

Exploring Education Policy in a Globalized World:
Concepts, Contexts, and Practices

Jian Li
Eryong Xue



Teacher Development Policy in China

Multiple Dimensions



Springer

Exploring Education Policy in a Globalized World: Concepts, Contexts, and Practices

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Preface

This book comprehensively explores teacher development policy in China from multiple dimensions. It involves investigating the leading value of “Four Good Teachers”, the teacher salary management policy, the teacher evaluation policy, the teachers’ professional title appointment policy, the teachers’ ethics policy in China’s education system, the “County management and school recruitment” policy in teacher management, the teachers’ honor recognition policy, and the teachers’ qualification management and policy in China. It also brings in-depth understanding to epitomize the teacher development policy in China contextually. In addition, this book also offers specific suggestions to address various challenges of teacher development policies nationally and locally.

Chapter 1 explores the leading value of “Four Good Teachers” in China. Since the eighteenth congress, the party central committee with comrades as the core, in the inheritance of the Communist Party of China the teacher team construction based on experience, based on realizing the great rejuvenation of the Chinese nation, has carried out the construction of teachers in the education reform and development of the prominent position, focused on the teacher’s ethics strengthen construction of the main fulcrum, and put forward a series of new thoughts new ideas. The general secretary’s remarks on “four good teachers” point out the fundamental direction for the construction of teachers in the new era. In this paper, using the method of literature research, the concept of “four have’s” good teachers classifies the types of related research and systems combining ethics to strengthen construction, such as policy text interpretation of the concept of “four have’s” good teachers and implementation, in combination with the execution data teacher’s ethics strengthening policy, thus to improve teachers’ “morality” and discuss the “ideal and faith” path, which aims to better promote the implementation of the concept of “four have” good teachers.

Chapter 2 examines the teacher salary management policy in China. The salary income of teachers is related to the construction of high-quality teachers but also related to the construction of high-quality education. Through research on policies related to teacher salary income from 2011 to 2020, it is found that the development of policies related to teacher salary income can be divided into two periods. In the first period (1993–2018), the average salary of teachers should not be lower or higher

than that of civil servants; in the second period (2018–present), the sum of teachers' average salary and performance should not be lower or higher than the actual income of civil servants. From the perspective of policy tools, the policies of the two stages are mainly mandatory policy tools with strong execution. From the perspective of policy implementation, the salary of teachers from 2011 to 2020 was no lower or higher than that of civil servants, basically realizing the policy goal. However, in real life, there are still some inconsistent policies and regulations which make a large gap between provincial and regional teachers' salary income and the lower relative ranking of teachers' salary income. Therefore, two policy suggestions are put forward to unify the expression of teachers' salary income level in the same policy document and explore multiple modes of teachers' salary management.

Chapter 3 concentrates on the teacher evaluation policy in China. Evaluation is the key link between quality construction and the guarantee of higher education. In the era when high-quality development is the core logic of higher education development, we must exert the substantial effects of evaluation on higher education, such as “promoting reform”, “promoting construction”, “improving quality”, and “enhancing efficiency”. The university teacher evaluation policy, as a general outline of formal system about the evaluation concept, standard, content, subject, way, and result, guides and regulates the whole process and link of the university teacher evaluation practice. Through a systematic review of the relevant university teacher evaluation policies issued by the Ministry of Education since 2012, it is found that the characteristics of the contents are mainly reflected in the following aspects: the evaluation concept is centered on moral cultivation; the evaluation standard is based on the “one vote veto system” of teachers' morality; and the evaluation method pays attention to the combination of summative and procedural evaluation.

Chapter 4 examines the teachers' professional title appointment policy in China. The professional title appointment system of primary and secondary school teachers is the core problem of teacher management. This chapter analyzes the progress of the reform of China's professional title system from three aspects, namely professional title evaluation, post setting, and post-employment. The evaluation mode of professional title evaluation is constantly improving, the number of middle and senior professional title posts should be appropriately increased in the post setting, and the post-employment should be combined with the evaluation of professional title and post evaluation. Based on the two-factor theory, this chapter analyzes the problems existing in the current professional title employment system, such as the large difference in the proportion of professional title and title structure of administrative posts and whether the positions can be employed above or below. This study puts forward some suggestions for improvement, such as distinguishing the professional title evaluation of administrative and teaching posts clearly, reexamining the core purpose of the professional title system of primary and secondary school teachers, and establishing a scientific and reasonable salary system.

