

Research on the Construction of Innovative Model of Integrated Teacher Education in Island under the Background of “Strong Teacher Plan”- A Case Study of Zhanjiang City

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Abstract: *Island education is an important component of China's rural education, but also an organic component of the high - quality development of rural basic education. Due to the special geographical location of Zhanjiang island, most of the island schools are located in remote rural areas. The main problems of island schools are backward educational infrastructure, weak teachers and limited professional development of teachers. Based on the regional teacher education reform and innovation, from the perspective of “digital enabling basic education” and “U - G - S” collaborative education, the paper puts forward six integration of pre - service training and post - service training, improves the construction of post - service teacher education teacher bank, carries out the “excellent teacher” project, and establishes the digital application of education support mechanism to explore the construction of an integrated innovation model of teacher education in Zhanjiang Island.*

Keywords: strong teacher plan; innovation; island; integration of teacher education

1. Introduction

For the implementation of the central committee of the communist party of China and the State Council on comprehensively deepen the reform of the new era of teachers team construction opinions, in 2022, China's Ministry of Education, in collaboration with seven other authorities, has issued a plan to build a stronger teacher force for the country's basic education system (hereinafter referred to as “Strong Teacher Plan”), which put forward fifteen measures from four aspects, to comprehensively deepen the reform of the new era of teachers team construction, strengthen the construction of high level teacher education system, cultivate high quality professional innovative primary and secondary school teachers, and strive to build high quality balance of basic public education service system describes the grand blueprint (The Ministry of Education, 2022). In the report to the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping made a series of important arrangements for the education satisfactory to the people, emphasizing “accelerating the construction of high - quality education system; accelerating the high - quality and balanced development of compulsory education and the integration of urban and rural areas; and training high - quality teachers” (Xi Jinping, 2022). With the continuous development of economy and society and the gradual improvement of people's living standards, the people's demand for compulsory education has shifted from the equalization of educational resources to the equalization of high - quality education. Due to the influence of geographical location and economic conditions, island education has problems such as backward infrastructure, weak teachers, serious loss of students and lack of family education subrogation (Zhang Zishi, 2023). It is not

conducive to the balanced development of regional quality education. How to train high - quality teachers and improve the quality of island education has become an important proposition to be solved urgently.

2. The current situation of teacher education in primary and secondary schools in Zhanjiang Island

According to statistics, there are about 70, 000 full - time basic education teachers in Zhanjiang City, more than 50% of which are rural teachers, and island teachers are distributed in remote areas (Zhanjiang City Education Bureau, 2024). According to the pre - training research report of Lingnan Normal University on 1919 primary and secondary school rural teachers in Zhanjiang City in 2022, more than 97% of respondents think it is necessary to participate in teacher education and training; 87.96% think their training needs focus on teachers' professional skills; the most effective training category is to study from elite schools, invite experts to teach and share and discuss. Through interviews, we have learned that in Xuwen County, Potou District, Xiashan District and other places, island teachers are in short supply and have different professional quality development of teachers, so there is a strong demand for continuing education.

2.1 Teachers' continuing education needs to be strengthened

At present, most rural teachers in Zhanjiang city are faced with many problems, such as weak professional awareness, weak infrastructure and serious loss of students, which bring negative effects on island education. There are some problems in island teacher education, such as the single

traditional teacher training mode and the disconnection between educational theory and educational practice in post - service teacher training. Whether it is the endogenous needs of island teachers, or the external development requirements of island schools, or the expectations of island families for children's education, it is imperative to strengthen the education of island teachers.

2.2 The contradiction between teachers' work and study is still prominent

According to the interview, the island schools are short of educational resources, and the problem of weak teachers is widespread. Some island school due to the particularity of position, need to transfer to a variety of vehicles to reach, and the island education teaching, living environment infrastructure is poor, to normal college students to participate in education practice, which makes some island school in “normal field practice, teachers replacement off - job research” has become the empty talk.

In addition, through the interview, we know that some island schools have a relatively large number of retired teachers in recent years and have not arranged new teachers for several years, which makes the teaching staff more tense and aggravates the difficulty for island teachers to sign up for off - job training.

