

Research on the Collaboration Path of Teacher Education in Universities

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Abstract

Based on the synergy theory, this paper analyzes the problems and the influencing factors in the current system of teacher education in light of the goals and requirements of teacher education reform in the new era. On this basis, a five-in-one collaboration model of “government-university-basic education school-family-society” is proposed from the perspective of constructing the coordination system of teacher education. Specific solutions and reform measures are also given in this paper.

Keywords

Collaboration, teacher education, path.

1. Introduction

Since the 19th National Congress of the Communist Party of China, Chinese socialism has entered a new era and has begun a new journey of building a modern socialist country. The primary contradiction in the society has fallen into the unbalance between Chinese residents' growing demands of a better life and the unbalanced and insufficient development of education. At present, the overall level of China's education ranks top in the world, but problems still exist, mainly related to the unbalance of education development in terms of quantity and fairness. “Insufficient” means that high quality education resources are in short supply. “Unbalance” means that high quality education resources are not fair enough in distribution and supply. To run a satisfactory education system for the next generation emphasizes the importance of developing a fairer and more qualified education. Considering the fact that the hardware conditions of most primary and high schools have been largely improved, the differences in the quality of education between schools have been a focus in the quality of teacher training. Teacher education is the foundation of the education and bears the heavy responsibility of cultivating teachers of basic education. It is also the driving force and source of improving the quality of teacher training. Considering the new orientation, the new journey and the new mission, the existing teacher team construction cannot fully satisfy the new requirements of education modernization, which poses new challenges to the development of teacher education. Therefore, the reform of college teacher education is imperative and urgent.

2. Current Problems Faced by Teacher Education in College

2.1. The Unbalance Between the Size of Normal School Students and the Needs of Basic Education

Due to the lack of synergy between the local government, teacher training colleges, and primary and high schools in terms of teachers' demand forecast and enrollment scale, there is a serious phenomenon of oversupply in teacher training in China (Li Qiong, Pei Li. 2017). In recent years, with the implementation of the policy of “full opening of the second child”, the number of students from pre-school education to basic education has increased. Despite the continuous

increase in educational investment and some colleges without normal students have begun to participate in the training of teacher education, they still cannot meet the demand. Taking Jiangsu high school teachers' demand as an example, there are only 700-800 students graduate every year in Jiangsu, but the number of new teachers' demand in high schools is about 4,500 per year, of which nearly 2,000 is the senior high school's demand. At present, one of the essential requirements of senior high school teacher's recruitment in Jiangsu is the postgraduate degree. A considerable number of junior high schools also have the need to recruit new graduates with postgraduate qualifications. The number of postgraduate graduates majoring in education is far from meeting the needs of basic education.

2.2. The Inconsistency Between the Quality of Teacher Training and the Requirements of Social Development

In recent years, General Secretary Xi Jinping has paid great attention to the issue of teacher training. He has made important instructions on how to become a good teacher and how to train a good teacher. He has put forward new and higher requirements for the construction of the teaching staff. Normal students are an important source of the teaching team in every school, and the key to cultivating high-quality teachers is to improve the quality of normal students. With the expansion of the basic education scale, there are still problems in terms of teachers' needs, such as the unquantified teachers in teaching and the lack of educational practice. In terms of the practical training resources of normal students, some colleges still have a shortage of internship funds and practical training as well as the lack of the internship instructors.

2.3. There Is Few Match Between the Teacher Training System and the Educator Growth System

It is a major trend in China's current education reform and development to cultivate a group of educators and to realize the goal of teaching by educators. Educators in the new era should have great educational ideals and goals, long-term educational and practical experience, noble personality, outstanding talent training or school achievement (Song Yongzhong, Jiang Xiaoyun. 2008). Cultivating future educators is the orientation of teacher education and the internal demand for teachers' professional growth. On the one hand, the academic study of the normal students during the university is based on theoretical study. Although the training programme arranges teaching internship and practice, the time and content are not enough. On the other hand, for in-service teachers with work experience, the opportunities for self-improvement are very limited, and they lack the soil and environment that support their professional development in the future. Now only a few teachers' colleges and universities have the qualifications to train masters of education and doctoral degrees in education. They are the "National Training Program" primary and high school pilot bases, etc., which can provide effective help and guidance for in-service teachers "to restudy". Future educators need careful training before entering into a classroom, but also need the continuous study to improve after having worked as a teacher.

