



RESEARCH ON THE DRIVING FORCE  
OF TEACHERS' PROFESSIONAL DEVELOPMENT



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RESEARCH ON THE DRIVING FORCE  
OF TEACHERS' PROFESSIONAL DEVELOPMENT



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THE THESIS TITLED  
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Teacher professional development is the foundation and prerequisite for school development and student development. Without the professional development of teachers, there can be no healthy development of students, and without the healthy development of students, there can be no sustainable development of schools. The key to teacher professional development is that teachers themselves have a strong sense of professional development and motivation. Adhering to self-study to update professional knowledge and enhance professional competence, and unremittingly studying the problems existing in education and teaching to improve education and teaching work, clearly requires a continuous flow of internal and external motivation. This paper studies the effective incentive mechanism for school-based research and demonstration, the cultural incentive mechanism for all staff to learn and reflect, and the evaluation incentive mechanism for teachers' teaching and research work. Try to find better ways to enhance teachers' internal drive.

Keyword : Driving Force, Professional Development, Teacher

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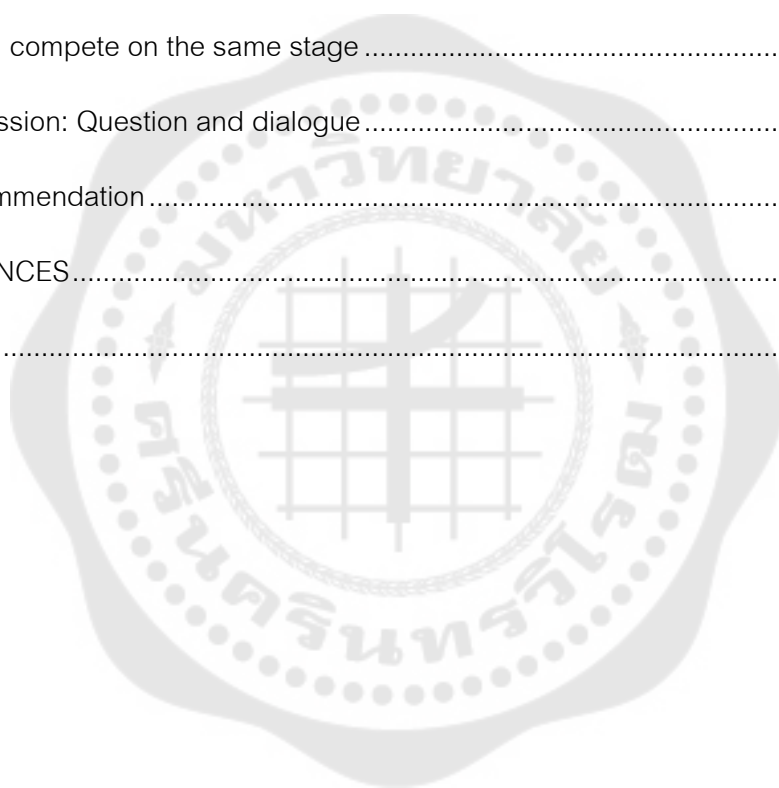
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# CHAPTER 1

## INTRODUCTION

### Background

(1) In the development of the new era, teachers urgently need to enhance their awareness and ability of professional development.

In June 2001, The State Council held a National Conference on Basic Education and adopted the Decision on the Reform and Development of Basic Education; in 2001, The State Council promulgated the Outline of Basic Education Curriculum Reform (Trial). Thus, China's basic education curriculum reform was fully launched. In the implementation stage of the new curriculum, schools and teachers face a baptism of teaching reform, a test of both challenges and opportunities. The challenges facing teachers are not only not predictable and complex, but also teachers feel increasingly unable to find a one-size-fits-all way to adapt. This requires teachers to enhance the awareness and ability of professional development, especially the need to have an open mind, continuous enterprising consciousness, adjust their professional structure, education and teaching skills, keep learning, research and reflection in practice, and integrate their own knowledge, ability and experience.

(2) Only by establishing and improving the incentive mechanism of teachers 'professional development can we solve the problem of the lack of internal motivation for some teachers' professional development.

In the new round of basic education curriculum reform, some senior teachers believe that the professional titles have reached their career goals, and have lost the internal needs of self-development; some teachers think that their low treatment, high work pressure, and the lack of external incentive mechanism, have lost the internal motivation of self-development.

Among the elements of school management, teachers are the first element. The improvement of school education and teaching quality and school-running efficiency, and the successful completion of all education and teaching work, all depend on the play of teachers' work enthusiasm. Professor James of Harvard University in the

United States found that in general, a person's subjective initiative can only play 20% to 30% of his own ability, and if fully motivated, he can play 80% to 90%.(From Ma Zhiling on the investigation of middle school teachers 'professional development incentive mechanism, "primary and secondary school management" 2006 issue 9), if not solve the motivation of teachers' professional development, teachers to participate in school-based research enthusiasm is not high, will seriously restrict the teachers' professional development and the level of school education.

(3) Only by establishing and improving the incentive mechanism for teachers 'professional development can school-based research and study become the main carrier of teachers' professional development.

The "school-based" theory provides a new perspective for the research of school teachers' professional development. School-based research and study is a school-based or school-based research and study, reflecting the characteristics of "based on the school, for the school, in the school". It is an effective way to promote teachers' professional development. Only by earnestly carrying out problem-centered teaching research and practical reflection can teachers develop rapidly. At present, the school-based research and study activities have some prominent problems, such as "more task layout, less in-depth discussion", "poor problem awareness, less communication and dialogue", and "lack of initiative and effectiveness".(Ma Zhiling's Investigation on the Incentive Mechanism of Middle School Teachers' Professional Development, Primary and Secondary School Management, No.9,2006) As the main activity carrier of teachers 'professional development, school-based research has not given full play to the role of encouraging teachers' professional development, and the teaching and research group has not really become a practice community of mass cooperative research. This also needs to be established and improved in the incentive mechanism of teacher professional development, to be effectively solved.

(4) Only by establishing and improving the incentive mechanism of teachers' professional development can the sustainable development of schools be achieved.