2.3 The training system of excellent general - practice teachers is not perfect

Throughout recent years, although the problems of rural teachers “not to go down”, “not to stay” and “not good at teaching” have been alleviated, the problems of not deep feelings and not strong ability still exist (Chen Liang, 2023). In the interview with the principal of Zhanjiang island School, it is found that the rural oriented training of normal college students have vague career recognition. Besides, the problem that the content of pre - service teacher training is divorced from the actual needs of island teachers often occurs.

General outstanding teachers are urgently needed in Zhanjiang island school. According to the scholars in Zhanjiang area normal colleges general outstanding teachers training mode observation analysis, local normal colleges in determining the general outstanding teacher training orientation, usually focus on subject knowledge, that is to say “normal”, ignore the cultivation of education innovation, that is to say “academic”. In the cultivation, only seek the “how to teach” skills, ignore the “what to teach” research (Wang Linfa, 2023). In addition, the study also found that local normal universities failed to make the training of outstanding teachers in general practice into a brand to meet the needs of outstanding teachers for the high - quality development of regional basic education.

3. The significance of the construction of the integrated innovation mode of island teacher education in Zhanjiang city

Throughout the evolution and reform exploration of teacher education at home and abroad, in fact, the integration of teacher education is to effectively integrate and organically link pre - service education, entry education and post - service education for teachers, guided by the concept of lifelong education and the theory of teacher professional development, with the aim of cultivating high - quality professional teachers who meet the requirements of The Times (Chen Shijian, 2020). To form a continuous teacher education system which has its own emphasis but is integrated. In island areas, educational resources are often scarce, and teachers are faced with many challenges. It is particularly necessary to establish an integrated teacher education model and strengthen the connection between pre - service training and post - service training to train outstanding island teachers and improve the quality of island education.

3.1 It helps to promote the balanced development of regional education and promote educational equity

The lack of educational resources in island areas reduces the opportunities for local students to receive high - quality education, and the professional development of teachers is also limited. The integration of island teacher education can provide better training and development opportunities for teachers, promote the dissemination of advanced educational concepts and teaching methods, so as to improve the overall level of island education and promote the balanced development of regional education. Excellent island rural teachers can make up for the uneven educational resources and ensure that all children, regardless of their geographical location, have the opportunity to receive a good education. This is crucial to narrowing the gap between urban and rural education and realizing the overall educational equity of the society.

3.2 It helps to cause the local education authorities to pay more attention to the professional development of the island teachers

The “Strong Teacher Plan” aims to improve the quality of teachers and education. To further promote the “Strong Teacher Plan”, the primary task is to grasp the integration of teacher education. The education department of Zhanjiang city is an important guarantee department for the professional development of island teachers. It needs to attach great importance to the “University - Government - School” (“U - G - S” for short) mechanism to build a new training mode to construct the integration of island teacher education, so as to promote the development of “Strong Teacher Plan” in Zhanjiang.

3.3 It helps the local normal colleges to strengthen the reform and innovation of the talent training mode for normal university students

Local normal colleges are important bases for training future teachers. The integration of island teacher education can not only improve the understanding and adaptability of normal university students to island education, but also promote the

innovation of teacher education curriculum through practice and research, and strengthen the practical ability and innovative consciousness of normal university students. In September 2022, the General Office of the Ministry of Education issued the Notice on Further Improving the Training of Normal University Students under the “Excellent Teacher Plan”, which innovatively proposed the “double practice” system covering both urban and rural teaching environments to cultivate rural “Big Master” (Chen Liang, 2023).

In terms of pre - service training of normal university students, local normal colleges and universities should not only observe and practice educational teaching in high - quality urban primary and secondary schools, but also conduct educational research and practice in underdeveloped urban and rural areas, which ensures the reform and innovation of normal university students, especially in the pre - service training process of oriented normal university students.

