

On the Strategy of Post-Professional Development of Primary School Teachers

Fanqin Meng^{1,2}, Xinjian Qu^{3,*}

¹Education Science College, Luoyang Normal University, Luoyang, China

²Marxist College, Guangxi University of Chinese Medicine, Nanning, China

³Marine Medicine Research Institute, Guangxi University of Chinese Medicine, Nanning, China

Email address:

xinjianqu@dlut.edu.cn (Xinjian Qu), mfanqin001@163.com (Fanqin Meng)

*Corresponding author

To cite this article:

Fanqin Meng, Xinjian Qu. On the Strategy of Post-Professional Development of Primary School Teachers. *International Journal of Elementary Education*. Vol. 11, No. 2, 2022, pp. 50-54. doi: 10.11648/j.ijeedu.20221102.15

Received: May 17, 2022; Accepted: May 31, 2022; Published: June 14, 2022

Abstract: Elementary education carries the hopes of the country and the nation, and improving the level of post-professionalism of primary school teachers plays a vital role in the reform of elementary education. The theory and practice of post-professional development of primary school teachers mainly focuses on the two basic issues of "what kind of teachers to train" and "what is the quality of the teachers trained". What kind of primary school teachers to train will give different answers in different eras. With the development of the professional process of primary school teachers, the new era puts forward newer and higher requirements for teachers' abilities and qualities. What is the quality of the primary school teachers trained that is a question about the evaluation of the teaching quality of primary school teachers. The special nature of the professionalization of primary school teachers lies in the fact that they are educated to underage primary school students and are in the stage of becoming growth. The post-professional development of primary school teachers and the growth of primary school students have a natural internal logic, and the path of post-professional development of primary school teachers must follow the growth regularity of primary school students, and the growth space of primary school students determines the choice of the path of professional development of primary school teachers after service. Based on the value-added evaluation perspective of student growth. Therefore, this paper constructs a value-added evaluation index system model based on "student-growth", and proposes a strategy for selecting the path of post-professional development of primary school teachers, and in order to provide guidance for the reform of elementary education in the new era.

Keywords: Primary School Teachers, Professional Development, Primary School Students, Student Growth, Value-Added Evaluation

1. Introduction

The post-professional development of primary school teachers is a hot issue in the field of education, and the degree of post-professionalism of primary school teachers plays a vital role in the development of basic education. There are three basic questions about teacher education: what kind of teachers to train, how to train teachers and how to train teachers. The theory and practice of post-professional development of primary school teachers mainly focuses on the two basic issues of what kind of teachers to train and how to train teachers. What kind of primary school teachers to

train will give different answers in different eras.

Based on the new era, the Ministry of Education issued the "Opinions on Comprehensively Deepening the Reform of the Teacher Team in the New Era" [1] and the "Action Plan for the Revitalization of Teacher Education (2018-2022)" [2] in 2018; in 2019, it issued the "China Education Modernization 2035" [3] and the "Opinions on the Implementation of the National Primary and Secondary School Teachers Information Technology Application Ability Improvement Project 2.0" [4]; in October 2020, the CPC Central

Committee and the State Council issued the "Overall Plan for Deepening the Education Evaluation Reform in the New Era" (hereinafter referred to as the "Overall Plan"). These opinions, plans and programs are the fundamental guidelines for the research and practice of primary school teacher educators at this stage, actively promote the professional development of primary school teachers, and constantly put forward updated and higher requirements for the ability and quality of teachers with the changes of the times, so as to promote the professionalization process of primary school teachers. How to train primary school teachers is a question about the evaluation of the teaching quality of primary school teachers. The "Overall Plan" issued in 2020 clearly proposes to improve the evaluation of primary and secondary schools, proposes to lead the professional development of teachers, improve the level of education and teaching, create a harmonious environment for educating people, highlight the implementation of student comprehensive quality evaluation, carry out student development guidance, and actively explore value-added evaluation [5].

The special nature of the professionalization of primary school teachers lies in the fact that they are educated to underage primary school students [6, 7] and are in the stage of becoming growth. The growth of primary school students and the professional development [8-12] of primary school teachers have a natural internal logic. The post-professional development path of primary school teachers must follow the physical and mental development and growth regularity of primary school students, and the growth space of students also determines the choice of the post-professional development path of primary school teachers. Therefore, based on the value-added evaluation of "student growth", this study has important theoretical and practical significance for the professional development path of primary school teachers.