Teacher professional development is the foundation and premise of school development and student development. Without teachers' professional development, there will be no healthy development of students, and without their healthy development, there will be no sustainable development of schools. The key to teachers' professional development is that teachers themselves should have a strong sense and motivation of professional development. Insist on self-study to update professional knowledge to enhance professional ability, and make unremitting research on the problems existing in education and teaching to improve education and teaching work, which obviously needs a steady stream of internal power and external power.

(5) The incentive mechanism of teachers' professional development has attracted the high attention of education authorities all over the country.

This topic opened a year later, Sichuan shuangliu education commission according to the county more than 2000 teachers, stratified sampling results of the county some teachers professional development consciousness, the lack of necessary incentive mechanism, the declaration of Chengdu "November five" planning project "regional promote teachers 'professional development practice research" launched in April 2008, the research aims to "enhance teachers' professional development consciousness, improve teachers' professional skills and level, shorten the growth of new teachers".(See Sichuan News network-Chengdu Daily news, reporter Song Shujuan "improper teacher, to be an educator", 2008-4-24 1:55:42) Since then, other provinces of the city and county education authorities similar topic opening news has repeatedly appeared in the newspaper. This shows that the incentive mechanism of the teacher's professional development has attracted the high attention of the education authorities all over the country. It can be said that the topic of "incentive mechanism research of teacher professional development" really has important practical significance and practical value.

### Objectives of the Study

1. Build a relatively systematic and operational school-based incentive mechanism for teacher professional development...
2. Apply the school-based incentive mechanism for teachers' professional development to school management.



## CHAPTER 2

### REVIEW OF THE LITERATURE

#### The origin of teacher specialization

In 1966, the International Labour Organization and UNESCO jointly issued the Proposal on the Status of Teachers, which clearly stated: " Education should be regarded as a specialized profession. This profession is a public business that requires teachers to undergo rigorous and continuous research to acquire and maintain professional knowledge and specialized skills."(Introduced from Liu Fang's book, Teacher Professional Development Strategy, Education Exploration, no. 9,2003)

In 1986, the Carnegie council for the promotion of education and Holmes association has published the national teachers for the 21st century "and" tomorrow teachers " report, clearly put forward the concept of teacher specialization, to establish teachers' professional status, training teachers to achieve the professional standard, with the specialization of teachers to realize the specialization of teaching. The teacher professional development movement in the United States has had a great impact on the education of the international community, especially in the western society.(See Zhang Suling, The Characteristics and Strategies of Teacher Professional Development, Liaoning Education Research, No.8,2003)

After the 1980s, while criticizing the decline of education quality, people realized that teachers were the key factor in the quality of education and even the success or failure of education reform. Without the active participation of teachers, any education reform cannot succeed; only the continuous improvement of teachers 'professionalism can create a high quality education level, and only teacher specialization can promote the improvement of teaching specialization, and the effective way to realize teacher professional development, which is based on the improvement of teachers' own quality and rooted in the complex education and teaching practice.(See Zhu Xinzhuo's "Criticism of" Teacher Professional Development "" , Education Theory and Practice, No.8,2002)

In the 1990s, all countries accelerated the process of teacher specialization. The 1994 Teachers' Law, which was implemented in 1994, stipulates that teachers are professionals who perform their duties of education and teaching. For the first time, the professional status of teachers was confirmed from a legal perspective. In 1995, The State Council promulgated the Regulations on Teacher Qualification, and in 2000, the Ministry of Education promulgated the Measures for the Implementation of the Regulations on Teacher Qualification. Since April 1, 2001, the state began to fully implement the teacher qualification identification work.

### **Connotation of teacher professional development**

On the study of the connotation of teachers' professional development, scholars generally focus on the following three aspects: the first is learning and training, the second is consciousness and autonomy, and the third is continuous improvement.

The professional development of teachers mainly refers to the sustainable development process in which teachers can gradually become an expert and academic teacher through receiving professional training and their own active learning, and constantly improve their own professional level. (Zhang Suling, Characteristics and Strategies of Teacher Professional Development, Liaoning Education Research, No.8, 2003)

Teacher professional development is a dynamic development process driven by teachers' professional consciousness, taking teacher education as the main auxiliary way, and constantly improving teachers' professional knowledge quality and belief system. (Liu Wenhai, Teacher Professional Development: Connotation, Problems and Trend, Education Exploration, no. 12, 2003)

Teacher professional development is a concept of development, not only a state, but also a process of deepening. Teacher professional development is a process of lifelong learning, a process of constantly solving problems, and a process of continuous maturity, improvement and innovation of his professional ideal, professional ethics, professional emotion and social responsibility. (See Zhong Haiqing and Lu Huiju,



Exploring the Significance of Teacher Professional Development, Journal of Guangxi Normal University (Philosophy and Social Sciences Edition), No.11,2003)

### **The direction of teachers' professional development**

From the perspective of the international professional exploration process of teachers, it is not enough for teachers to be a "learner" in order to achieve sustainable development and adapt to the educational reform, and more importantly, teachers need to establish the professional development concept of "a teacher is a researcher". First of all, the development of society requires that modern teachers must constantly pursue new knowledge, have the concept of lifelong learning and scientific research consciousness. Secondly, the implementation of the three-level curriculum requires teachers to be both the curriculum implementer, the curriculum researcher and a "reflective practitioner". Thirdly, in the knowledge theory of modern society, the characteristics of knowledge construction are more and more obvious and prominent. This means that a teacher must be a researcher to be qualified and capable to shoulder the teaching task of building knowledge.(Zhang Zhiyue, On the New Concept of Teachers' Professional Development, Educational Theory and Practice, No.6,2002)

From the characteristics of The Times in the new century, teachers are no longer the representative of knowledge authority. High-level teachers have not only have knowledge, knowledge, but also professional pursuits; not only high starting point, but also lifelong learning and self-renewal; not only experts in disciplines, but also in education, with irreplaceable professionalism like doctors and lawyers.(Liu Fang, Strategies for Teacher Professional Development, Education Exploration, no. 9,2003)

In terms of the composition of teachers 'professional quality, the ideal teachers' professional quality is mainly composed of three aspects: professional ideal, professional knowledge and educational wisdom. The improvement of these professional qualities is not achieved in a day, which is also the reason for the existence and development of teachers' profession. (Liu Xiurong and Wang Xiaoxia, On Teachers' Professional Development and Characteristics, Journal of Liaoning Normal University (Social Science Edition), no. 8,2003)

## The ways of professional development

From the perspective of school-based research, scholars mainly discussed the research of promoting teachers' professional development by taking the new curriculum reform as an opportunity, teaching reflection as the main method and developmental evaluation as the means.

