商丘市第一高级中学与澳大利亚 Macquarie Grammar 高中合作举办中澳高中教育项目培养方案

根据与澳大利亚 Macquarie Grammar 高中的协议，我校引进澳方高中教育管理理念和教学模式，学生在完成中国高中教学大纲规定高中课程学习的基础上，学习部分优质澳大利亚高中课程，培养学生多语种的思维能力与运用能力，强化学生学习能力，加强学生独立思考与创新能力，提高其国际视野与社会竞争力，学生在取得中国高中毕业证书的同时，具备在中国升入大学、升入澳大利亚名校及其他国家名校的能力。

一、 管理模式

中澳高中教育项目由中澳双方共同负责管理，中方学校和澳方选派资深教育者分别担任责任人，共同参与制定课程和管理。我校选派优秀教师和有经验的管理人员负责中国高中课程的教育教学与学生管理工作；澳方负责澳大利亚高中课程的设置、教学、管理，澳方教师由澳大利亚 Macquarie Grammar 高中选派、考核、均由教学经验丰富的优秀教师担任。通过中外融合的合作过程快速提升本土师资，探索出具有我校特色的教育方法。

二、 培养目标

以党的二十大精神统领我校中澳高中教育项目，扎根中国、融通中外，引导学生树立正确的世界观、人生观、价值观，正确的认识世界和中国发展大势。以追求学生个性的健康发展、尊重学生的各种能力与性格兴趣、培养创新能力为目的、以学生为中心的教育课程。课

程重点放在以培养学生健全的人性及创新能力为目标，提高学生的基本语言能力、思维能力、创新 能力，学生毕业时的外语能力、写作能力、国际化意识、知识 的活用、思考创造力及自理能力自律意识等全面达到韩国及其 他国家同龄学生相同的要求，为学生未来在高科技、教育文化、经济商业等众多领域的发展打下坚实的基础。

三、教育教学

1、教学宗旨：本项目旨在引进国外优质的办学理念和教学方法，并在教育教学、管理方面开展实质性合作，通过“中澳融合”过程完成本土师资提升，进而探索出具有我校特色的新型课程，促进我校国际化。

2、课程设置：本项目引进澳大利亚 Macquarie Grammar 高中的课程设置、教学大纲等教学资料，结合商丘市第一高级中学的课程设置和教学计划进行对比研究，在此基础上，共同制定了适合项目要求的课程设置和教学计划。中澳国际班教学时间为三学年(六个学期)；高中三年的教学计划如下:

高一年级：以河南省教育厅制定的部分课程和强化英语学习为主，主要开设课程为语文、英语、数学、政治、历史、地理、物理、化学、生物科目；同时开设部分的体育、音乐和美术课程，以求项目学生的全面发展；强化英语学习(英语课程每学期至少 200 个课时以上)。

高二年级：上学期以河南省教育厅制定的部分课程和强化英语学习为主；主要开设课程为语文、英语、数学、政治、历史、地理、物理、化学、生物科目；强化英语学习(英语课程每学期至少 200 个课时以上)。下学期以外方课程为主，主要开设课程为外方的英语中级课程，

澳大利亚的传统文化、地球科学、信息科学及徼积分与统计基础、英语能力考试课程、英语强化等。

高三年级：以外方课程为主，主要开设外方的英语高级课程、国语、文学、引用于写作、国际法律、英语能力考试课程、比较文化、计算机和课题研究(中英经贸分析等)。

课程的考核分为考试和考查二类，其中核心课程基本上为考试课，核心课程课时比例超过三分之二。

中方课程中文、英文教学，澳方课程英语教学，学生掌握多语种的思维能力与运用能力；中方教材采用中国国家教育部统编高中教材，澳方教材与澳大利亚 Macquarie Grammar 中学使用相同教材，并借助科技、网络、人工智 能等高科技手段，中澳合作通过双师教学、人机互动等辅助教育实施的过程；本项目提供小班制教学结合导师制管理，为每位学生提供个性化教育，建立学生成长档案，为学生进行学业规划和人生发展引导；日常课堂教学借鉴澳方发表课的方式， 以学生为主，教师与学生共同学习讨论，以激发学生内在学习驱动力；开设丰富的实验与活动课程，还有海外课堂、游学采风及放手让学生玩创客等，逐步减少应试教育成分，增大素质教育比例。