3. Functional Analysis of Teacher Education Reform from the Perspective of Synergy

Synergetics, also known as synergy or concord, is an emerging discipline that studies the common characteristics and synergy of different things. It is a comprehensive discipline that has developed and has been widely applied in the past decade (Zhuang Xizhen. 2017). In 1971, Haken proposed the concept of "collaboration". The Introduction to Synergetics published in 1977 systematically discussed synergy theory. Through the analogy analysis of the typical phenomena of various systems from disorder to order, Haken found a complex open system consisting of many subsystems far from equilibrium, under the conditions of material, energy

and information exchange with the outside world. Due to the interaction and regulation between subsystems, a self-organizing structure with certain functions will be formed, and a new ordered state will be formed. The mechanism from system disorder to order is called "collaboration" (Xiao Haohui. 1995).

By analyzing the problems existing in the current education and training of college teachers, we can find that the cultivation of teachers and the construction of the teaching team are not only the responsibility of teachers' colleges, but also require the support and help of the government, enterprises, families and society. The elements of the education coordination system, the government, the school, the family and the society are not only the main stakeholders in the training of normal students, but also the main body of the development of teacher education. From the perspective of synergy, if teacher education is regarded as a system of multiple factors, then the elements will coordinate and interact with each other, complement each other in terms of time, space, demand and function, and ultimately achieve a win-win situation. It is necessary to carry out in-depth cooperation and form an innovative synergy of teacher education, and promote the substantive progress of the quality and ability training of normal students, so that the quality of personnel training has been significantly improved (Zou Shaoqing, Chen Liang. 2013).

Facing the new requirements of the new era, the "double first-class" development has become the theme of the development of higher education. In the "double first-class" construction of normal universities, how to seize the new opportunities of teacher education and revitalization, and how to give top-notch teacher education as a goal to highlight its own school-running characteristics are new issues that the normal universities face. The teacher education in colleges and universities should grasp the new opportunities of teacher education revitalization in the construction of "double first-class", take the "first-class teacher education" as the guide, and construct from the aspects of training objectives, training ideas, curriculum system, teacher team and the mechanism guarantee so as to build a "new teacher education system." In light of the overall requirements and expectations of the state and the people for education, the new goal of college teachers' education reform should be: to build a high-level normal colleges as the backbone and "double first-class" universities are also involved; to absorb in mainly normal students with bachelor's and master's degree; to build the lifelong training system for teachers and the collaborative system of "local government, college, basic education schools, families and society", which consists the "five-in-one" teacher education network. The essence of collaborative innovation in teacher education is to integrate teachers' pre-service training, on-the-job education and on-the-job training by establishing a complementary alliance of multi-participation, and to return to the true nature of teacher education on an integrated platform, thus realizing the lifelong education of teachers and win-win with multiple parties (Li Suqin, Hu Huiling. 2016).

4. The Realization Path of Teacher Education Reform from the Perspective of Synergy

4.1. Adhere to the Problem Orientation, Policies and Investment Should Be Improved to Support Teacher Education Reform

The government is the main stakeholder for training colleges and universities. In the face of current problems in basic education, it is necessary to introduce effective policies in time to improve them. The coordinated reform of education puts forward the requirements for teacher leadership. However, the cultivation of teacher leadership should not only rely on the strength of the community of teachers' self-government, but also give full play to the administrative top-down guidance and policy incentives (Ye Juyan, Zhu Xudong. 2018). In 2009, Jiangsu Province took the lead in launching the "Jiangsu People's Educator Training Project", and selected 200

special-level teachers (including 120 teachers and 80 principals) in four batches throughout the province to carry out key training. It laid the foundation for cultivating people's educators. The government can introduce policies to promote the establishment of the "Excellent Teacher Training Alliance." The "Excellent Teacher Training Alliance" is composed of representatives from the government education department, representatives of teaching and research departments, representatives of university teaching departments, primary school administrators and famous teachers (Xu Suyan. 2017).

Teacher recruitment is also an important part of strengthening the construction of the teaching staff. Taking the recruitment process as an example, passing the unified examinations of the Municipal Education Bureau is the necessity, and after that compulsory education schools can select the teacher graduates. While in cities like Wuxi and Changzhou, the basic schools can have the right of self-recruitment and can go directly to the normal colleges and universities to select new teachers. Giving basic education schools a certain degree of self-recruitment can effectively stimulate the enthusiasm and initiative of basic education schools. At the same time, local governments should also provide strong support and guarantee for the improvement of basic education quality from the aspects of funding, human resources, evaluation and certification. The government can refer to the economic development level of the region, introduce the minimum income standard or income guidance for schools, and provide supporting rewards in addition to the income of teachers in the area.

4.2. To Strengthen the Cooperation Between Colleges and Basic Education Schools, as Well as the Responsibility of the Internship Schools for the Training of Teacher Interns.

