

Studies on High-Quality Development for Teaching Faculty in Guizhou: Difficulties and Paths

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Since the 13th Five-Year Plan, great effort has been made by Guizhou Province to build up the teaching faculty and improve their comprehensive qualities. With reference to the high-quality development proposed in the 14th Five-Year Plan, the following deficiencies still exist, such as the shortage of teaching faculty, dissatisfying training effect, and imperfect performance evaluation mechanism. Hence, this paper holds that we can upgrade the high-quality development for teaching faculty in Guizhou by optimizing teachers' resources allocation, increasing the overall teachers' training, and refining the criterion for teacher evaluation.

Keywords: teaching faculty, high-quality development, path-taking

As one of the most important parts in education career, teaching faculty is an important foundation for a country's prosperity, a nation's rejuvenation, and people's happiness (Wang, 2018). The report of the 19th National Congress of the Communist Party of China put forward Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, emphasizing the priority development of education and improving the quality of the teaching faculty. In order to implement the strategy of "high-quality in poor provinces", Guizhou is placing education in the first place during the process of pursuing high-quality development, making it a long-term goal of people's livelihood and a foundation for getting rid of poverty. In 2022, the State Council issued the *Opinions on Supporting Guizhou to Break a New Road in the Great Development of the Western Region in the New Era*, which takes it as the basis to strive for promoting the high-quality development of education in Guizhou and supports Guizhou to fully implement "National training program for primary and secondary school teachers" and "Special post plan for school teachers in the rural compulsory education stage" (State Council of the People's Republic of China, 2022). At the same time, the Party and the nation have paid much attention to teachers in Guizhou, which has not only brought new opportunities for the teachers in Guizhou, but also many challenges. In view of this, this paper focuses on the difficulties encountered in the high-quality development of the teaching team in Guizhou and tries to find out the solutions, so as to provide reference for future in-depth research.

Difficulties When Building up Teaching Faculty in Guizhou

Since the implementation of the 13th Five-Year plan (2016-2020), China has entered a new era of socialism with Chinese characteristics. Under this circumstance, Guizhou made great effort to develop its teaching faculty. For example, it implemented "Special post plan for school teachers in the rural compulsory education stage" and "National training program for primary and secondary school teachers". Thus, the quantity and quality of the

teacher in Guizhou was increased. And Guizhou stepped into a new stage of developing its teachers' team, with both new opportunities and challenges ahead. According to the requirements for education in the "14th Five-Year Plan" (2021-2025), there are still many problems in the development of the teaching faculty of Guizhou province, which will be discussed below.

The Shortage of Teaching Faculty

The development of education in the less-developed area in China was restricted by the problems appeared during the process of constructing the teaching faculty. It is urgent to understand and solve the problems encountered in the development of teachers' team in rural area (Yu, Zhang, & Li, 2007). According to the requirements of the country for the teacher-student ratio, there is still an imbalance in the number of teachers between urban and rural areas in the province. Besides, the professional level of teachers between urban and rural areas has increased. And an increasing number of teachers choose to live in the countryside. As for the basic education, there is a structural imbalance in the allocation of teachers among each stage and each discipline. And the imbalance of the gender ratio of teachers and the irrational age structure are prominent. Therefore, Guizhou Province is now in a structural dilemma in terms of the number of teachers.

The Overall Quality of Teachers Needs to Be Improved

The level of professional development for teachers is a reflection of social development, and it is necessary to accelerate the construction of the teaching faculty due to the needs of social development. The judgment of social needs and the historical awareness of teachers' professional development directly affect the building up of the teaching faculty and the teacher education policy (Yuan, 2003). There are still many problems in the construction of teacher quality in Guizhou. First of all, there are insufficient highly-educated and high-quality teachers, and there is a big gap between them and other teachers across the country in terms of the average degree. Secondly, there are relatively small number of experienced teachers in primary and secondary schools, and it is difficult for them to develop skills. Finally, the teaching ability of some teachers needs to be improved urgently, and the situation of emphasizing scientific research and neglecting teaching in colleges and universities is still commonly-seen.

The Post-Service Training Model for Teachers Needs to Be Developed

With the purpose of solving problems in their careers, some teachers attend the post-service training. In other words, the teachers who participate in the training are to solve problems. To address these issues, these teachers should not only rely on lecturer, but also tap into the resources of other trainers (Yu & Mao, 2004). At present, the post-service training of teachers in Guizhou has shown the characteristics of fragmentation and discretization, and has not been able to form a synergy. In the training, there are problems such as paying too much attention to quantity, form, and the construction of platform. In addition, the training at all levels is repetitive and inaccurate, neglecting to motivate teacher and meet the needs of teacher. In some schools, participating in various training has become one of the burdens of teachers and has failed to play a role in promoting the professional development of teachers.