### 1. Take reform as an opportunity to promote teachers' professional development

Scholars believe that the new curriculum reform is an important opportunity to promote the professional development of teachers, which builds a platform for the professional development of teachers. Through the new curriculum reform, the teachers have updated the views of teachers, students and learning.

Basic curriculum reform puts forward many new concepts and requirements in terms of curriculum objectives, curriculum structure, curriculum implementation and curriculum evaluation. Faced with the new curriculum, teachers should first change their roles. For students' learning, it should change from manager to organizer, from impartator to decision maker, from leader to guide, and from arbiter to facilitator. For the curriculum and teacher self-development, teachers should change from teachers to researchers, from implementers to developers, and from executors to decision-makers. (Zhong Haiqing and Lu Huiju, Exploring the Significance of Teacher Professional Development, Journal of Guangxi Normal University (Philosophy and Social Sciences Edition), no. 11,2003)

In terms of concept and way, teachers should realize the change from "teaching students knowledge" to "teaching students to learn". In teaching, we should pay attention to the change of students' learning style, effectively change the knowledge-centered teaching method, and attach importance to the life meaning of teaching. The teaching strategy of teachers will change from knowledge imparting to student development, from teacher "teaching" to student "learning", from result to process, and from the same standard education to different education. In particular, the change of learning mode is a remarkable feature of this course. It has become the core task of teaching reform to change the original simple receptive learning mode, and to

establish and form the inquiry learning designed to fully mobilize and give full play to students' subjectivity. These inevitably require teachers to change from "teacher" to creative teachers.(Yin Bo's Thoughts on New Curriculum and Teacher Professional Development, Continuing Education Research, No.4,2002)

## **2. Promote teachers' professional development through teaching reflection**

American psychologist Posner put forward the formula of teacher's growth: growth = experience + reflection. On the contrary, if a teacher is only satisfied with gaining experience without thinking deeply about it, then, even with 20 years of teaching experience, it may be just 20 repetitions of work a year. Unless he is good at learning from the experience of reflection, otherwise there can be no improvement, he can only stay at the level of a novice teacher. (Liu Yaoming, Reflective Teaching and Teachers' Professional Development, Beijing Education, No.10,2003)

How to reflect, scholars provide the basic process. First, be prepared for reflection, learn the new curriculum standard and reflection theory; second, identify the breakthrough of reflection, master the method of reflection, and promote the improvement of education and teaching quality and promote the development of teachers.

Some scholars have also designed such a process for reflective teaching: "teachers attend class, experts listen to lectures" - - "teachers reflect, experts evaluate class" - - "the key to consciousness, points out the key problems" - - "propose other methods, provide alternative solutions" - - "new attempts, reattend lectures".(He Shanliang and Xu Xuemei, Grasp the Characteristics of Teachers' Professional Development, Improve the Professional Level of Teachers in Practice, Education Scientific Research, No.1,2003)

## **3. Promote teachers' professional development through developmental evaluation**

Reward and punishment teacher evaluation faces the "a few" people among teachers, and it is difficult to attract the attention of all teachers, nor to mobilize the enthusiasm of all teachers, and more difficult to promote the development of all teachers. In view of this, people have gradually realized the importance of playing the

incentive improvement and guidance function of teachers' evaluation. In recent years, the concept of "promoting reform by evaluation" and "evaluation is not only for reward and punishment, but also to promote development" has become increasingly popular.(Liu Yao, The Theory and Patterns of Developmental Teacher Evaluation, Educational Theory and Practice, No.12,2001)

In the process of evaluation, special attention should be paid to cultivating teachers' subject consciousness and creative spirit, and emphasizing that evaluators should have a comprehensive understanding of teachers' past and present. Attach importance to improving teachers' awareness of participation and give full play to their enthusiasm. (Yingxiangchang and Fan Guorui, A Case Study on Teacher Evaluation Mode —— and on The Disadvantages and New Mode of Traditional Teacher Evaluation Mode, Education Exploration, no. 3,2003)

The professional development of teachers should not only rely on further study, visit and investigation, but should pay more attention to the development of teachers in the different schools and in the specific teaching practice of teachers. It is not practical to evaluate teachers' professional development without the specific area and school situation. (Zhang Xiangming, A Re-examination of the Evaluation of Teacher Professional Development, Education Review, no. 1,2002)

Teacher evaluation should follow three principles: the comprehensive assessment principle, the principle of dynamic assessment, and the principle of combining the upper and lower levels. To deal with the three relationships: explicit and implicit relationship, quantitative and qualitative relationship, the relationship between result and process. The methods of teacher evaluation should be diverse and flexible, and pay attention to the combination of peer evaluation, leadership evaluation, self-evaluation and student evaluation. (Yingxiangchang and Fan Guorui, A Case Study on Teacher Evaluation Mode —— and on The Disadvantages and New Mode of Traditional Teacher Evaluation Mode, Education Exploration, no. 3,2003)

### **The relationship between the professional development and the incentive mechanism of school-based teachers**

The professional development of school-based teachers emphasizes that the professional development of teachers should be school-based, school-centered and school-based. The main position of teacher professional development is in the school; the way is to study and reflect on oneself or other teachers; the goal is to solve the actual problems in the school; the goal is to achieve the rapid and efficient development, and gradually become a research and expert teacher.

School-based incentive mechanism is the institutional guarantee of school-based teachers' professional development. The system has a normative, binding and guiding role in teachers' professional development, so the formulation of a scientific and reasonable incentive mechanism plays an important role in teachers' professional development. Incentive mechanism is the power source for teachers to work hard. It can tap the great potential of teachers, improve the enthusiasm and efficiency of work, and promote their leapfrog development. (Meng Xueying, The Management Strategy for School-based Teacher Professional Development, Contemporary Education Science, no. 4,2004)

### **The connection and differences between this subject and the above research results**

Contact: This topic is based on the above research results, and based on the theoretical basis, combined with the actual situation of primary and secondary schools, and discusses how to establish and improve the incentive mechanism of teachers' professional development.