Normal students with limited teaching experience go to the internship school to give the school "increased burden". Therefore, the phenomenon that the high school is not willing to recruit the normal students in colleges and universities still existed. In order to solve this problem, it is necessary not only to incorporate the practical practice of normal students into the credit management and curriculum system of colleges and universities, but also to incorporate the guidance effect of the internship instructors into the assessment requirements of the internship school in order to establish an internship teacher selection and certification system. To build a high-quality internship instructor team, establishing the internship of instructors is necessary. In addition, the training period for normal students can be extended from 4 years to 5 years, and the 5th year can be used as an internship period. During the internship period of the normal students, the tutors of the internship schools can be assisted with the work of the class teacher and the correction work. Sharing the workload of the internship instructor, on the other hand, is also possible for the teacher to enter the teacher role in advance and feel the working status of the teacher profession. In order to improve the quality of interns, on the basis of strict, comprehensive requirements and guidance during the internship period of the normal students in the primary and high schools and kindergartens, the outstanding students will be given priority after passing certain forms of assessment. This also reduces the training of new teachers in the middle school, and the intern has a certain internship experience in the middle school, which can help them quickly enter the role.

4.3. To expand the Main Body of Basic Education and Improve the Construction of An Open School System

Under the guidance of the concept of collaborative innovation, it is necessary to establish a community of teacher education, and the guiding ideology of this community is to establish an open view of teacher education-----from closed education based on colleges and universities to open education with multi-subject participation (Bao Gensheng. 2017). Current basic education is still a system in which public education is the mainstay and private education is

involved. In the face of insufficient scale of basic education and limited government finances, enterprises can be encouraged to participate in school-running and increase support for private education. As China's higher education gradually enters the stage of popularization, more and more parents have received higher education, and some parents can take up the education of their children. Therefore, it is possible to establish a flexible admission mechanism to make students' education at home a normal state. In addition, through the support of "parent school", etc., parents' participation and contribution to basic education in schools will be improved. With the rise of "extracurricular classes" and "remediation classes", there are many educational and training institutions in the society, and the quality and level of running schools, especially the teachers of training institutions, are not guaranteed. Enterprises are for profit, and schools are more public, and their interests are different. Through the government's improvement of the policy system, it is possible to structure the links between quality education and training institutions and teachers' training schools. Now the practice bases for college teachers are mainly small to medium-sized schools in various cities. Considering the factors such as time and labor cost, the current internship time and total amount of normal students are insufficient, and the summer and winter vacation time is spare. If a group of high-quality education and training institutions can be selected as the practice base for normal students, then some normal college students can start internships in education and training institutions during the winter and summer vacations. The teaching effect can also be recognized by the internship credits. Enterprises should formulate management regulations that encourage employees to work part-time in vocational colleges, incorporate the talents' teaching or practice guidance into the work performance, emphasize the assessment and performance rewards; and encourage employees and school teachers to participate in relevant professions. Scientific research projects to complement each other will achieve a common improvement in professional quality [10].

4.4. To Strengthen the Formative Assessment of the Training of Normal Students and Improve the Quality Assurance System of Teacher Education

Constructing the quality assurance system for teacher education is not only the main measure for building high-quality professional teachers in Britain, the United States, Russia, Japan and other countries in recent years, but also the focus of the development of teacher education in China. The education quality assurance system for education teachers is a systematic teacher education policy measure aiming at ensuring teachers' pre-employment training meets certain quality standards and in terms of funding, human resources, and evaluation and certification. Strengthening the professional certification and professional qualification examination of teacher training institutions may urge relevant teacher education institutions to continuously improve quality. To promote teachers' education related majors in normal colleges and universities to participate in the teacher professional certification organized by the Ministry of Education, and to promote the establishment of a quality assurance system through certification and evaluation are the trends. The teacher education majoring in the training colleges must formulate quality standards and implement quality monitoring and evaluation in terms of talent training programs, syllabus, course description, classroom teaching, course assessment, internship practice, and graduation thesis. For professional pre-school education, it is tilted in resource allocation. At the same time, cultivating high-quality teachers with international vision is of strategic significance for the realization of educational modernization. Local governments pay full attention to the improvement of international vision of high-quality teachers and the support of exchanges of teachers and students in local-supported undergraduate and postgraduate international exchange programs, especially to the teacher education.

Facing the new mission and new requirements of teacher education reform in the new era, the "government-colleges-basic education school-family-society network" builds a high-level basic

education training and research system, which is committed to cultivating research-oriented, innovative and outstanding teachers with both quality and political integrity, leading and serving basic education reform to develop and promote the modernization of education and the realization of the goal of a strong education.

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