

Re-thinking about Primary and Secondary School Teachers' Professional Standards in China

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Abstract

China has implemented "Middle School Teachers' Professional Standard (trial)", "Primary School Teachers' Professional Standard (trial)" and "Kindergarten Teacher Professional Standards (trial)" for over four years. However, in the actual operating level, these teachers' professional standards have bad influence on teacher's critical thinking and the alienation relationship between teachers and students, so this article tries to summarize the teachers' professional standards in developed countries based on the current our country overall education background, and comes up with several suggestions for Teachers' Professional Standards in China.

Keywords: Teachers' Professional Standards; Education Background; Suggestions

I. Introduction

In order to promote the professional development of primary and secondary school teachers and construct high-quality primary and secondary school teachers, Ministry of Education specially develops the "Middle School Teachers' Professional Standard (trial)", "Primary School Teachers' Professional Standard (trial)" and "Kindergarten Teacher Professional Standards (trial)" (hereinafter referred to as "Teachers' Professional Standards") in February 10, 2012. Although the above three standards have been implemented for more than four years, they restrain the teacher's critical thinking dimension and dissimilate the relationship between teachers and students in the education process from the practical level [1], and even teachers' professional standards in the developed countries are also the same. Therefore, in order to implement the teachers' professional standards more efficiently, it is necessary to further think teachers' professional standards (trial) and at the same time we should also survey again the primary and secondary school teachers' professional standards in developed countries, to truly make "the foreign serve China", and provide suggestions for further development of teachers' professional standards in line with national conditions of China.

II. Summary of Primary and Secondary School Teachers' Professional Standards in Developed Countries

Characteristics of teachers' professional standards in America: from the perspective of the concept of standard, the standard is in line with the local objective education law in the United States, which respects teachers under the concept of "effective humanism" and makes "love" evaluation for teachers' education behavior; [2] at the same time, standard "proceeds from the children and pay attention to children's life experience" [3]. From the perspective of coherence of standard, the national Council for Teacher Education (NCATE), the US Interstate New Teacher Evaluation and Support Committee (INTASC), the National Board for Professional Teaching Standards (NBPTS), and NCATE, respectively make detailed definition for each career stages of teachers from pre-occupation, entry and post-occupation, "restrict the professional characteristics, knowledge, understanding and skills of teachers in various career stages, strengthen the connection between standards for the award of qualified teacher status and standards for different development stages of teachers" [4], and provides a clear blueprint for the teaching skills and professional development needed by teachers at different stages. From the perspective of the diversity of the standard, the first is embodied in the system of two levels, namely the federal government level and the state level; the second is embodied in the subject teaching system, which can be divided into comprehensive disciplines, foreign languages, language, English as a second language (ESL for the immigrant children), mathematics, sports, science, society, history, geography, music, information technology, art and so on; the third is embodied in the teacher evaluation system, combining the student's "learning" and teachers "teaching" and emphasizing the procedural evaluation of students.

Characteristics of teachers' professional standards in Japan: Japan and China are both in Asia and are affected by the Asian culture, so the text of teachers' professional standards is relatively abstract, which lacks certain operability and specificity, but puts forward new requirements for the professional quality of teachers [5]. It not only requires teachers to have their own expertise, but also presents a request for the cultivation of individualized talents to cultivate students with rich personality.

Characteristics of teachers' professional standard in Russia: this teachers' professional standard is an integrated requirement for kindergarten, primary and secondary school teachers, including the assessment of

teachers' knowledge, skills and teaching [6], of which the proportion of children's psychology is increased in teachers' knowledge (Especially the development of specialty students, badly off students, children of migrant workers, orphans, and special children). It highlights the attention paid to immigrant students and disadvantaged students and fair treatment of every student, emphasizes to promote students' development through the power of the group, considers the flexibility and regional implementation of teachers' professional standards, and attaches importance to the training of teachers' information technology capabilities. 7

Characteristics of teachers' professional standards in the UK: teachers' professional standards promulgated in 2012 focus on teachers' pre-service training, and improve the structure, content and expression, which covers the "Standards for the Award of Qualified Teacher Status", "Professional standards for entry teacher" and "behavior and practice guidelines for registered teacher" in structure, the content from the professional quality, elaborates from the three dimensions of professional knowledge and understanding and professional skills in content, and pays attention to the improvement of teachers' autonomous space and clearer and more specific statement. [8]

Characteristics of teachers' professional standard in the Australia: the teachers' professional standard has many similarities with that of the UK, but it writes in the teachers' professional quality that "teachers should actively make professional learning and reflection and contribute to the school and professional groups", which emphasizes more on the teachers' self-reflection [9] and the attention paid to special students, as well as reflects the multi-cultural characteristics, differentiated teaching and inclusive education of Australia.

When we learn from foreign advanced teachers' professional standards, we should face up to the current basic national conditions of China, so that teachers' professional standards can play its greatest effect to better serve primary and secondary education of China.