Mechanism for Teachers' Performance Evaluation Needs to Be Refined

In the new era, the high-quality development of the economy and the people's pursuit of high-quality education put forward higher requirements for the professional quality of teachers. Therefore, it is urgent to build up a team with highly-qualified, professional, and innovative teachers. The requirements for building a team of

teachers at all levels and in all types of schools are more detailed, which means that the requirements of high-quality and innovative teachers of colleges and universities, high-quality dual-teacher vocational college teachers, high-quality and professional primary and secondary school teachers, and high-quality kindergarten teachers who are good at teaching have not yet been refined. In addition, issues such as the craze for after-school tutoring and the enthusiasm for choosing a better school have attracted much attention. All of the above problems need to be solved by establishing a mechanism for evaluating teachers' performance.

Methods for Strengthening the Development of Guizhou's Teaching Faculty in the New Era

With the development of education, Guizhou began to pursue modernization and high quality in its teachers' team. However, there are still many difficulties in the process. First of all, the structural imbalance between the urban and rural teachers in Guizhou is prominent, with many casual rural teachers, and the overall quality is low. Secondly, the teacher training system is not perfect, so is the system for evaluating teachers' performance. Last but not least, rural teachers' rights are not guaranteed. The profession of village teacher is unattractive, so a large number of teachers choose to leave rural schools.

Optimizing the Structural Distribution of Teacher Resources

The most important thing to improve the quality of education is to optimize the structure of teacher resources. Due to the differences in the level of development between urban and rural areas, the distribution of teacher resources is uneven, which to a certain extent shackles the development of education in Guizhou. The structural imbalance in the allocation of teacher resources refers to the uneven allocation of teacher resources between different regions, schools, and disciplines. In this case, even if the total number of teachers is sufficient, there is still a shortage of teachers in some areas, schools, and disciplines. Thus it is difficult to meet the needs of education development (Li, 2008). It is necessary to explore ways to optimize the allocation of teacher resource structure and the dynamic distribution of the teaching team. First of all, the identity of teachers will be changed from "school people" to "system people" in each region, and teachers will pay less attention to "school people". The competent departments for education shall, on the basis of the changes in school posts in the region, adopt the large-scale budgeted posts approval model, reasonably protect the rights and interests of teachers, establish and improve the system for evaluating the teachers' performance, achieve flexible adjustment of the number of budgeted posts among schools in each region, implement the dynamic tour teaching system in the school district for courses such as music, physical education, arts, and English, which are not open in each school, or open with poor teaching quality, and carry out a regular teacher rotation system in urban and rural areas. Secondly, communities will be encouraged to explore the compulsory education school district system, form a "community" school model, and promote the rational flow of teachers in the region.

Deepening the Integration Model of Teacher Training

The teacher training has an urbanized tendency. During urban and rural development, teachers have different training needs. However, in actual teaching practice, some training contents disregard the current situation of rural education in central and western China, always taking urban education as a model. Many observation classes are high-quality classes with modern equipment and network resources to show the graphics and text, which shows the urbanization tendency of training contents is more obvious. The current process of teacher training construction in Guizhou should simplify the teacher training model from the training integration model. On the one hand, the teacher pre-job training model should be innovated. The advantages of regional disciplines of

