

Study on the Function Positioning and Operation Model of Teacher Education College of Zhangjiakou University

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Abstract: *There are different types and characteristics of teacher education colleges; the functional positioning and operation mode of the Teacher Education College of Zhangjiakou University is a unique type with two attributes of business management and service to teachers and students, and is an important department in the integration of teacher education in the university.*

Keywords: *Teacher Education Institute; Functional Positioning; Operational Model*

1. Introduction

The establishment of the Teacher Education College of Zhangjiakou University in March 2018 marked the beginning of a new journey and a new era for teacher education at Zhangjiakou University. The institute was integrated on the basis of the school's Teacher Skills Training Centre, Teacher Teaching Development Centre and Zhangjiakou Centre for Continuing Education of Primary and Secondary School Teachers. In fact, the establishment of the School of Teacher Education is based on the spirit of the relevant documents of the State and the Ministry of Education, taking into account the practicalities of the school's teacher training programmes and the goal of improving the quality of teacher education. This paper analyses the functional positioning and operational mode of the Teacher Education College of Zhangjiakou University on the basis of literature research, in order to find the right position and better carry out its work.

2. Reasons for the establishment of the Institute of Teacher Education

Along with the arrival of the massification of higher education in China, which has given rise to the rapid development of teacher education reform, teacher education has, on the one hand, raised the academic level in completing the process of universityisation of teacher education; on the other hand, the comprehensive development of teacher education institutions has resulted in the consequences of weakening the characteristics of teacher education: graduates are not as skilled in teaching skills and effective in raising academic standards, and the quality of teacher education training has obviously declined; furthermore The teacher-training students trained by comprehensive institutions, despite their emphasis on academics, are seriously lacking in teacher-training characteristics, thus failing to achieve the desired effect of teacher-training. This situation has aroused widespread concern in society, and at the beginning of the 21st century, many universities established teacher education colleges one after another to integrate their limited teacher education resources and strengthen teacher training, in an attempt to enhance the quality of teacher training through the establishment of the teacher education college model.

2.1. The dilemma of teacher training and promoting the establishment of teacher education colleges

According to the experience of the historical development of teacher education at home and abroad, strengthening the professionalization of teachers in China requires raising the academic standards of teachers, establishing an open teacher training system, and carrying out the accreditation of teacher training majors[1][2], thus penetrating the integrated development model of pre-service and post-service teachers[3]. In fact, China's teacher education model has shifted from the old three-tier model (secondary school, college, bachelor's degree) to a new three-tier model (college, bachelor's degree, master's degree) or even a two-tier model (bachelor's degree, master's degree)[4], gradually raising the academic standards for teacher qualifications; at the same time, the traditional model of teacher training

orientation has been transformed to create a new model involving comprehensive universities, teacher training institutions, and teacher training schools to jointly train. At the same time, the traditional model of teacher training was transformed into a new model involving comprehensive universities, teacher training institutions and teacher training schools. The open teacher education model has helped teacher education institutions to gain an overall academic competitive advantage. However, there is a need to address the key dimensions of academic and teacher education in teacher education institutions [5]. In contrast, the involvement of comprehensive universities in teacher training has, from the outset, been inherently focused on academics at the expense of teacher training for effective skills development in teacher education. In fact, studies have shown that in the process of comprehensive teacher education universities, the proportion of teacher education majors in the school's undergraduate majors has become smaller and smaller from the perspective of the construction of academic majors, with many schools accounting for less than 1/3 of the majors, indicating that teacher education is no longer the mainstream of these institutions [6]. In the process of education, the academic nature of teacher education majors has not been significantly improved, but the teacher training characteristics that should be there have been lost. The lack of quality systems in teacher education is even more evident in comprehensive universities.

Statistics show that more than half of the universities that train teachers are not teacher training colleges, and comprehensive universities have become an important force in teacher training [7]. The theoretical logic of training teachers according to the standards of subject specialists and characterising their academic standards by their level of subject expertise, latent in comprehensive universities running teacher training programmes, is a complete neglect of the teaching profession and the profession of teacher education [8]. Teacher-education is the evidence that reflects the academic quality of teacher education, while the old trio of courses that barely reflect the academic quality of teacher education are marginalised to the point of near negligence.

Since the expansion of higher education, the quality of teacher training has declined and has been criticized by employers. It is an indisputable fact that how to transform the quality of teacher training talents, the state started to prepare for the certification of teacher training majors in 2013, from the beginning of the pilot project to the improvement of the system documents, the official introduction of the Implementation Measures for the Certification of Teacher Training Majors in General Higher Education Institutions (Provisional) in October 2017, and the launch of the certification of teacher training majors in 2018, which provides a quality evaluation mechanism to improve the quality of teacher training talents.