Distinguish:

1. The research results of the above experts and scholars have more macro research and less micro research. It focuses on theory and "response", and fails to really combine the actual situation of the current school development. There is still a long way to go from the theoretical "appropriate" to the "reality" in practice, and a lot of practical research is needed.

2. The reinterpretation of research methods, too homogeneous, has not really come from practice to practice.

3. Some research results combining theory and practice are mainly kept in single sporadic research. For example, some schools "motivate teachers' professional development with subject research", and some schools "motivate teachers' professional development with the development of school-based curriculum", which lack the necessary systematic and promoted operability.

To sum up, how to combine the theory of teacher professional development with the practical practice of the school, and establish a relatively systematic and "school-based incentive mechanism for teacher professional development", still needs to be studied in depth.

#### **Theory evidence**

Incentive is a management psychology term that refers to the psychological process that inspires human motivation and gives people an internal motivation to move forward towards the desired goal. American management scientists Berelson and Skill defined "motivation" as: " all the inner conditions, hopes, wishes, motivation and other things to strive for constitute the motivation to people..... It is an inner state of human activity."It also represents a psychological process that continuously stimulates people's motivation. Through excitation, under the influence of some internal or external stimulus, people are always maintained in an excited state. Incentives is the intrinsic motivation that guides individuals to produce clear goal-directed behavior. Incentive is an important concept in management psychology. In a broad sense, motivation is about stimulating encouragement and mobilizing people's enthusiasm, initiative and creativity.

American inspiration master Jimmy Dunan said, " How does a person start to inspire others? The method is to motivate yourself first, you have no enthusiasm, is that you cannot mobilize the enthusiasm of others; you have no faith, is that you cannot make others have faith."Teachers' self-motivation refers to the process in which teachers actively struggle with their own negative factors and transform their inner potential desire for self-improvement into unremitting practical efforts to deny themselves and surpass

themselves. Teachers 'self-motivation can give full play to teachers' subjective initiative, ensure the quality of teaching and improve work efficiency. On the one hand, teachers' self-motivation refers to the internal and spontaneous motivation of teachers, and on the other hand, it means that school administrators should guide teachers to conduct self-motivation.

Professor James of Harvard University in the United States found that in general, a person can only play 20%~30% of his own ability, and if fully encouraged, he can play 80%~90%. The professional development of teachers also needs full incentives.

The professional development of teachers needs both subjective conditions and objective environment, and needs external stimulation to stimulate and enhance the internal motivation. Establish a relatively systematic and operable "school-based incentive mechanism for teachers 'professional development'" to stimulate the initiative and enthusiasm of teachers to carry out school-based research and study, so as to promote teachers' professional development.



## CHAPTER 3

### METHODOLOGY

#### Research content

- (1) Effective incentive mechanism of school-based research and display.
- (2) Cultural incentive mechanism for all-staff learning and reflection.
- (3) Evaluation and incentive mechanism for teachers' teaching and scientific research work.
- (4) Achievement incentive mechanism for academic promotion and management promotion.

#### Experimental Subjects

This subject is conducted in Chongqing Wanzhou Preschool Higher Normal School. The school is located in the county of Chongqing; is a preschool normal school; more than 200 teachers, 50 thousand students. For the study of the school-based incentive mechanism of teacher professional development, this experimental subject is typical and has high research value.

#### Research Method

1. Literature and data method. Draw lessons from the theoretical achievements of promoting the professional development of teachers across the country, and combine them with the actual situation of schools.
2. Empirical research method. Through the research and attempt of Chongqing Wanzhou Preschool Higher Normal School, relevant data and methods are summarized.
3. Experience summary method. Bold practice, brave to explore, practice while reflection, while improving while summary, and strive to explore the promotion value of the operation strategy.



## CHAPTER 4

### FINDINGS

#### Research Findings

The research findings indicated that both intrinsic and extrinsic factors played important roles in driving or hindering teachers' professional development. Personal interest, passion for teaching, and professional goals were identified as the most prominent intrinsic factors that motivated teachers to engage in professional development activities. The study also found that the availability of institutional support, recognition, and rewards were key extrinsic factors that influenced teachers' participation in professional development programs. Furthermore, the findings demonstrated that there is interplay between these factors and that they have differential impacts on teachers' engagement, commitment, and effectiveness in their teaching roles. Factors such as personal interest and passion for teaching were found to contribute not only to teachers' engagement in professional development but also to their overall job satisfaction and motivation. Meanwhile, institutional support, recognition, and rewards were critical drivers of teachers' commitment and effectiveness in their teaching roles. Overall, the research highlights the importance of a multifaceted approach to promoting teacher professional development that takes into account both intrinsic and extrinsic factors. Effective support mechanisms, such as mentoring, coaching, and recognition programs, can be developed to encourage teachers to engage in professional development and enhance their commitment and effectiveness in their teaching roles.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

#### Research conclusion

##### (1) Effective incentive mechanism of school-based research and display

School-based research is a school-based or school-based research, reflecting the characteristics of "based on the school, for the school, in the school". Promoting school-based research activities is an effective way to promote teachers' professional development.

Mr. Bradman, in 1989, proposed that teacher professional development is essentially accomplished by constant exchange of opinions, feeling sharing, concept stimulation, and communication and discussion among colleagues. A 1993 survey by Altriter et al found that "lack of inter-colleague collaboration" was a major factor influencing the development of teachers' professional competence. And "close the classroom door to attend classes" is a very common phenomenon in primary and secondary schools in China. The "self-sufficient", "fighting alone" and "self-employed" teaching method has the tendency of "professional individualism". Teachers' self-closed teaching makes themselves deeply hidden in the "self-set protection shell", there are many invisible walls between colleagues, and teachers form a habitual self-defense inside, which leads to the lack of dialogue and communication platform. (See MouYingxue "research group collaboration culture construction and teachers' professional development", "curriculum, teaching materials, 2006,9) and the current school-based research activities, generally exist "task layout, less in-depth discussion", "poor problem consciousness, less communication dialogue", "lack of initiative, enthusiasm" and other outstanding problems. (Ma Zhiling's "Investigation on the Professional Development Incentive Mechanism of Middle School Teachers", "Management of Primary and Secondary Schools", No.9,2006) In a word, school-based research still lacks effectiveness.

