enlightenment about ecological civilization and on habit formation. Through storytelling, field investigations, and ecological experiences, students perceive the beautiful vision of the "Two Mountains" concept. The expansion layer serves senior high schools under the theme "Understanding the Two Mountains Concept," and here the emphasis shifts to theoretical cognition and critical thinking analysis. Through case analysis, issue discussion, and data-based evaluation, students understand the scientific significance of the "Two Mountains" transformation. The research layer, finally, serves universities under the theme "Practicing the Two Mountains Concept," with the stress on academic research and practical inquiry. Through academic seminars, social surveys, and innovation and entrepreneurship, students explore the practical paths of the "Two Mountains" transformation. Every layer contains both theoretical and practical teaching modules, so that "theory + practice" advance as two parallel tracks within the curriculum group.

4.2.2. Developing Serialized Curriculum Resources.

Resource development comes first. A *Case Collection for Stage-Based Teaching of the "Two Mountains" Concept* is to be compiled, offering three to four cases for each stage drawn from distinctive Huzhou themes—Yucun's transformation, Taihu Lake governance, common prosperity through green development, and sericulture culture. Alongside the collection, teaching design templates will specify, for every stage, the teaching objectives, key points and learning difficulties, activity design, and evaluation methods. In addition, cross-stage articulation maps will be drawn to delimit the boundaries, connection points, and progressive relationships of "Two Mountains" teaching content from one stage to the next, so that repetition or disconnection can be prevented.

4.2.3. Developing a Quality Evaluation Scheme for Curriculum Group Construction.

The evaluation indicator system covers four dimensions: curriculum goal achievement, content coherence, teaching effectiveness, and resource development. Evaluation should focus on whether "Two Mountains" concept teaching at each stage reflects gradual progression, whether repetition or disconnection exists, and whether students' ecological-civilization literacy improves in a spiral progression. A closed-loop management mechanism of "monitoring—feedback—improvement" should be established, with curriculum group construction being continuously optimized based on evaluation results.

4.3. Construction of a "One Core, Multiple Belts" Practical Teaching Base Network

For the "Two Mountains" concept to take root in students' hearts and minds, practical teaching is a pathway of great importance—and it happens to be one of Huzhou's prominent advantages in integrated construction. The city already has more than 40 practice and study-tour bases; on that basis, resources should be further integrated, layouts optimized, and functions improved.

A "One Core, Multiple Belts" practical teaching base network should be constructed: with Yucun in Anji, the birthplace of the "Two Mountains" concept, as the core base, integrated on-site teaching demonstration points for primary, secondary, and tertiary education should be built; and multiple practical teaching belts should be developed around themes such as ecological governance of the South Taihu area, beautiful countryside development in Wuxing, and green industrial transformation in Nanxun. Each practical teaching belt should be equipped with stage-specific practical teaching guidance manuals, clarifying practical objectives, activity plans, and safety norms for each stage. A series of practical teaching programs under the "Walking Ideological-Political Course" brand should be developed, achieving a graded design of ecological experience for primary schools, case inquiry for junior high schools, social survey for senior high schools, and research projects for universities. Practical teaching should be incorporated into the overall planning of the curriculum group and organically connected with theoretical teaching modules, avoiding ad hoc and fragmented practical activities.Under the "Walking Ideological-Political Course" brand, a graded series of practical programs will be designed: ecological experience in primary schools, case

inquiry in junior high schools, social surveys in senior high schools, and research projects at universities. These activities belong to the overall planning of the curriculum group and must connect organically with theoretical teaching modules, so that practical activities do not become ad hoc or fragmented.

4.4. Improving Faculty Training and Resource Support Mechanisms

None of the above can work without a capable teaching force, the core pillar of the collaborative teaching system. Training follows three tiers—guidance from university experts, demonstration by lead teachers in primary and secondary schools, and apprenticeship for young teachers—and cross-stage teaching seminars, collaborative lesson preparation, and teaching observation are held on a regular basis. Two-way exchange matters here. University ideological-political teachers go into primary and secondary schools to observe classes and study actual teaching conditions at each stage, while lead teachers from those schools are invited to join university teaching seminars. Exchanges of this kind help break down the information barriers between stages.

Resource support requires two mechanisms. The first is a co-construction and sharing platform for "Two Mountains" teaching resources, which pools curriculum outlines, teaching designs, teaching cases, and courseware materials from every stage and school so that resources are used efficiently and updated continuously. The second is an information exchange mechanism with departments such as the Huzhou Municipal Ecology and Environment Bureau and the Agriculture and Rural Affairs Bureau: once new developments in local "Two Mountains" practice come in, they can be turned into teaching materials in good time, keeping curriculum resources current and relevant.

5. Conclusion

Bringing regional resources into the integrated construction of ideological-political courses across primary, secondary, and tertiary levels strengthens the ideological nature, theoretical depth, affinity, and relevance of such education; it is also an essential part of promoting the connotative development of ideological-political course construction. This paper has taken Huzhou, the birthplace of the "Two Mountains" concept, as a case study. On the basis of the city's practical experience with the "One Linkage, Six Collaborations" party-building collaborative model, it has analyzed the prominent problems of the present stage and proposed deepening paths for the collaborative lesson preparation system and curriculum group construction within the existing framework. The case shows that Huzhou already has a solid organizational foundation and rich practical experience in integrated construction. What matters next is to elevate existing explorations from "activity-based" to "institutionalized" and to integrate them from "fragmented" to "systematic." Through the deepening of two core components—research on the collaborative lesson preparation system and curriculum group construction—a collaborative teaching system that is replicable and promotable can be formed.

Of course, this integration still faces real challenges. Normalizing collaborative lesson preparation means overcoming practical constraints such as teachers' time and transportation costs; an online collaborative lesson preparation platform, together with the inclusion of participation in workload credit, offers a feasible answer. Keeping curriculum resources up to date requires close tracking of local practice, which the information exchange mechanism with the Huzhou Municipal Ecology and Environment Bureau and the Agriculture and Rural Affairs Bureau is designed to guarantee. Nor has the scientific rigor of quality evaluation been fully tested: broader pilots, longer observation periods, and third-party assessment are still needed before more robust empirical data can be obtained. Later studies may look into digitally empowered collaborative lesson preparation, intelligently assisted development of curriculum resources, and precision-oriented quality monitoring, so as to push the integrated construction of ideological-political courses across primary, secondary, and tertiary levels to a higher level. Regions would also do well to exchange experience more often and to distill generalizable principles and methods from it, providing practical models that other parts of the country can replicate and adapt when they use regional resources for integrated ideological-political education.

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