Teacher Education Development in China

Yimin Bai
Shanghai Normal University

Teachers College, Columbia University, Nov 14, 2006

Contact information: ymbai@shnu.edu.cn

Overview

1. Current Teacher Education Reform in China
2. Three Cases of Teacher Professional Development
3. Problems Merit Further Consideration

Current Teacher Education Reform in China
Background

Outside:

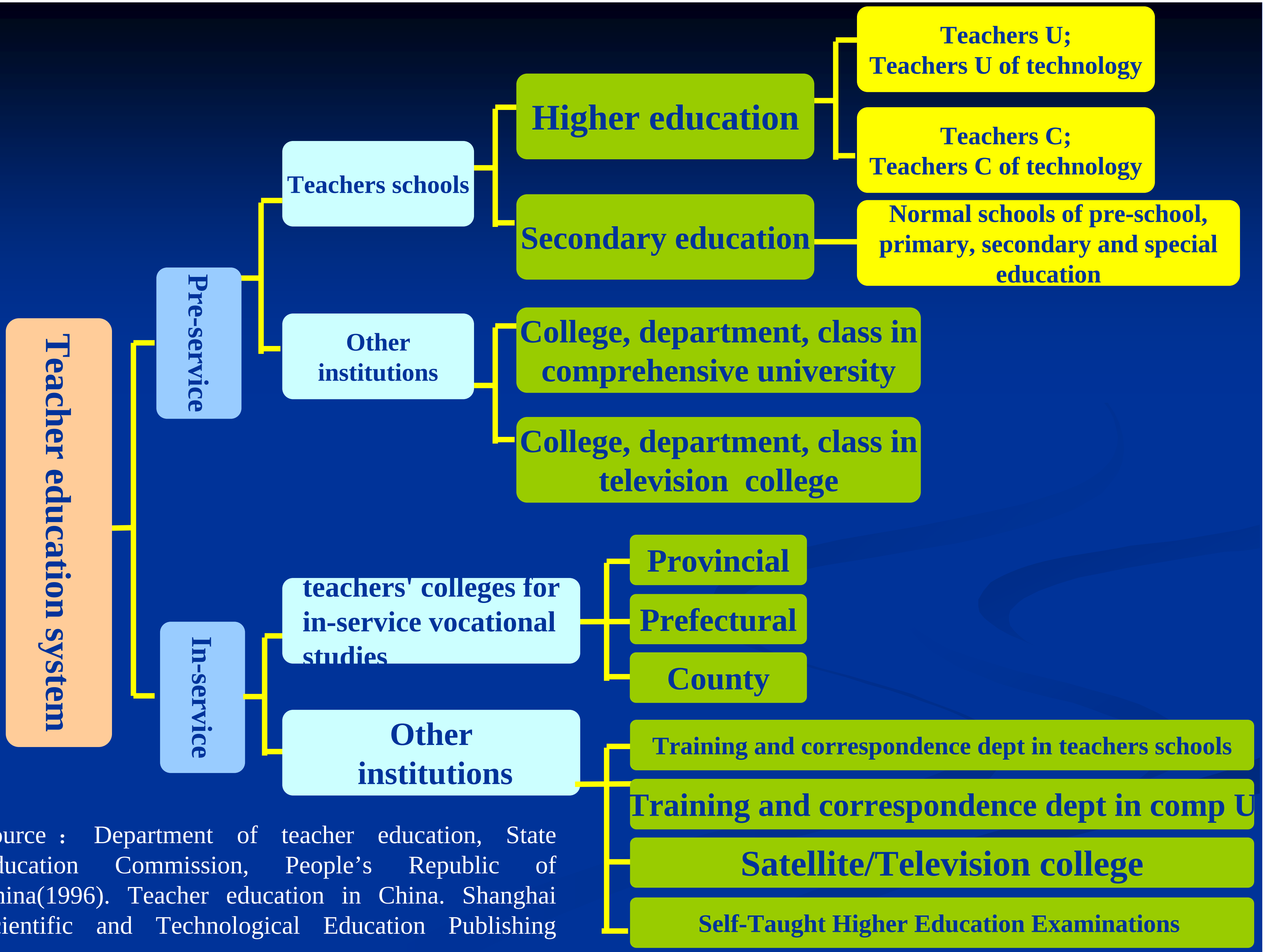
- Challenge of international competition
- Demands of China social development
- Demands of New Curriculum Reform