The establishment of teacher education colleges abroad was based on the rapid development of education, the aim of replenishing teacher education, the requirement to improve the conditions of schooling, the need to train expert teachers and the requirement to enhance international competitiveness [9]. The emergence and development of teacher education colleges in China is based on the requirements of social development for talents, the transformation and development of teacher training colleges, the transformation of the teacher education system, and the professional requirements for the professional development of teachers. In both foreign and domestic contexts, it has become a consensus to integrate the resources of teacher education both inside and outside the university, to focus on teacher education majors from the structural, functional and academic logic [10], to train qualified and even excellent teachers, and to establish a physical teacher education institute.

2.2. The requirements of national policies have prompted the establishment of teacher education colleges in relevant universities

Central Committee of the Communist of China on Comprehensively Deepening the Reform of Teacher Training in the New Era" was promulgated, and in response to the fact that teacher training is not fully adapted to the requirements of the new orientation, new journey and new mission, the solution measures mention "creating conditions to promote a number of high-level comprehensive universities with a foundation to establish teacher education colleges, set up teacher training programs and actively participate in The Government should also create conditions for a number of high-level comprehensive universities to establish teacher education colleges, set up teacher training programmes and actively participate in the training of teachers for basic and vocational education. Integrate the academic strength of advantageous disciplines and gather high-level teaching teams [11]." The main measures in the circular of the Ministry of Education and other five departments on the issuance of the Action Plan for the Revitalisation of Teacher Education (2018-2022) in March of the same year also state that the internal resources of universities should be effectively integrated, relying on the advantages of existing resources to establish physical teacher education colleges [12]. Therefore, from the national level, it

seems that the establishment of a physical teacher education college is already one of the ways to run a good teacher education program, construct an integrated system of pre-service and post-service teacher education, and implement the revitalization plan of teacher education.

3. Types and characteristics of physical teacher education colleges

Statistics show that among the universities that offer teacher education, "teacher education colleges" have been established, and even if the name is not a teacher education college, the substance is still the function of a teacher education college. These include teacher training colleges directly under the Ministry of Education, double-class universities, provincial teacher training colleges, provincial key universities, and local comprehensive colleges. Due to the different levels of schools and the different orientations of talent training, the types, functions and modes of operation of their teacher education colleges also vary greatly.

3.1. Types of Teacher Education Institutes

Teacher education colleges can be divided into three categories, depending on their type. The first type is the renaming of the institution or the "aliasing" of the institution. In the second category, the institution is reorganised. The third type is the creation of new institutions. The first category is typical of teacher education colleges, where the original College of Education is renamed the College of Teacher Education or has two separate boards, and its mode of operation is to support the teaching of teacher education courses in other teacher education disciplines in addition to the original College of Education's own professional training function; in some schools the College of Teacher Education is essentially an alias for the College of Further Education or the College of Education; the second category is to rename the school. The second type is to reorganise the relevant institutions that can lead the training of teacher training professionals, such as the School of Education, the Practical Teaching Centre (teacher training part), the Centre for Continuing Education and other units, to form the Institute of Teacher Education, whose function is to integrate teaching, on-campus practical teaching and post-service teacher training together to provide a platform for integrated education; the third type is mainly to create new institutions, renewing teachers, facilities and concepts, and establishing new units and establish new units, such as a new platform for on-campus and off-campus practical training in teacher education, and the formation of a team of on-campus and off-campus teacher education teachers, which mainly fulfils part of the functions of teacher training students.

Teacher education colleges can be classified into three different types, depending on their institutional position and functions. The first type is the 'teaching-research' type; the second type is the 'management-services' type; and the third type is the 'management-teaching' type. The third type is the "management-teaching" type [10]. The first type of teacher education colleges are not very different from other colleges in terms of their functions, mainly providing teacher education teachers for other colleges and teaching courses; the second type of teacher education colleges do not have students and mainly provide management and services for teacher education majors in schools with public attributes, such as teacher training, assessment management, educational internships, teacher qualification examinations, primary and secondary school teacher training and other services and management; the third type of teacher education colleges Part of the College of Education's functions is to provide management such as providing a practical training platform for teacher training students, providing management of teacher training and educational practice for teacher training students, providing management and services for post-service teacher training, and also undertaking teaching services for teacher education courses.

From the perspective of human resource development, the goal of teacher education colleges is the integration of teacher education. Regardless of the differences in the types and functions of teacher education colleges, they share the ultimate goal of integrating the functions of teacher training (pre-service, in-service and post-service), combining subject-specific education with professional teacher education, training qualified teachers for kindergarten, primary, secondary, vocational and special education, and providing theoretical and practical support for the professional growth of the five types of teachers. The Institute of Teacher Education provides the organisational entity for planning, managing, organising and researching the strengthening of teacher education characteristics [13].