How to enhance the effectiveness, make the school-based research become the main activity carrier of teachers' professional development, and let the teaching and research group truly become the practice community of teachers' cooperative research?

Some studies point out that sharing the interests of the teaching and research group is the premise of enhancing the effectiveness of school-based research. Some schools, often according to the teaching and research group, and to decide the bonus grade and the best. Other teachers in the group have achieved good grades, instead of benefiting themselves, they may hurt them; On the contrary, if there are weak teachers in the group, although it is unfavorable to the students in the group, — can pull down the average score and make a profit. This point is particularly prominent in the lesson preparation group of the same grade. In this case, why is teachers' teaching experience shared within the group? What motivation do backbone teachers have to help weak teachers? Fundamentally speaking, what the school-based teaching and research should first solve is not the problem of "research is what" and "how to research", but the problem of "research is not research". The obstacles at the institutional level are not eliminated, and even the teaching and research group team is difficult to really form, let alone carry out effective teaching and research. (See Lu Guochun's "Reform evaluation System is the Prerequisite for the Formation of the Teaching and Research Group Team", the National Primary and Secondary School Teachers' Continuing Education Network, Teaching and Research Theory construction, 2007.2.7).<sup>1</sup>

Common goals and common expectations are the primary conditions for forming a team, which is also an important part of the teaching and research culture. What is the common goal of the teaching and research group? It is the common development of teachers and the common improvement of teaching quality, especially to improve the teaching ability of weak teachers and the teaching quality of weak classes. To this end, the school can stipulate that the average score of the subject into a certain ranking in the region, the teaching and research group or lesson preparation group has the possibility of getting a bonus. This undoubtedly sets up a common goal

for the teaching and research group and the lesson preparation group. Poor teaching ability and poor performance of weak teachers will not only damage themselves, but also "harm the whole group". Helping weak teachers will become the common goal of the group, experience sharing will also become possible, and improving classroom efficiency will become a common need. Needless to say, "exam-oriented" will be a long-term phenomenon, the teaching performance can not fade out of the teacher evaluation. Then, it is probably the premise to strengthen the interschool competition and weaken the internal competition of teacher teaching evaluation and make the teaching and research group to solve the "pseudo teaching and research".

With the premise, only with the possibility of carrying out effective school-based research, a scientific operation mechanism must be established to make the possibility become realistic. The serial follow-up theme school-based research mechanism and the six-step operation mechanism of sending education to the countryside to show the professional style are the incentive mechanism of quite effective school-based research and display.

#### **1. Follow-up theme school-based research mechanism**

Go out for competition classes or offer classes, often by the teacher repeatedly try lectures, all the teachers in the teaching and research group repeatedly discuss, so that the building process becomes the process of improving the teachers of the whole group. In the past two years, we have continuously improved this model, and in the teaching and research groups of the school promotion, because in fact in and efficient by the majority of teachers welcomed. It can be said that the serial follow-up theme school-based research mechanism has become the propeller of teachers' professional development.

### Comparison of the effectiveness of several school-based research mechanisms focusing on classroom Teaching

The main position of school quality construction is in the classroom, and the effective school-based teaching and research must also focus on the classroom.

Research on classroom teaching characterized by open class. Like many schools, when we initially guide teachers to conduct research on classroom teaching, we also use traditional backbone teacher demonstration classes and young teacher report classes to guide teachers to evaluate classroom teaching. Its basic process is: teacher personal lesson preparation-class-speaking-peer evaluation. The advantages of this kind of teaching and research are: easy to organize, they can directly appreciate the teaching style of excellent teachers, learn some skills on how to deal with subject knowledge, and can effectively promote the rapid growth of young teachers. However, the deficiencies of this research method are also obvious: the opinions and suggestions formed by peers in the course evaluation cannot be verified in time, resulting in different teachers forming different understandings, and it is difficult to obtain consensus, and the research benefits are limited.

Research on classroom teaching characterized by serial follow-up. In view of the problems existing in the above teaching and research activities, we have adopted the serial follow-up classroom teaching and research method. The basic process is: personal lesson preparation- -class- -speaking- -peer review class proposed correction strategy- -class- -discussion and modification- -class. Its advantage lies in that the whole teaching and research activity has accumulated collective wisdom. In the exchange and discussion, various points of view collide with each other to generate a new classroom teaching design. The proposed amendments can be verified in time, which is conducive to obtaining consensus. But the problem is that, because each teacher's teaching style, knowledge literacy, experience reserve differences, teachers in the evaluation discussion, the opinions of each link of classroom teaching is difficult to concentrate, for a lesson correction strategy may become a simple pile of insights, if there is no high level of professional lead, research is often repeated at a low level.

Research on classroom teaching characterized by thematic serial follow-up. To this end, we divide classroom teaching into several elements, form multiple themes, and carry out research. For example, the presupposition and expression of classroom teaching objectives, the introduction of classroom teaching, the creation of teaching situation, the effectiveness of classroom questions, the preposition and generation processing, the rational use of modern media in classroom teaching, teachers' classroom evaluation language, classroom homework design, thematic review, examination paper evaluation. The advantage of this way is that each classroom teaching research has a clear theme, which avoids the dispersion of concerns, with the collective wisdom of the classroom teaching common problems into topics for research, which is conducive to the solution of the problems.

## **2. The six-step operation mechanism of sending the education to the countryside to show the professional style**

It is human nature to desire to show, and to desire to show. Their own research results can be recognized within a certain range, which is an effective way for teachers to pursue professional happiness, and also the source of motivation to promote teachers to participate in school-based research. We in addition to encourage qualified teachers to actively declare the city and county level research, organize teachers to participate in the city and county level class and county teaching research display activities, founded research magazine can be published papers and cases every year, annual organization in cities and counties research paper awards and related publications, also in the send to the countryside to encourage teachers' professional development made further exploration.