Inside:

- Low teacher school level
- Exclusive and closed teacher education system
- Divided pre-service and in-service teacher education

- 师范教育体系
  - 职前培养
    - 各级师范学校
      - 高等师范学校
        - 师范大学（师范学院）、职业技术师范学院
        - 师范高等专科学校、职业技术师范专科学校
      - 中等师范学校
        - 普通中等师范学校、中等幼儿师范学校、中等特殊教育师范学校
    - 其他教育机构
      - 普通高等学校师范类院、系、班
      - 电视大学师范类院、系、班
  - 职后培训
    - 各级教师进修院校
      - 省级教育学院
      - 地（市）级教育学院
      - 县级教师进修学校、小学教师培训中心
    - 其他教育机构（形式）
      - 各级师范学校培训部、函授部
      - 普通高等学校函授部、师资培训班
      - 电视大学卫星电视教育
      - 自学考试

资料来源：中华人民共和国教育委员会师范教育司编：《中国师范教育》，上海科技出版社1996年。



- Teacher education system
  - Pre-service
    - Teachers schools
      - Higher education
        - Teachers U; Teachers U of technology
        - Teachers C; Teachers C of technology
      - Secondary education
        - Normal schools of pre-school, primary, secondary and special education
    - Other institutions
      - College, department, class in comprehensive university
      - College, department, class in television college
  - In-service
    - teachers' colleges for in-service vocational studies
      - Provincial
      - Prefectural
      - County
    - Other institutions
      - Training and correspondence dept in teachers schools
      - Training and correspondence dept in comp U
      - Satellite/Television college
      - Self-Taught Higher Education Examinations

Source： Department of teacher education, State Education Commission, People’s Republic of China(1996). Teacher education in China. Shanghai Scientific and Technological Education Publishing House.

New Curriculum Reform: Framwork and Objects(2001)

1. **Function:** Active learning attitude
2. **Structure:** Balance, integration and selectivity
3. **Content:** Link with students daily life, the modern society and development of science and technology
4. **Implementation:** Students involvement in teaching; information literacy; skills of learning, solving problems, communication and cooperation
5. **Evaluation:** Developmental evaluation
6. **Management:** State, local and school three level model

New Curriculum Reform: Teachers New Roles

- **Teacher and students:** Learning facilitator
- **Teaching and research:** Teaching researcher
- **Teaching and curriculum:** Curriculum developer
- **School and society:** Open teacher

Current Teacher Education Reform in China

Focus: professionalization

- Conception shift: from *normal education* to *teacher education*
- Develop a dual track teacher training system: normal university and comprehensive university
  - Set up education college in comprehensive university and non-teachers university
  - Teacher school/university collaborate or merge with non-teacher university
  - Teacher school/university introduce non-teacher majors and finally develop into comprehensive university

Current Teacher Education Reform in China

Focus: professionalization

- Elevate the education background level of pre-service teachers

Original		**New**
•Secondary school	→	•Junior college
•Junior college	→	•Undergraduate college
•Undergraduate college	→	•Graduate college

Current Teacher Education Reform in China

Focus: professionalization

- Diversify pre-service teacher education models

Fixed direction training approach	**Non-fixed direction training approach**
•4-yr integrated B. Ed	•“3+1” B. Ed
•5-yr integrated dual B. Ed	•“4+1”/ “3+2” dual B. Ed
•6-yr integrated M.A.E.	•“4+2” M.A.E.
•7-yr integrated M. Ed	•“4+3” M. Ed

Current Teacher Education Reform in China

Focus: professionalization

- Increase the proportion of teacher training course in pre-service teacher education curriculum
  - Increase credit hours and courses of teacher training
  - Prolong practice teaching
  - Establish Professional Development School
- Intensify school-based learning of in-service teacher education
  - Intellectual approach
  - Practice-reflection approach
  - Ecological approach