2. Feasibility Analysis Based on the Perspective of Value-Added Evaluation of Student Growth

As a special group, primary school students have their own unique characteristics. The characteristics of primary school students are first manifested in the characteristics of children's growth. On 20 November 1989, the international Convention on the Rights of the Child was adopted by the 44th session of the United Nations General Assembly. Contained in this treaty is a profound idea [13]: that children are not just objects who belong to their parents and for whom decisions are made, or adults in training. Rather, they are human beings and individuals with their own rights. The Convention says childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity. The Convention went on to become the most widely ratified human rights treaty in history and has helped transform children's lives. The Convention on the Rights of the Child clearly sets out four statutes on the development of

children: (1) the principle of the best interests of the child. Wherever children are concerned, the interests of the child must be paramount; This principle is related to the child's right to survival and development, and it points to the quality of children's life and development; If the child himself or herself is involved in anything, the child's own views and opinions must be carefully listened to; (4) the principle of non-discrimination. Children, regardless of their socio-cultural background, whether of origin, wealth or gender, normal children or children with disabilities, should be treated equally and should not be discriminated against or ignored in any way. The International Convention on children makes it clear that the greatest characteristics of primary school pupils lie in their developmental characteristics. In addition, John Locke's "whiteboard theory" [14] also highlights the value of growth education. Therefore, the professional development of primary school teachers should be the original intention and purpose of helping children grow up.

The growth characteristics of primary school students are mainly reflected in three aspects: physical characteristics, personality development characteristics and cognitive development characteristics. Self-awareness is an important part of personality structure. The study found that the self-consciousness of primary school students is non-linear and related to their cognitive development characteristics, and there are significant differences in different age groups; the cognitive development characteristics of primary school students belong to the category of intelligence in their growth characteristics; with the growth of age, the thinking characteristics of primary school students are manifested as the characteristics of transition from figurative thinking to abstract logic. The main responsibility of primary school teachers is to cultivate children's abstract thinking skills. This requires primary school teachers to be able to actively create conditions according to the thinking level and development trend of primary school students, and choose appropriate professional development paths based on the value-added evaluation of students' growth.

This study aims to clarify the status and mission of primary school teachers and primary school students in the field of education. The responsibility of primary school teachers is to serve the growth of students, and their professional development path should also be based on the educational concept of serving the growth of primary school students. In view of this, it is appropriate and feasible to study the path to the realization of post-professional development of primary school teachers with the value-added evaluation of student growth as the starting point.

3. Logical System of Growth Value-Added Evaluation

Due to the complexity and multi-level nature of growth value-added evaluation indicators, according to the concept of results-oriented education (OBE) [15], the setting of

Based on the Three-circle model, starting from the core concept of "talent training is results-oriented" of teacher professional certification, the value-added evaluation index system for primary school students' growth is designed based on OBE, and then the growth value-added index is evaluated in combination with the teaching

evaluation platform. And through the training goals to link the two, so that they are both interconnected and self-contained, to achieve the growth value-added evaluation index system model expression (figure 3), synergy to form a complete new paradigm for primary school students in the new era.