四、师资配备

中方教师由我校思想活跃、业务能力强的优秀教师担任；

澳方课程由澳方委派代表指导教学，确保教学质量。澳方教师 持澳大利亚教师资格证或澳方教育部认可的教学资格证。

五、课程描述

中澳高中教育项目强调关注学生的兴趣、能力、个性和前途，引进和设置不同层次的课程，实施能力培养课程，加强学科能力培养和

创意能力培养，实施基本教课的深化、补充学习和选修科目学习，引进如下澳方课程:

1、基础领域课程：包括英语、中澳文学鉴赏比较、英语语法精读等，使学生熟悉语言活动和语言文化的基本知识，能在多样语言环境中灵活运用，培养学生跨文化沟通能力、全球思维能力。

2、数理领域课程：包括数学的活用和微积分与统计，培养学生以数学的方式进行思维和合理解决实际生活中出现各种问题的能力。

3、人文社会领域课程：包括澳大利亚社会与风俗文明、运动与文化、生活与伦理，学生通过了解澳大利亚社会风俗、文明礼仪等，学会向全世界讲述中国故事。

4、科学领域课程：包括生命科学和地球科学，培养学生科学探索自然的能力并在实际生活中灵活运用，培养学生对自然现象和科学学习的兴趣和好奇心，使学生具备敢于探索与挑战的科学精神，深刻体验到科学对技术进步和社会发展所起到的 影响。

5、实践领域课程：包括艺术创意和人生规划与升学发展，根植于使学生实现自我的理念，使学生能正确选择自己的发展方向并不断地适应发展，培养学生的创新意识，通过对艺术文化的理解增强学生的创造力。

6、特殊活动课程：教师可以自主选择特别活动课程内容和教法，包括五大类：自治活动、适应活动、能力开发活动、服务活动及交流活动。通过多样化、创造性的活动，提高学生的参与意识，培养团队精神和自律的态度，使学生具有独立生活能力和终生学习能力，具备现代社会民主市民的基本素质。

六、外方课程安排及成绩考核评估

根据课程的不同，具体考试考核的数量和内容，由澳方任课教师决定。每个学期考核中，满分为 100 分，其中阶段性考试和测验占 40%，期中、期末考试各占 15%，平时作业课题报告及实践占 20%，出勤率及学习态度占 10%；每门课及格线为 60 分，如果学生期末考试不及格而没拿到课程学分，可在下一年度开学前进行补考，如果补考也无法达到学分及格要求，学生将失掉该课程的学分。

七、学业规划

通过三年高中国际班的学习，学生毕业后既可在中国考学也可以赴澳大利亚重点院校深造，为学生拓宽未来的出路。

甲方：商丘市第一高级中学　　乙方：澳大利亚 Macquarie Grammar 高中

代表：　　（盖章）　　代表：　　（盖章）

2023 年 1 月 26 日　　2023 年 1 月 26 日

Shangqiu No.1 Senior High School and Australia Macquarie Grammar High School collaborates on the China–Australia initiative.
High School Education Program Curriculum

Pursuant to an agreement with Macquarie Grammar High School in Australia, our school has adopted the Australian high school education management philosophies and teaching models. Building upon their completion of the high school curriculum prescribed by the Chinese high school syllabus, students will also undertake selected high-quality Australian high school courses. This approach aims to cultivate students' multilingual thinking and application skills, strengthen their learning capabilities, enhance their capacity for independent thinking and innovation, and broaden their international perspective and social competitiveness. Upon obtaining their Chinese high school graduation certificate, students will be well-equipped to pursue further education at universities in China, at prestigious universities in Australia, or at renowned institutions in other countries.