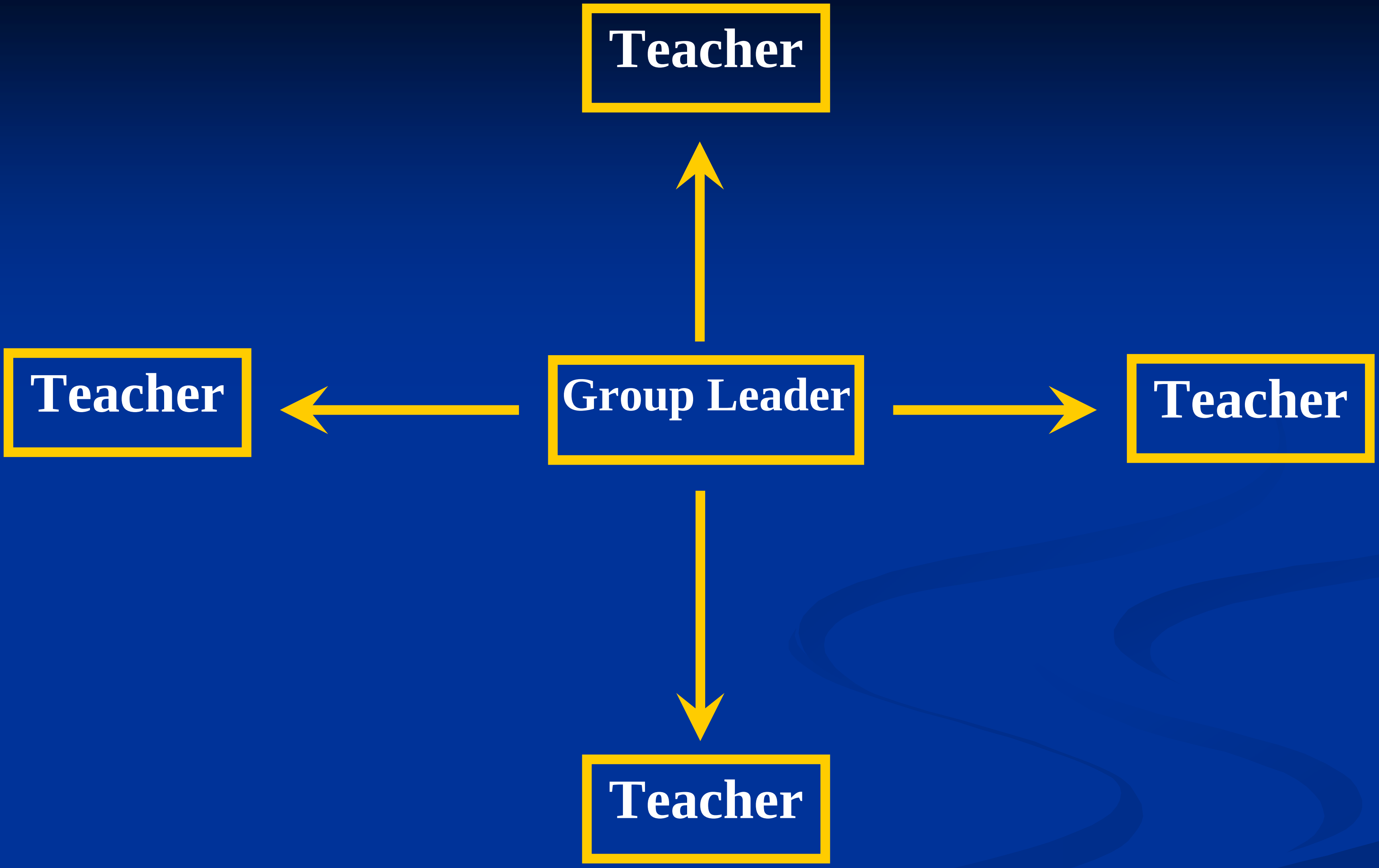
Current Teacher Education Reform in China
Focus: professionalization

- Set much tough teacher qualification standards and implement accreditation system in teacher education
  - Revise the teacher qualification regulation: abolish the life-long teacher certificate system and check teacher's qualification regularly
  - Introduce teacher education institution accreditation system

Three Cases of Teacher Professional Development

Teaching research group and teacher development (2000-)

- Traditional teaching research groups characterized as
  - Limited research contents
  - “one-man show”
  - No cooperation