Chapter 5 concentrates on teachers' ethics policy in China's education system. Against the background of the new era, China is paying more attention to the construction of teachers' ethics in higher education. The country has introduced a series of important policies to strengthen the construction of teachers' ethics in colleges

and universities, establish high-quality teachers, and promote the development of national higher education. From the perspective of policy tools theory, this chapter will analyze the existing policy documents, determine the challenges and difficulties in the process of policy practice, and try to give corresponding solutions. Since the 18th National Congress of the Communist Party of China, the party and the country have paid increasing attention to the construction of teachers' ethics in colleges and universities. As the main body of moral education, college teachers undertake the important task of improving the quality of higher education, cultivating high-quality talent, and promoting social development. Teachers' morality is the primary factor in constructing high-quality teachers. General Secretary Xi Jinping has given many speeches on this issue in colleges and universities and proposed that college teachers should strengthen the construction of teachers' ethics, "combine teaching and cultivation with self-cultivation, and strive to establish themselves, learn and teach by virtue". Under the guidance of the general secretary, colleges and universities should carry out in-depth construction of teachers' ethics and conduct the evaluation of teachers' ethics throughout the whole process of education and teaching.

Chapter 6 investigates the "County management and school recruitment" policy in teacher management in China. The development goal of compulsory education in China has changed from basic balance to high-quality balance, and teachers play a key role in realizing this goal. In October 2020, "the review of the fifth plenary session of the party's 19th through the establishment of the central committee of the communist party of China about the national economy and social development of 14 five-year plan and 2035 vision", the resolution clearly stressed that "difference" education career should adhere to the principle of education public welfare, deepen education reform. To promote education fairs, we will promote the balanced development of compulsory education and the integration of urban and rural areas. Teachers play a key role in the fair and high-quality development of basic education and play a decisive role in the quality of compulsory education in urban and rural areas. However, under the macro background of China's urban-rural dual economic structure, there are obvious differences in the distribution of teacher resources between urban and rural areas. The long-term one-way flow leads to a serious imbalance between urban and rural teachers, and the number of teachers in the rural region is difficult to guarantee. At the same time, there are some problems in the allocation of teachers in compulsory education in China, such as the inter-school barriers of teacher resources in cities and towns, the loss of rural teachers, and the structural imbalance of rural teachers. How to ensure the adequate number and reasonable structure of compulsory education teachers and ensure the balanced allocation of urban and rural teachers has become the core policy issue of education administrative departments at all levels, and the traditional teacher management system needs to be reformed. In this context, "county management and school recruitment" has become one of the important means to promote the balanced allocation of teachers by educational administrative departments at all levels. The "county administrator school recruitment" policy has been deeply studied by China's scholars from many aspects.

Chapter 7 determines the teachers' honor recognition policy in China. Teachers are the engineers of the human soul, the inheritors of human civilization, carrying

the responsibility of spreading knowledge, spreading ideas, spreading truth, shaping the soul, shaping life, and shaping new people. Over the years, teachers have trained many outstanding talents and made important contributions to China's economic and social development. On September 9, 2014, General Secretary Xi Jinping quoted Xunzi in his speech to the representatives of teachers and students at Beijing Normal University. "If you are a good teacher, the country will prosper and the law will survive". The key to national rejuvenation lies in talent, education, and teachers. The degree of social respect for teachers determines the status of education and the future of the country. Attaching importance to the recognition of teachers' honor can improve the attraction and sense of honor of the teaching profession, further promote the social trend of respecting teachers and valuing education in society as a whole and make teachers the most respected and enviable profession in society. Teacher honor recognition is an important part of education, which plays an important role in motivating teachers and guiding the construction of high-quality teachers. The establishment of a system of honoring teachers who have made outstanding contributions to education is a concrete manifestation of respect for knowledge and talent, a practical measure to revitalize the country through science and education and give priority to the development of education. It has a significant encouraging and guiding effect on teachers and even society as a whole. So that most teachers do not forget the original aspiration of moral education, keep in mind the mission of educating people for the Party and the country, feel at ease in teaching, enthusiastic in teaching, comfortable in teaching, and therefore constantly make new contributions to the development of the country.

Chapter 8 focuses on teachers' qualification management in China. Obtaining a teacher's qualification is the bottom-line requirement of being a teacher. Teacher qualification management is of great significance to guarantee the quality of teachers. Since the 18th National Congress of the Communist Party of China, China's teacher qualification management policy has experienced two stages: the pilot and promotion of the national unified primary and secondary school teacher qualification examination system and the regular registration system and the reform of teachers' qualifications without examination for normal university students. There are some problems in the management of teacher qualification, such as the design of teacher standards does not adapt to the development of the times, the teacher qualification examination shapes the teaching ability of pseudo-education, the regular registration of teacher qualification is not effective, and the management organization of teacher qualification is single. Thus, we should respond to these problems and improve the design and implementation of teacher qualification systems.

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