I. Management Model

The China-Australia Secondary Education Programme is jointly managed by both Chinese and Australian parties; the Chinese school and the senior educators appointed by the Australian party serve as respective responsible parties, collaborating in the development and administration of the curriculum. Our school appoints outstanding teachers and experienced

administrators to oversee the teaching and learning of the Chinese secondary curriculum as well as student management; the Australian party is responsible for designing, teaching, and managing the Australian secondary curriculum; the Australian teachers are appointed and assessed by Macquarie Grammar High School in Australia and are all highly experienced educators. Through this integrated Chinese-Australian collaborative process, we rapidly enhance our local teaching faculty and have developed an educational approach that reflects our school's unique characteristics.

2、 train objective

Guided by the spirit of the 20th National Congress of the Communist Party of China, our school's China-Australia Secondary Education Program is rooted in China while bridging domestic and international perspectives, guiding students to develop a correct worldview, outlook on life, and set of values, and to accurately understand the global landscape and the trends shaping China's development. This student-centered educational curriculum aims to foster the healthy development of students 'individuality, respect their diverse abilities and personal interests, and cultivate their innovative capabilities. The curriculum focuses on nurturing students' well-rounded character and innovative skills, enhancing their fundamental language proficiency, critical thinking abilities, and innovative capacity. Upon graduation, students' foreign language proficiency, writing skills, international awareness, ability to apply knowledge practically, creative thinking, self-management skills, and sense of self-discipline will all meet

the same standards as their peers in South Korea and other countries, laying a solid foundation for their future development across various fields—including high technology, education and culture, and the economy and business sector.

III. Education and Teaching

1. Teaching Objectives: This project aims to introduce high-quality international educational philosophies and teaching methodologies, establish substantive collaborations in teaching, education, and administrative affairs, enhance the capacity of local faculty through the process of "China-Australia integration," develop new curriculum models tailored to our university's characteristics, and thereby advance our university's internationalization efforts.

2. Curriculum Design: This project has adopted teaching materials—including curriculum structures and syllabi—from Macquarie Grammar High School in Australia, and conducted comparative studies with the curriculum framework and teaching plans of Shangqiu No.1 Senior High School. Based on these findings, both institutions jointly developed a curriculum and teaching plan that meets the project requirements. The Sino-Australian international class program spans three academic years (six semesters); the teaching plan for the three years of senior high school is as follows:

Grade 10: The curriculum focuses primarily on the courses designated by the Henan Provincial Department of Education and on intensive English language instruction; the main subjects offered include Chinese, English,

Mathematics, Politics, History, Geography, Physics, Chemistry, and Biology; additional courses in Physical Education, Music, and Fine Arts are also provided to foster the well-rounded development of students. Intensive English language instruction is emphasized (with each English course comprising at least 200 class hours per semester).

Grade 11: The first semester focuses primarily on courses designated by the Henan Provincial Department of Education and on intensive English language instruction; the main subjects offered include Chinese, English, Mathematics, Politics, History, Geography, Physics, Chemistry, and Biology; the intensive English language program requires at least 200 class hours per semester. The second semester is primarily dedicated to foreign-language courses, with the main offerings being the Intermediate English Course, Australian Traditional Culture, Earth Sciences, Information Science and Basic Integral Calculus and Statistics, English Proficiency Examination Course, and Intensive English Language Training.

Grade 12: This year focuses primarily on foreign-language curricula, offering advanced foreign-language English courses, Mandarin, literature, writing instruction, international law, English proficiency examination courses, comparative culture, computer science, and project-based research (e.g., Sino-English economic and trade analysis).

The course assessment system comprises two components: examinations and formative assessments; core courses are predominantly assessed through examinations, accounting for more than two-thirds of the total teaching hours.

The Chinese curriculum is taught in both Chinese and English, while the Australian curriculum is delivered entirely in English; this enables students to develop multilingual thinking and application skills. The Chinese teaching materials are based on the nationally standardized high school textbooks issued by China's Ministry of Education, whereas the Australian materials are identical to those used in Macquarie Grammar Secondary School in Australia. Leveraging advanced technologies—such as science and technology, the internet, and artificial intelligence—the China-Australia collaboration implements an educational approach supported by dual-teacher instruction and human-computer interaction. This program offers small-class teaching combined with a mentorship-based management system, providing personalized education for each student, maintaining individual student growth portfolios, and offering academic planning and guidance for students' personal development. Daily classroom instruction draws upon the teaching methodology adopted by the Australian partner, adopting a student-centered approach where teachers and students engage in collaborative learning and discussion to stimulate students' intrinsic motivation to learn. The program also features a diverse range of experimental and activity-based courses, as well as overseas classroom experiences, study tours, and opportunities for students to engage in maker activities, gradually reducing the emphasis on exam-oriented education and increasing the proportion of holistic education.