Teacher

Teacher

Group Leader

Teacher

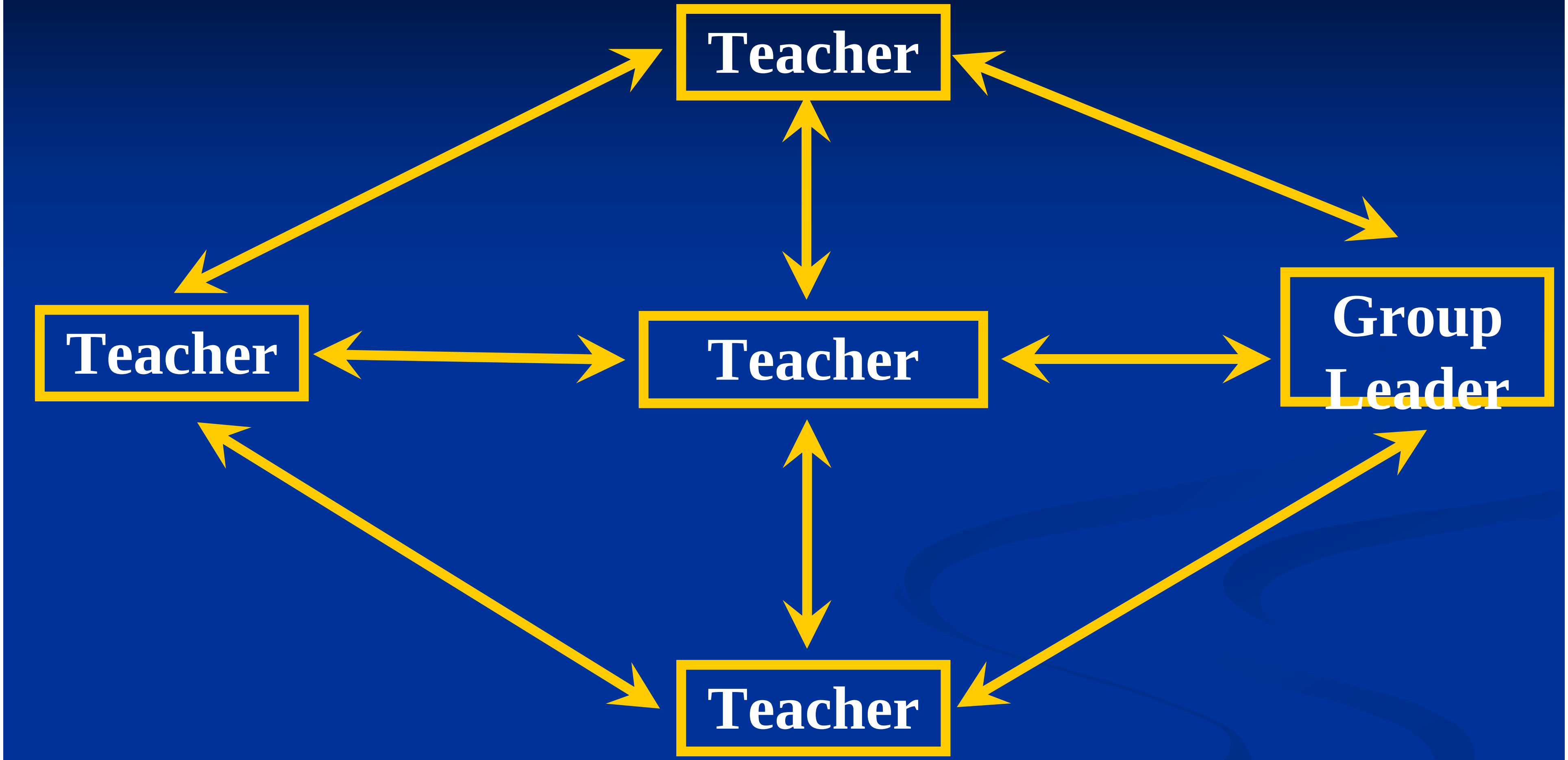
Teacher

Figure 1 Traditional teaching research group model

Three Cases of Teacher Professional Development

Teaching research group and teacher development (2000-)

- Interactive teaching research groups characterized as
  - Research contents covers regular teaching research as well as special project research
  - Every teacher is host of the group research event
  - Cooperate closely, share equally and develop collectively