4. Exploration on the integrated innovative mode of island teacher education in Zhanjiang Island under the background of “Strong Teacher Plan”

4.1 Strengthen the pre - service training, and jointly build the “U - G - S” collaborative education mechanism

Pre - service and post - service integrated teacher education is to meet the needs of local basic education teachers. In order to avoid the duality of “pre - service” and “post - service” and build an integrated system of teacher education, six “integrations” need to be defined, namely “concept integration, goal integration, curriculum integration, teacher integration, resource integration and mechanism integration”, and the reform of teacher education and basic education reform should be closely linked (Sun Chao, 2024). Vigorously develop the mutual recruitment plan between universities and primary and secondary schools; improve the mechanism to build “U - G - S” teacher education integration pilot area by local education authorities to pilot collaborative teaching and research, two - way mutual recruitment, job exchange, teaching diagnosis and teacher development.

4.2 Establish a high standard training teacher base to ensure the quality of post - service training teachers

The current teacher training mode has some problems that the supply side cannot meet the demand side and the mismatch of structural resources (Qu Manqi, 2023). Usually for primary and secondary school teachers, the training consists of the “national, provincial, city, county, school” five - level training system. As the inner ring of the five - level training system for primary and secondary school teachers, the provincial primary and secondary school teacher development center plays an important role in teacher professional development demonstration training and professional guidance. The provincial primary and secondary school teacher development center of local

normal colleges plays an important role in improving the quality of regional teacher education and training by undertaking the “Strong Teacher Project” led by the Guangdong Provincial Department of Education.

In view of the current problem that the supply side of primary and secondary school teacher training cannot meet the demand side, we can rely on the resources of colleges and universities to select the theoretical training teacher database and the practical training teacher database of provincial primary and secondary school teacher development centers through hierarchical classification and combination of professional and vocational training, and adhere to the dynamic adjustment strategy to establish a training and assessment mechanism to ensure the efficient operation of the training teacher team

4.3 Continue to carry out the Excellent Teachers Project to cultivate excellent teachers in both directions

Local feelings are the emotional basis for rural teachers to contribute to rural education. Only “deep feelings” can stabilize the root of rural education (Chen Liang, 2020). In view of the problems of fuzzy professional recognition and lack of local identity in the training of normal university students, especially rural oriented normal university students, we should pay attention to the ideological and political education of them in addition to the teaching of professional knowledge. Integrate the “island native culture” into the education and teaching process, arrange oriented normal university students to island for education internship, help to recognize the status quo of “island education” in advance, strengthen ideological guidance, and guide aspiring young people to build a career at the grassroots level. With the help of provincial normal university teacher education resources advantage, through the “teachers mutually” plan, “U - S” pairing support, and relying on the name of the provincial primary and secondary school teachers development center in the name of the “outstanding teacher training”, “famous project” series of teacher education training programs, cultivate the backbone island rural teachers, education management workers. At the same time, it can also improve the ability of college teachers to guide the school - based research practice and diagnose the problems of school development in island primary and secondary school

4.4 Strengthen the “U - G - S” pair assistance to help the digital transformation of island education

Digital empower basic education, and promote island education informatization. In the pilot zone of teacher education integration built in Zhanjiang City, the education administrative department should increase its support for the new education infrastructure in the island area, accelerate the construction of smart campus in island schools, vigorously promote the application of three classes in island rural schools, including delivery class, famous teacher class and network class of famous schools, and strive to solve the problem of unbalanced education teachers on island (Zhang Zishi, 2022). Local normal colleges and universities should give full play to the role of “digital” education and

teaching resources output and sharing, such as building the research and training platform of provincial primary and secondary school teacher development center, providing the island teacher education network research and training platform, college and primary school teacher exchange platform, online high - quality courses, cloud volunteer teaching and other digital education resources. And study the effective mechanism to monitor the effect of island education promoting the digitization of classroom teaching process.

5. Conclusion

The integration of island teacher education is an effective way to realize educational equity, promote educational reform and improve the quality of normal education. Local education authorities should increase their support for island education, improve the construction of smart campus, and strengthen teacher training and professional development. Local normal colleges and universities should carry out curriculum reform and talent training according to the characteristics of island education, and integrate the integrated training system of pre - service and post - service teachers. Island schools should actively participate in the construction of regional comprehensive reform pilot area for teacher education, turn “blood transfusion” into “hematopoietic”, and explore a new mode of school - based research and study.

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