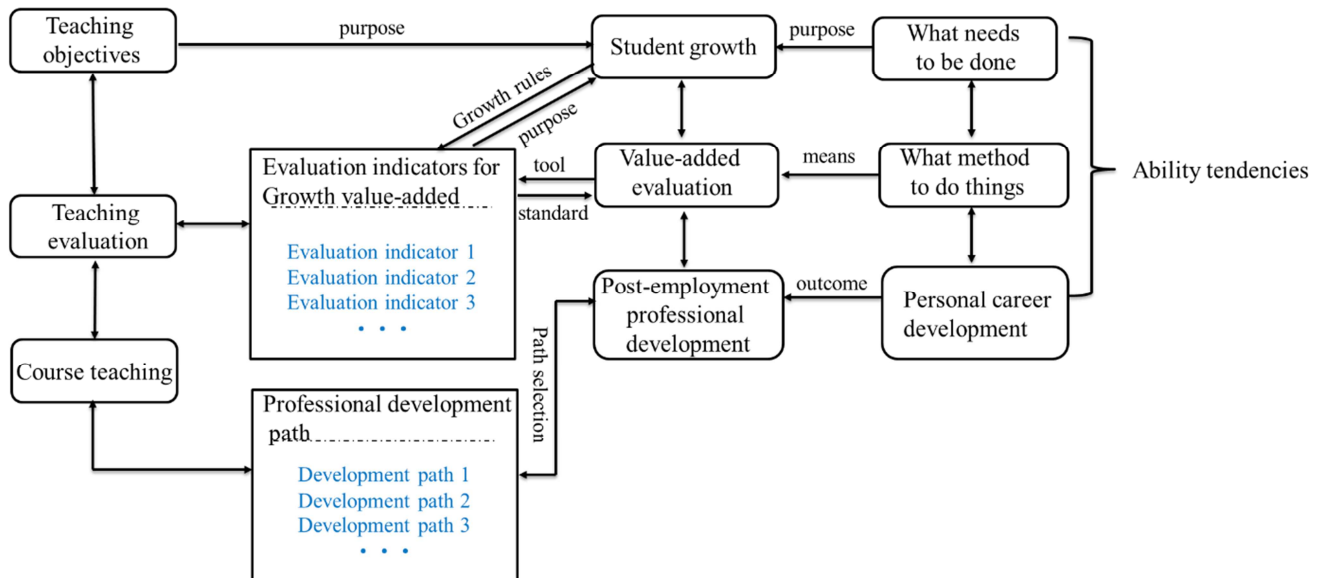


Figure 3. Modeled expression of growth value-added evaluation index system.

5. Strategy of Post-Professional Development of Teachers

On the basis of the construction of the above-mentioned growth value-added evaluation model, and under the support of the concept of results-oriented education (OBE), teaching evaluation research is carried out to test the effectiveness of value-added evaluation based on student growth, and then revise and verify the evaluation standard system, and propose a feasible path for the professional development and improvement of primary school teachers after service.

The key to the study of the path of post-professional development of primary school teachers based on the value-added evaluation index system model of student growth lies in finding the inherent logical order between student growth and the post-professional development of primary school teachers, and then seeking a symbiotic path that can promote student growth and achieve post-professional development of teachers in the field of teachers and students.

6. Conclusion

This research is based on the response to the "four returns" call of the 2018 National Education Conference, and the "Overall Plan" in 2020 proposes to actively explore the demand for value-added evaluation, and choose the

value-added characteristics of children's growth from the professional development path of primary school teachers, which will help promote the "return to common sense" of primary school education in China, care for the value-added characteristics of primary school students' growth, and avoid the shortcomings of unscientific education that are prevalent in the current "only scores" in basic education. In order to provide a reference for the professional development of primary school teachers after service and the service of higher teacher education to the reform of basic education.

Acknowledgements

This work is funded by the Teacher Education Curriculum Reform Research Project of Henan Province with the project number 2021-JSJYYB-030.

References

- [1] Central Committee of the Communist Party of China and State Council. Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era [R]. 2018-01-20.
- [2] Ministry of Education of the People's Republic of China and other five departments. Action Plan for the Revitalization of Teacher Education (2018-2022) [R]. 2018-03-22.
- [3] Central Committee of the Communist Party of China and State Council. China Education Modernization 2035 [R]. 2019-02-23.

- [4] Ministry of education. Opinions on the Implementation of the National Primary and Secondary School Teachers Information Technology Application Ability Improvement Project 2.0 [R], 2019-03-21.
- [5] Bacher-Hicks A, Chin M J, Kane T J, et al. An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys [J]. *Economics of Education Review*, 2019, 73: 101919.
- [6] Mirzayeva Sayyora Rustamovna. Psychological features of attitudes of students to their own health in conflict situations. *journal of critical reviews*. ISSN- 2394-5125 VOL 7, ISSUE 17, 2020. <http://www.jcreview.com/?sec=cissue>.
- [7] Akramova G. R., Akramova S. R. Developing critical thinking on elementary class pupils is the most important factor for preparing social relationship. *JOURNAL OF CRITICAL REVIEWS*. ISSN 2394-5125 VOL 7, ISSUE 17, 2020. <http://www.jcreview.com/?sec=cissue>.
- [8] Ekinci E, Acar F E. Primary School Teachers' Opinions on Professional Development (Professional Development Model Proposal) [J]. *Journal of education and Training Studies*, 2019, 7 (4): 111-122.
- [9] Nzairwehi J, Atuhumuze F. In-Service Teacher Training and Professional Development of Primary School Teachers in Uganda [J]. *IAFOR Journal of Education*, 2019, 7 (1): 19-36.
- [10] Haerani R, Masunah J, Narawati T, et al. Models of Arts Teacher's Professional Development [J]. *International Journal of Higher Education*, 2020, 9 (6): 77-86.
- [11] Brion C. Learning transfer: The missing linkage to effective professional development [J]. *Journal of Cases in Educational Leadership*, 2020, 23 (3): 32-47.
- [12] Mukhamadovna T M, Sharipovna H A, Supkhonovna H N. The system of development of professional competence in future primary school teachers [J]. *System*, 2020, 7 (13): 2020.
- [13] Convention on the Rights of the Child: For every child, every right. <https://www.unicef.org/child-rights-convention> [2022-5-9].
- [14] John Locke. *Some Thoughts Concerning Education* [M]. Clarendon Press, 1991.
- [15] Spady, W. Choosing Outcomes of Significance. *Educational Leadership*. 1994, (51) 6: 18-22.