teacher training colleges and universities should be tapped to create a teacher education system equipped with rich Guizhou regional characteristics. Teacher training colleges and universities in the province are the main sources of supplying front-line teachers in fundamental education. So they should give full play to the regional disciplinary advantages of teacher training universities and local teacher training colleges, including building a strong teacher education alliance in Guizhou Province, carrying out the reform of “artificial intelligence plus teacher education”, expanding the enrollment scale of master’s degree in education, and strengthening the construction of doctoral education programs. By doing so, the discipline of teacher education can be enlarged and strengthened. In addition, local education authorities should support the construction and development of teacher education disciplines in local teacher training colleges and universities. Furthermore, it should deepen the reform of teacher education training mode and establish a mechanism for training free normal college students. On the other hand, we should improve the three-tier teacher professional development institutions, introducing three-tier management methods for teacher training at the provincial, municipal, and county levels. The institution should form an integrated division of teacher post-vocational training model with provincial training experts leading the education elites, municipal training highlighting critical problems, and county-level training reinforcing practical work to fill the shortcomings. Firstly, The provincial platform relies on the education of elites such as famous teachers and principals in front-line education and the popularization of advanced education concepts, especially focusing on promoting the organic integration of information technology and teacher training, developing a database of targeted and distinctive teacher training courses of all levels and types through the government’s purchase of services, implementing a menu-based credit system management to carry out full online training, and accurately supporting the real needs of teachers’ professional development. Secondly, local and municipal platforms are based on meeting the actual demands and filling current shortcomings of teachers’ capacity. The platform strengthens and enlarges the teaching and research team by finding the proper target, such as ethnic areas should focus on strengthening teachers’ Mandarin proficiency. Teachers should be trained to strengthen their leadership ability to cultivate students in collaboration with the family, school, and society. Vital vocational education areas should learn from the Guizhou experience of the apprenticeship system with Chinese characteristics through training. Moreover, it is specifically responsible for the training and guidance of educational research in schools in a particular region. Lastly, the county-level platform focuses on post-job training through the construction of “research and training integration” to achieve a point-to-point, one-to-one training and guidance model. It also integrates resources for new and weak school teachers, designates excellent teachers for three years to help under the guidance of the provincial and municipal platforms, and establishes a teacher training database. Completing professional growth of teachers’ files for teacher training and professional development can provide precise support, long-term tracking, and specialized evaluation programs.

Improving Teacher Evaluation Criterion and Operational Standards

The quality of education and the teaching faculty are significant in current educational theory research and practice. As the primary link in the construction of teachers’ management systems, teacher evaluation research has developed from not being valued to increasingly appreciated (Cai & Huang, 2003). Presently, the teacher evaluation system of Guizhou’s faculty construction should be closely linked to the “reform of teacher evaluation” requirement in the “General Plan for Deepening Education Evaluation Reform in the New Era”, guiding teachers to teach and raise awareness by introducing an evaluation criterion and operational standards. On the one hand,

we should develop the teacher ethics-based standard as the primary criterion for teacher evaluation and form a specific and operational system for teacher ethics evaluation standards and promote its application. Combined with the “four good teachers”, “four guiders”, “four unities” concept, and other precise requirements of teacher ethics construction proposed by General Secretary Xi Jinping, we can establish a system of evaluation standards for teacher ethics and teacher style construction. The evaluation system of teacher ethics is a combination of quantitative and qualitative evaluation with multiple subjects and focuses on the actual performance of cultivating students. It will also yield evaluation results of teacher ethics so as to promote development, which will be widely applied. The result of the evaluation system will be used to provide suggestions for improving the school teachers’ ethics construction and teacher ethics growth, to provide references for the self-improvement of teacher morality, and the realization of the school’s longer-term management goals. On the other hand, we will follow the characteristics of the pattern of talent training, break the strange phase of education such as the score-first mentality, and form a forward-looking, sustainable, and polymorphic way of evaluating teachers’ performance. In addition, we will establish a system of indicators with rich educational evaluation content. Moreover, the evaluation of teachers’ titles, positions, and appraisals will start with a comprehensive evaluation of the “five educations”, highlighting the educational and teaching performance of this job in moral, intellectual, physical, social, and aesthetic aspects of development.

Enhancing the Professional Attractiveness of Rural Teachers

With the formation of the urban-rural dichotomy in China, the status of urban teachers has gradually emerged as superior to that of rural teachers. The only way to resolve this dilemma is to boost the professional development of rural teachers by raising the level of teacher education, optimizing and reorganizing all elements of teacher education, and forming a new type of teaching faculty featuring “high-quality, and professional skill”, which can efficiently respond to the demands of social and economic development in the new era.

On the one hand, the education policies are specially formulated to enhance the professional attractiveness of rural teachers in the new era, including policy treatment, title honors, localized training of rural teachers, promoting regular rotation of outstanding teachers in rural areas, explicitly recruiting whole subject teachers specializing in primary education in small-scale rural schools, forming retired experts, and implementing the Silver Age Teaching Program (Du & Kuang, 2022). Specific policies should be implemented, especially to cultivate the strong affiliation of rural teachers, expand the proportion of rural teachers with more senior titles, and improve the honor system for rural teachers. On the other hand, it will enhance the ability of rural teachers to serve rural society, establishing a special title evaluation system for rural teachers and combining the evaluation of rural teachers’ titles with rural revitalization.

Authorities should take geographical and cultural advantages to establish a group of rural brand schools and rural master-level teachers’ workshops for rural revitalization, cultural inheritance, and education informatization, so as to cultivate the rural educators who can lead the high-quality development of rural teaching faculty.

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