Teachers such as masters and doctors; teacher training in key provincial teacher training colleges should consider the combination of popularization and elitism, and develop into teaching research universities, mainly training junior and senior high school teachers at undergraduate and postgraduate

levels. Teachers to meet the needs of secondary school teachers in the service area. The teacher training in local teacher training colleges should consider taking the path of popularisation and developing into teaching application universities, mainly to meet the needs of preschool and primary school teachers in the service area; the teacher training in local teacher training colleges should consider taking the path of popularisation and developing into teaching application universities, mainly to meet the needs of preschool and primary school teachers in the service area; the teacher training in comprehensive colleges at the level corresponding to that of teacher training colleges The same applies to the teacher training programmes of the comprehensive colleges and universities. At the same time, each tier of schools should develop a programme and curriculum for the training of teachers in the five categories of teacher training [14] [15] that is consistent with their own tiered position. Institutions at different tiers rely on teacher education institutions to achieve differentiated goals for teacher education.

3.2. Characteristics of Teacher Education Colleges

Physical teacher education colleges must have the characteristics of general second-level colleges: independent leadership, management sections, faculty, research positions, majors and students, and other characteristics, with physical schooling or talent training functions, but different types of teacher education colleges show different characteristics due to the different school environments in which they are located.

One type of teacher education college actually hangs a set of cards with the College of Education (Science), led by the school's vice-principal or head of the Department of Education as dean, and its talent training is only for education, psychology, educational technology, preschool education and other majors, and teacher education courses for other majors are taught; another type of teacher education college is similar to other second-level colleges in terms of leadership, departmental construction, faculty enrichment and professional The other type of teacher education colleges are similar to other secondary colleges in terms of leadership, departmental construction, faculty enrichment and professional development, and have the same scope of business, with management and teaching functions, but with the difference that they have pre-service teacher training and post-service teacher training functions.

4. Functional Positioning and Operational Model of Zhangjiakou Institute of Teacher Education

At the beginning of the establishment of the Teacher Education College of Zhangjiakou University, the Committee of the school has taken the goal of teacher education integration as the target orientation of the college, and the merger was formed by integrating the Teacher Skills Training Centre (hardware for pre-service teacher training), the Teacher Education Development Centre (in-service teacher training institution) and the Zhangjiakou Primary and Secondary School Teachers' Continuing Education Centre (post-service teacher education institution) into three pieces, with clear and prominent objectives. The integration of teacher education has become a permanent goal of the Institute of Teacher Education.

4.1. Functional orientation of the School of Teacher Education of Zhangjiakou University

Zhangjiakou University is a local comprehensive institution, among the 35 existing undergraduate majors, there are 14 teacher education majors, which are scattered in 10 secondary colleges (departments), and in the process of leapfrogging development, the undertones of teacher education majors are weakened, and the teacher training of talents is not obvious enough. The School of Teacher Education was established to enhance the leadership, management and empowerment of teacher education in the training of teacher education professionals. The main functions of the School of Teacher Education are: the teaching of teacher education and psychology courses in theory; the assessment of teacher training students' teaching skills and teaching competitions in management; the provision of a platform for teacher training students' teaching skills training and the co-ordination of teacher training internships for teacher training students in practice; the professional development of current teachers and the post-service training of early childhood, primary and secondary school teachers in continuing education; and the construction of disciplines. The programme is responsible for the development of the education and psychology disciplines. At present, it does not have the daily management functions of professional students, and its main functions cover curriculum teaching, scientific research, practice management and social services, and the initial construction of an integrated pattern of teacher education.

4.2. The mode of operation of the School of Teacher Education at Zhangjiakou University

The College of Teacher Education is currently equipped with three college leaders: a secretary of the Branch, a deputy secretary (dean) and a vice-president to lead the work of the college. Two administrative departments, the Office of the College and the Training Department, and two teaching departments, the Pedagogy Department and the Psychology Department, have been established; the two administrative departments are responsible for the operation of the institution, the management of the training platform, the management of teaching practice and training; the two teaching departments are responsible for the teaching of courses, professional development and scientific research. This mode of operation has both management and service functions, with its management being the management of teacher training majors and teachers, and its service being the service of teacher training students and post-service teacher training for the whole university, with some functions higher than those of other second-level colleges, so its mode of operation has both administrative and teaching functions.

Acknowledgements

This paper is the research result of the 2018 school-level bidding project of Zhangjiakou University: research on the functional positioning and operation mode of the Teacher Education College of Zhangjiakou University (project number: ZB2018001).

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