Teacher

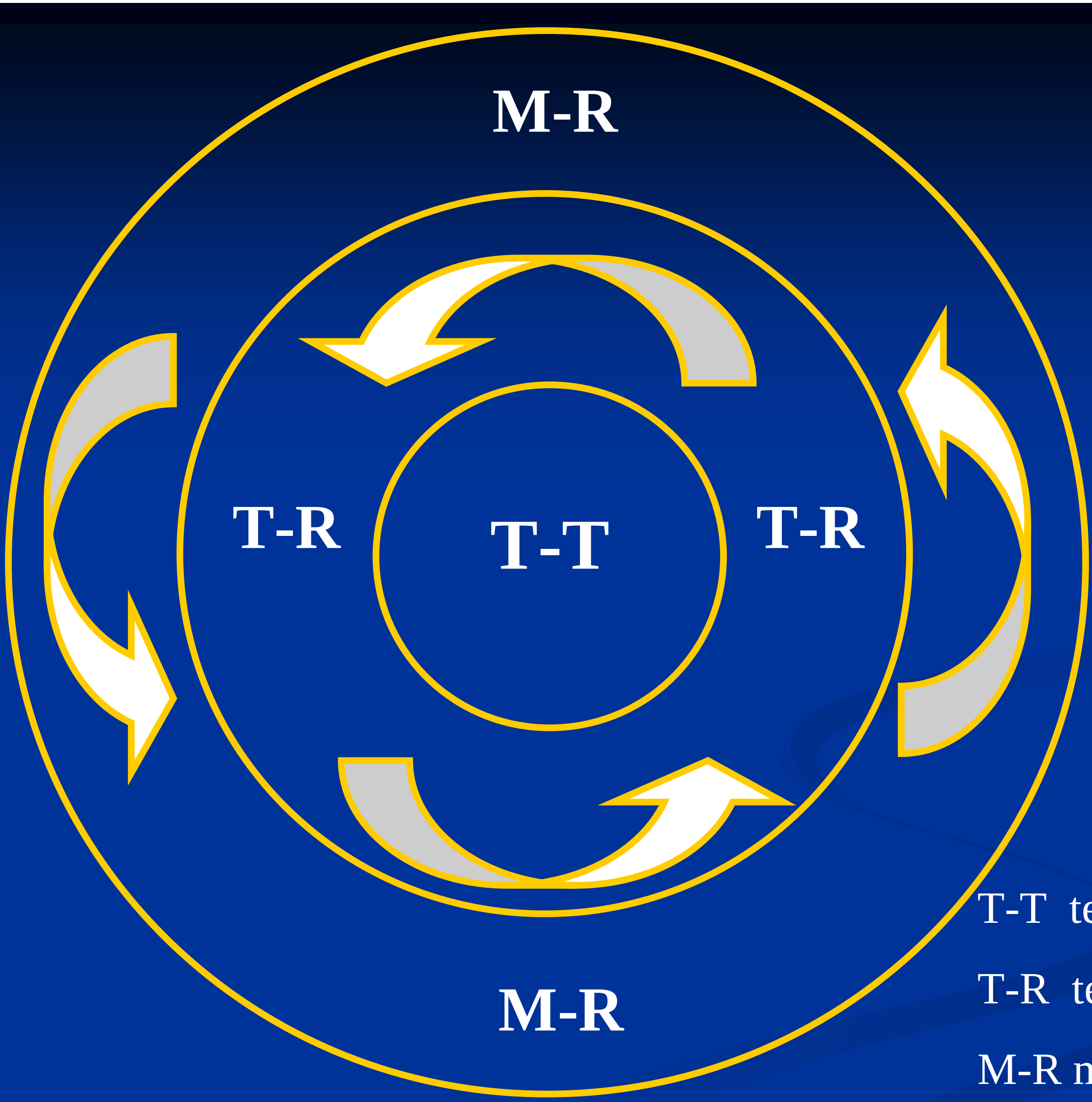
Teacher

Teacher

Group Leader

Teacher

Figure 2 Interactive teaching research group model



T-T teacher-teacher

T-R teaching-research

M-R management-research

Figure 3 Evolution of interactions in the school

Three Cases of Teacher Professional Development

Teacher learning community construction and teacher development (2002-)

- Made teachers' self-learning embedded into teachers' daily school life
- Encourage teacher to be self-exceeding
- Individual learning accompanied by community learning
- Let teachers supervise their own learning

Three Cases of Teacher Professional Development

Teacher learning community construction and teacher development (2002-)