III. The Current Overall Education Background in China

With the gradual advance of urbanization in China, many children of other cities move to the central city with their parents and accept the education there and China's education management institutions also combine with the idea of inclusive education to implement the corresponding "zero conditions" acceptance and the balanced development strategy of quality education at the same time. They actively carry out the pilot work of education with jobs in the campus, mainly aiming for disabled groups, children of migrant workers, and groups of learning disability, etc., but they fail to fully realize the active interaction between disabled children and ordinary children and include diversity and difference of vulnerable groups and the need for diversity education into the curriculum system, lack the early intervention and attention to extremely specific children with very high risk, and the subject curriculum standards and subject curriculum evaluation are also quite solid and single. [9]

In classroom teaching, influenced by postmodernist educational thoughts, classroom teaching advocates uncertainty, pluralism, de-centralization and self-organization. Teachers and students are no longer the so-called "center", and the relationship between teachers and students presents as "intersubjectivity". The whole education has transformed from the "Pre-figurative Culture" to "Post-figurative Culture", while teacher's authority is challenged. The teacher is no longer the owner and the provider of the knowledge, but the instructor, the coordinator, and the facilitator of the study. Classroom teaching is more democratic and open, with both "teaching and learning", as well as "cultural nurturing", so students will get more respect, and teachers and students can grow together in the mutual creation. [10]

At the same time, in the context of big data era, with the in-depth application of technologies such as mobile Internet and MOOC in the teaching, a large number of non-structural data of students' learning behavior will be produced all the time, which not only reflects the students' interest in learning and mastery degree of knowledge, but also records the student's learning path, so teachers can extract information from it, and transform it into more valuable knowledge through data mining to provide an important basis for teaching decision-making. How to tap the rich value hidden in the data to promote teaching decision-making, improve teaching practice, and complete their professional development is the great challenges that teachers face currently (Carnegie Mellon University of the United States).

IV. Put Forward the Idea of Primary and Secondary School Teachers' Professional Standards in China

In order to better and effectively promote the process of professional development of primary and secondary school teachers in China, following thinking on the latest primary and secondary school teachers professional standards (Trial) is made.

First is the top-level design of formulation of teachers' professional standards. The so-called "top" is like the foundation of a building and the total number of floors and the safety factor of the building depend on the quality of foundation. Similarly, setting of teachers' professional standards should firstly consider the issue of top design, namely the main body of authority certification. In recent years, from central government to local government, they have vigorously advocated "educators run school" and "administrative decentralization", so educators should participate in the development of the teacher professional standards, and proportion of professional

teachers in development staff should be adjusted, so that teachers can actively participate, speak out freely, do "peer discussion", to effectively form a non-administrative teacher standard certification body, who will provide effective feedback after the implementation of teachers' professional standards, constantly improve the standard system, and pursue the advancement of teachers' professional standards.

Second is the concern on vertical and horizontal degree of the connotation of teachers' professional standards. The so-called "vertical degree" includes the coherence and feedback of teachers' professional standards. The coherence of teachers' professional standards is manifested in the three stages of middle school, primary school and kindergarten, and the consistency of pre-occupation, entry and post-job, while the feedback of teachers' professional standards reflects in the feedback to validity of the implementation of the standard after the implementation of teachers' professional standards, so that we can constantly improve the high efficiency and practicability of teachers' professional standards, to form the necessary and complete system of development of teachers' professional standards. The so-called "horizontal degree" includes the regionalism and internationalism of teachers' professional standards. China has vast territory, so there are great differences in regional economy and culture. It is necessary to set the ladder-like and diverse implementation opinions to meet the needs to teachers' professional standards from different areas. Especially for the eastern coastal cities, teachers' professional standards should aim at different students to further develop international teachers' professional standards that are also in line with the localization.

Thirdly, the important provinces that implement the teachers' professional standards mainly carry out it from the two perspectives of students' fairness and teachers' personalization. First, with the deepening of the process of urbanization in our country, a large number of migrant workers' children (new urban people) enter the public primary and secondary schools (kindergartens) of central cities with their parents. Teachers should accept the original cultural awareness and cognitive ability of these students, respect the differences between students, give more care to some special children, and include the special needs of special children in the school-based curriculum system, to achieve positive interaction between special children and ordinary children in the educational activities to promote the healthy development of their mind. Second, the "standardized" teacher specialization pattern overemphasizes the external control, which is easy to obscure the value pursuit of the teachers as subjects, weaken the individual initiative and vocational service awareness of teachers. At the meanwhile, the "standardized" teacher specialization pattern tends to regard teachers as a homogeneous occupational group without difference. Nowadays, education is not the mass mechanized production in the past. Instead, the goal of modern education is to cultivate students with rich individuation. Therefore, it is necessary to have individualized teachers to have individualized students. We should respect the individuality of teachers, accept the diversity of teachers, and put forward the outstanding teachers standards with individualized quality based on qualified teachers, to promote the healthy development of teachers with rich personality.

Finally is the "degeneration of nucleus" of teachers' professional standards. Under the impact of the era of big data, the original status of students has undergone enormous changes from the "semi-passive acceptance and semi-active" study to the "makers" who positively create the curriculum", and the teachers have become the "true" hosts of classes. The implementation of the curriculum develops from "group needs" in the past to the "personalized design" that meets each student's need, and the teacher is no longer the master of the class but the motivator of students' learning motivation while the classroom has become a "DreamWorks" where students' thinking collides and emotion exchanges. Under the guidance of teachers, students can integrate various courses, and even make innovation, to become the internationalization talents who adapt to the development needs of the new era.

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