As an effective way to promote the balanced and coordinated development of urban and rural education, sending education to the countryside has attracted the great attention of the local education administrative departments. As a shortcut to create famous teachers and show the school style, this move has not yet caused the attention of many urban schools. We have explored a set of six-step

operation mechanism of sending teachers to the countryside to encourage teachers' professional development.

**Content: Focus on pertinence**

There are great regional and cultural differences between urban and rural schools, but in many cases, due to the lack of targeted teaching delivery, the teaching design is not built on the rural classroom environment. After a class, the teacher felt what is under the guidance of the new classroom standard, but back to their own classroom, either because cannot find the best combination point with the school situation, learning situation and do not know how to start, or because of the imitation and counterproductive.

In order to make the sent teaching mode take root and blossom in the rural classroom, the teaching design must adapt to the rural teaching conditions and the students' cognitive level, and prepare the lessons according to the local conditions. In order to further enhance the pertinence of teaching, our school asked the other party to conduct a questionnaire survey before sending teaching, so as to find out the needs and determine the content of teaching on the basis of consultation. Some schools explicitly require no modern educational technology because they lack multimedia classrooms; some schools require special review courses because most teachers in their schools do not know how to review efficiently. Teachers who send classes to the countryside should implement classroom teaching for the simple teaching conditions, and their teaching art and strain ability can be rapidly enhanced.

**Candidates: Try to rotate**

Most of the teachers sent to the countryside are composed of famous and excellent teachers in cities and counties, backbone teachers and teachers who have won the first prize in the competition. However, our school adopts the method recommended by each teaching and research group, and rotates the candidates as far as possible, so that more teachers can have the opportunity to exercise and show, so that a group of teachers rather than individual teachers can quickly grow into famous and excellent teachers. At the same time, the candidates recommended by the teaching



and research group leader can also enhance the sense of responsibility of the teaching and research group leader, and encourage them to pay attention to building excellent teachers in the usual teaching and research activities. In addition, this is also conducive to the teaching and research group to form the point, know all the research fashion. Just think, in the usual course case research, with its teaching design can represent the advanced level of the teaching and research group to send teaching as the course evaluation standard, who will say that you are picky?

Teachers who teach to the countryside not only represent individuals, but also the image of schools or educational administrative departments. In order to ensure the success of the teaching delivery, during the preparation period, they read the teaching materials intensively, searched the materials, discussed with peers, communicated with leaders, repeatedly revised the teaching plan, repeated trial lectures, the teaching design was gradually optimized, the teaching art became more skilled, and the teaching style was gradually formed.

**Grclass: serial follow up**

Because the teachers sent to the countryside to use the rotation method, not fixed in a few people, it is necessary to grind lessons, that is, the use of serial follow-up way. In teaching, special attention should be paid to reflecting the advanced educational concepts and teaching methods. If an observation class is sent to the countryside, if there is no certain advanced nature and foresight, it will lose the value of observation.

**Class: compete on the same stage**

In the past, some send teachers to the countryside activities, rural teachers are often "listening to the excited, go back". In the face of those difficult to transplant classes, many rural teachers complain that students are not as good as urban areas, the hardware is not as good as urban areas, burnout thought will replace the active follow-up consciousness.



There is a comparison will have identification, identification will be improved. While urban teachers send teachers to the countryside, but also let rural teachers on the same content, so that it is easy to find their own advantages and deficiencies. Through the urban and rural teachers with the same class, the rural teachers will find that: the always dull classroom atmosphere in the urban teachers' classroom disappeared, the original silent rural students in the dialogue with the urban teachers thinking agile. Rural teachers in the shock will understand that: in the case of simple conditions, as long as there is a new teaching concept as guidance, carefully deal with the teaching materials, believe that students, can also achieve success.

Urban teachers because of the rural teachers to compete in the same hall, teaching preparation naturally dare not careless, if the class cannot catch up with the rural counterparts, where to put the face? So, I had to use all my best, carefully prepared, repeated discussion, in order to fully show their own teaching style.

#### **Discussion: Question and dialogue**

Some departments or schools send teachers to the countryside, while stocks last, no evaluation, no communication, no dialogue. Although the observation class has the characteristics of intuition and imitation, it only brings the participants in the stage of perceptual understanding, especially for those teachers in weak schools, the advanced educational concepts and teaching methods involved in the activities, if not prompted, may have a sense of confusion.

We believe that the organizers should create opportunities for urban and rural teachers to question each other and have equal dialogue, take the demonstration class as an opportunity to let both sides talk about which teaching methods and methods can best reflect the new curriculum reform, and how to better combine the teaching methods in line with the new curriculum concept with the rural classroom. In this way, the teacher can internalize what is "sent".

At the same time, the classroom teaching of rural teachers also has a lot of shining points, every rural teacher has their own skills, urban teachers in the classroom competition and equal dialogue, will improve their professional ability and

level, will learn a lot of things that originally do not understand, will enrich their teaching experience.

### **Recommendation**

At the end of a teaching activity to the countryside, there should be feedback and reflection, so as to continuously improve the effectiveness of the teaching work, so as to effectively promote the professional development of teachers.

Feedback, questionnaires can be distributed to understand the satisfaction of rural schools with the content and form of sending education to the countryside. The classroom teaching diagnosis table designed by our school is a good tool for the teachers to reflect on their own teaching and for the teachers to observe it effectively. Before class, a classroom teaching diagnosis form will be distributed to each teacher, and the class evaluation activity will be returned for statistics at the end and included in the teacher's business files. This practice has greatly enhanced the sense of responsibility of sending teachers and improved the pertinence of sending teachers.

Every time after being sent to the countryside, the school teacher should hand in the after-school reflection to the school. The reflection is an important bonus item for the routine assessment of teaching and research at the end of the semester, and also an important basis for evaluation and promotion.

As a teaching school, we should educate teachers to raise the activities of sending education to the countryside to improve their professional quality and promote the balanced development of urban and rural education, so as to ensure that the teaching activities are effective. Each time to send education to the countryside end, the school should also summarize and evaluate in time, pay attention to dig the typical experience to promote, so that sending education to the countryside really become a shortcut to promote the professional development of urban and rural teachers.