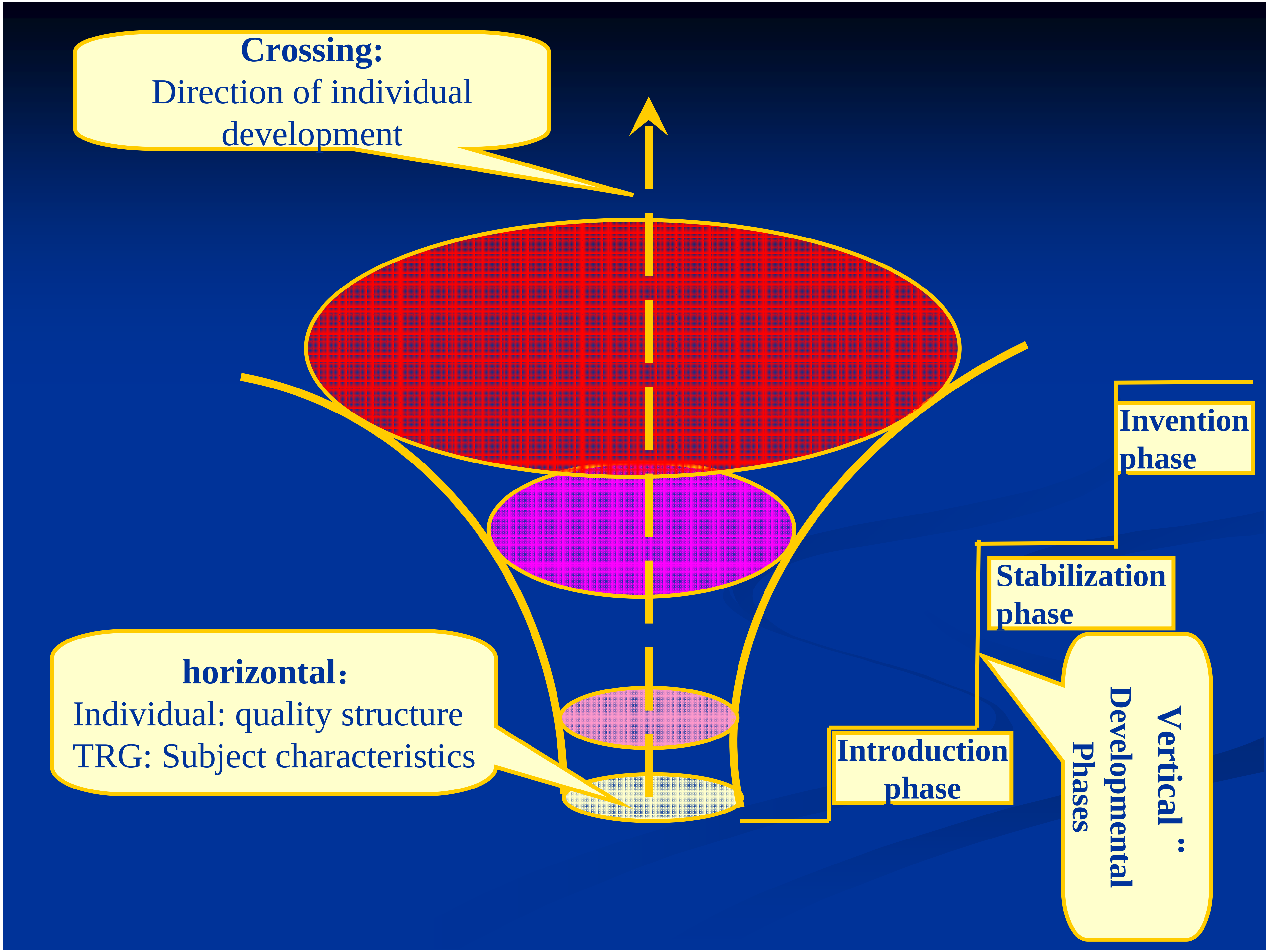
New variants of learning groups

- Close-in research group
- Mentor teacher and teacher trainees group
- Buddy teachers research group
- Experts teaching research group

Three Cases of Teacher Professional Development

Teachers discriminating professional needs and individualized teacher development (2004-)

- Collective in-service teacher training is ineffective
- Investigation inside school demonstrates differences among teachers in development needs
- Align with the tendency of teacher development strategy



Crossing:
Direction of individual development

horizontal：
Individual: quality structure
TRG: Subject characteristics

Invention phase

Stabilization phase

Introduction phase

Vertical：
Developmental Phases

Problems Merit Further Consideration

- The recognization of university faculty's work by the university
- The training of university faculty for being capable to cooperate with schools
- How to develop an overarching and sustainable research topic pertains to the schools
- How to prevent the school principal's turnover during the university-school cooperation

谢谢
Thank You