IV. Faculty Allocation

The Chinese faculty members are outstanding teachers from our university who are intellectually vibrant and possess strong professional expertise;

The Australian curriculum is taught under the guidance of representatives appointed by the Australian side to ensure high teaching quality. The Australian teachers hold either an Australian Teaching Qualification Certificate or a teaching qualification certificate recognized by the Australian Department of Education.

V. Course Description

The China – Australia Secondary Education Programme places emphasis on catering to students' interests, abilities, individual characteristics, and future aspirations; it introduces and offers curricula at various levels, implements competency-based learning programs, strengthens the development of both subject-specific and creative skills, and facilitates the deepening of core curriculum content, supplementary learning opportunities, and the study of elective subjects; the programme also incorporates the following Australian curriculum:

1. Core Curriculum: This includes courses such as English, Comparative Appreciation of Chinese and Australian Literature, and Intensive English Grammar Study, enabling students to gain a solid foundation in linguistic activities and language culture, to apply their knowledge flexibly in diverse linguistic contexts, and to develop their cross-cultural communication skills as well as global thinking abilities.

2. Mathematics and Science Curriculum: This includes the practical application of mathematics, as well as calculus and statistics, aimed at developing students' ability to think mathematically and to solve various real-world problems effectively.

3. Humanities and Social Sciences Curriculum: This includes Australian society and cultural traditions, sports and culture, and daily life and ethics; through exploring Australian social customs and cultural etiquette, students will learn how to tell China's stories to the world.

4. Science Curriculum: This curriculum encompasses Life Sciences and Earth Sciences, aiming to develop students 'ability to explore nature through scientific inquiry and to apply this knowledge flexibly in real-life contexts; it fosters students' interest and curiosity in natural phenomena and scientific learning; nurtures in students a scientific spirit characterized by the courage to explore and tackle challenges; and enables them to gain a profound appreciation of the role science plays in driving technological progress and societal development.

5. Practical Field Courses: These courses encompass artistic creativity, life planning, and further education development. Rooted in the philosophy of empowering students to realize their full potential, they enable students to make informed choices about their future career paths and continuously adapt to evolving circumstances. These courses foster a spirit of innovation and enhance students' creativity through an understanding of artistic culture.

6. Special Activity-Based Curriculum: Teachers may independently select the content and teaching methods for special activity-based courses, which fall into five broad categories: self-directed activities, adaptive activities, skill-development activities, service-learning activities, and communication activities. Through diverse and creative activities, this approach enhances students' sense of participation, fosters teamwork and self-discipline, equips students with the ability to live independently and the capacity for lifelong learning, and helps them develop the essential qualities required of responsible, engaged citizens in modern society.

VI. Foreign Curriculum Arrangements and Academic Assessment and Evaluation

The specific number and content of examinations and assessments for each course are determined by the Australian instructors. The maximum score for each semester's assessment is 100 points: periodic quizzes and tests account for 40%, midterm and final examinations each account for 15%, regular assignments, project reports, and practical work account for 20%, and attendance and learning attitude account for 10%. The passing grade for each course is 60 points. If a student fails the final examination and does not earn the required course credits, they may take a make-up examination before the start of the next academic year; however, if the student still fails to meet the credit-earning requirement after the make-up examination, they will not be awarded the credits for that course.

VII. Academic Planning

Through three years of study in the International High School Program, graduates can either pursue further education in China or continue their studies at prestigious universities in Australia, thereby broadening their future career prospects.

Party A: Shangqiu No. 1 Senior High School

Representative: _____ (Seal)

26 January. 2023

Party B: Macquarie Grammar High School, Australia

Representative: _____ (Seal)

26 January. 2023