## (2) Cultural incentive mechanism for all-staff learning and reflection

Many successful large enterprises at home and abroad now attach great importance to the construction of enterprise learning culture, so as to build the core competitiveness of enterprises. As a cultural unit, the school should naturally strengthen the construction of learning organization culture, and encourage teachers to constantly learn, constantly reflect on, and constantly improve their work with a strong learning cultural atmosphere.

### 1. Teacher culture mechanism of all-staff learning

With the development of science and technology, more and more channels of information dissemination, teachers may not know what students already know. The questions raised by students often involve the current hot spots in the political, economic and cultural fields. To adapt to the characteristics of The Times, teachers must establish the concept of lifelong learning.

But in the real society, many teachers in addition to reading teaching materials, have been gradually away from reading. According to the investigation, there are three reasons: one is said not to find the fun of reading, so do not love reading; two is said that education and teaching busy no time to read; three is said that do not read can still teach good books. In order to build a teacher culture mechanism for all staff learning, we must first solve these ideological obstacles.

Suhomlinsky was asked similar questions about the first statement. Someone asked him, I usually don't like children, how can I love my students? Suhomlinsky's answer was: You had better not be a teacher. Because every profession has the basic requirements of professional positions, the basic requirements of teacher professional positions is to love students, but also to teach students to love learning."Love learning, advocating reading" is the mission of school education, teachers' responsibility is "teaching and educating people", which determines that teachers should be a model for students to read. If teachers don't like learning, how can they cultivate students to love learning? Only by continuous learning, can teachers broaden their horizons, enrich their knowledge, change the state of lack of knowledge, and become excellent teachers in the new era.

For the second statement, as the saying goes, "sharpening the knife does not mistakenly cut wood", may answer this question. Perhaps because they do not read, teaching ideas, teaching skills can not keep pace with The Times, leading to year after year, day after day to repeat the practice, work blind and inefficient. If we can continue to learn and internalize the advanced educational concepts and methods, then we can find the problems from the surface problems, see the essential problems, and break through the old box and have a new transcendence in practice. Newton once said that his research was successful because he stood on the shoulders of giants, and the only way and way to stand on their shoulders was to learn.

For the third statement, it is not difficult to find the problem from whether the teaching is scientific and reasonable, whether the students' academic burden is excessive, and whether the spirit of the new curriculum reform is reflected. Even excellent teachers can only further improve their experience through learning. Some teachers have rich experience in education and teaching, but they let him say "what is good behind them", but they can not clearly say the meaning and value behind the experience. Successful experience is not only the product of teachers' practice, but also the result of teachers' continuous learning and thinking. Extensive study of various educational theories, can expand the vision, but also can make their own understanding of experience become deeper, and dig out more hidden meaning. Special reading for the problems that need to be solved in education and teaching and integrating work, study and research is a shortcut for teachers with heavy teaching tasks to use their limited time to conduct theoretical learning and improve their professional level.

In order to mobilize the enthusiasm of teachers in reading and learning, it is also necessary to create a variety of forms of group learning mechanism according to the characteristics and advantages of the school, so that teachers can feel the importance of learning in the cultural atmosphere of advocating learning, and enhance the motivation of learning.

**Hold a reading notes exhibition for all teachers and students every semester**

Some teachers may be indifferent to the evaluation of their colleagues, but they will certainly value the evaluation of the students they teach. The reading notes exhibition for all the teachers and students also makes the students who are curious about the teachers know what books and periodicals their teachers have read, whether they pick up the essence, and whether their feelings are profound. If the process of reading is flowing, then excerpts are one in a hundred. The process of excerpt is a process of selection, pondering and sublimation, which is undoubtedly an effective way to encourage teachers to insist on learning.

**Every other week fixed half a day into the reading room, the library**

Each teaching and research group activity time is fixed, Monday to Friday every afternoon for each subject teaching and research activities time. If Monday afternoon is the time of the Chinese group activities, this half-day does not arrange the Chinese class, every Monday afternoon, the Chinese teachers to participate in the relevant theme of teaching and research activities on time. In this way, for the teaching and research group to carry out activities to provide a time guarantee, to avoid a teaching and research group to carry out activities, many teachers also need to adjust the class phenomenon. At the same time, it is also conducive to teachers in the formation of teaching and research consciousness, to the group of activities time to consciously participate in teaching and scientific research activities.

The school requires each teaching and research group to conduct teaching and research activities every week, and charge reading in the reading room and library. The school should strive on building a scholarly campus, and the symbol of the scholarly campus is that all the teachers and students love reading. Some teachers always say that they are too busy to read, of course. But the school ensures that teachers have a certain time of reading, not only can create a reading atmosphere, but also can show a value orientation of the school.

### **Recommend special literature regularly**

Excellent education and teaching monographs and papers, undoubtedly have the role of professional guidance. To play the leading role of books, we need to have a clear goal of — learning and research topics. It is best to collect materials, compare collision, analyze and form an understanding around the special topics. It is best to present and guide the behavior practice in the way of literature review or special lectures, so as to have a profound and comprehensive understanding of a certain problem. The school can require each teaching and research group and research group to compile a learning information focusing on a certain topic every month, and give one (or an electronic folder) to each lesson preparation group or the main research staff. In The whole group, everyone recommends it and compiles it into a book in turn for resource sharing. In addition, the school website also recommends about 20 educational documents every week for the whole school teachers to learn.

### **Hold academic lectures**

The school can require each academic leader to give at least two academic lectures a year, which is an effective way for the growth of the academic leaders themselves and the progress of the teachers in the whole school itself. Three to five academic lectures held by experts and scholars from inside and outside the city every year can open the eyes of teachers.

### **The "Learning to share" system**

Each teaching and research group each activity, generally can take turn by a person to introduce their own recent period of reading magazine and their experience, and recommend books and newspaper articles to everyone. Every administrative meeting and teachers' meeting of the school should have "learning sharing", which can play a good effect on encouraging teachers to continue to study and building a scholarly campus.

### **Take the teaching and research group as the unit to buy books**

Taking the teaching and research group as the unit, the school will distribute the teaching and research group with 50 yuan per capita per semester to purchase professional theoretical books on education and teaching. This is an effective practice for teachers to extensively carry out reading activities among teachers, combine reading with practical research, and solve the problems of teachers' less reading and low theoretical literacy.

### **2. Establish a cultural mechanism for teachers' reflection**

The concept of "reflection" originates from the discourse of western philosophers, which usually refers to the cognitive activity of the actor to think differently about their own previous behavior and related ideas. Teachers' reflection is a process in which teachers take their own education and teaching activities as the object of thinking, and examine and analyze their own decisions, behaviors and the resulting results. It is an important condition to promote professional development by improving their self-awareness level and education and teaching monitoring ability.

Since the 1920s and 1980s, the international research on teacher professional development has attracted unprecedented attention to teachers' reflection. The Outline of Teacher Professional Standards (1993), formulated by the Carnegie Consortium, lists "teachers who systematically reflect on their own practice and learn knowledge from their own experience" as one of the basic principles of formulating the teacher professional scale. (See also: *Teachers become Researchers*, edited by Zheng Huiqi and Hu Xinhong, Shanghai Education Press, March 2006)

Reflection is the starting point for teachers to become researchers, and it is the advanced thinking ability to promote teachers' professional development. Whether teachers have the concept of reflection and can conduct effective reflection is the key factor affecting teachers' professional development and self-growth. Teachers should "verify their own judgments and constantly make difficult choices; seek advice from others to improve their own practice; participate in educational research and enrich their knowledge". (Zhong Qiquan teachers



"specialization": concept, system, subject ", education research "12,2001) reflection is regarded as" the core power of teachers 'professional development and self-growth "(yu" on school-based teaching research, education research, 2003 phase 4), it will promote teachers from external professional development to internal control of professional development, and "the main content of teachers' professional development is to promote teachers' practice wisdom".(Gu Lingyuan and Yang Yudong, "Research on School-based Action of Teacher's Professional Development", "Research on Education Development", 2003, Phase I, Phase 6.) Teachers' practical wisdom and practical knowledge can only be obtained through personal practice reflection by consciously taking educational practice as the object of their own understanding and monitoring. Only when teachers realize their own teaching experience and its limitations, and they are adjusted and reorganized through reflection, and through the cycle of practice-reflection- -update-to-practice, can their teaching wisdom be improved. On the contrary, without the awakening of teachers 'self-practice and reflection consciousness and the enhancement of their ability, and adhering to the old tradition, teachers' teaching concept, teaching behavior and teaching level cannot be substantially improved.

Traditional inertia allows teachers to easily cope with the daily education and teaching work, and any new challenge and requirements will be an extra burden for them. So, when we advocate teachers to be reflective teachers, they almost unanimously ask a question: " Why should I reflect?"The implication is," can't I not reflect."This can guide the teacher from the following aspects. (1) Action without reflection is almost instinctive. Action without reflection in the long river of time will only repeat indefinitely but cannot surpass itself, which does not meet the requirements of human progress.(2) If you do not want to repeat yourself and want to stay away from mediocrity, you should consciously reflect. The development of society will have higher and higher requirements for talent standards, and education must constantly adapt to the requirements of social progress. Therefore, educators should not be mediocre, and



society should refuse "mediocre teachers". The reason why teachers can stay away from mediocrity is because reflection can make teachers rise from perceptual knowledge to rational understanding, which helps teachers to form their own teaching style and characteristics; because "teaching success = teaching process + reflection", "teacher growth = experience + reflection", "excellent teacher = teaching process + reflection".(3) Reflection is not only the basic way for primary and secondary school teachers to carry out education and teaching research, but also provides an internal driving force for teachers' professional development. A successful teacher must not only be experienced, but also be good at consciously reflecting on their own practical experience. Through reflection, teachers constantly generate practical ideas, enhance educational wisdom and improve educational practice. This process not only optimizes the effect of education and teaching, but also promotes the improvement of teachers' professional cognitive level and ability.(4) Some people say: " A teacher who writes a lifetime teaching plan may not necessarily become a famous teacher. If he keeps writing a reflection for three years, he may become a famous teacher."If you are satisfied with your own narrow experience, it is impossible to have the desire to learn from others' experience and theories, nor to have the awareness of self-improvement, and teachers are impossible to grow faster. (See Liu Qingchang, The Two Problem Chain of Reflective Teaching, Curriculum and textbook Teaching Method, No.8,2006)

#### **How to establish a cultural mechanism of teacher reflection?**

##### **1. Guide teachers to reflect from two dimensions and four problems**

Reflection, the purpose is to improve the level of understanding, optimize the educational behavior, enhance the practical effect. Whether it is technical reflection, practical reflection or critical reflection, whether post-action reflection, action reflection or pre-action reflection, the core of reflection is to seek the rationality and effectiveness of action. Teachers' reflection should be conducted in two dimensions of theory and action: find the gap between their existing ideas and advanced ideas, correct the

deviation of problems, make their choice of action goals and action strategies meet the requirements of advanced ideas, to enhance the rationality of action; find the gap between their action effect and action goals, adjust and optimize their action mode, so as to improve the effectiveness of action.

Since reflection is the teachers' rethink of their own educational behavior, concept and understanding, any specific reflection should include four basic questions: why do I do what I do? Why do I do what I do? How well do I do this? How should I do what I do even further?

Some scholars put forward that the content and methods of teaching reflection are five kinds, which also have certain operability.(1) Reflection on the classroom teaching content and methods, including the analysis of the key points and difficult points of the teaching content, the application of teaching methods, strategies, teaching skills, etc.(2) Reflect on students 'development, including paying attention to the cultivation of students' academic performance and various abilities, paying attention to the cultivation of students 'learning interest and learning methods, and paying attention to students' sound psychological and personality development.(3) Reflect on teacher development, including paying attention to teachers 'own professional knowledge and professional ability, and paying attention to teachers' personality charm and self-image.(4) Reflection on the educational reform, including paying attention to the examination system reform, the curriculum reform and its effectiveness.(5) Reflect on the interpersonal relationship, including how to form a harmonious interpersonal relationship between teachers and students, and how to get along well with their parents and colleagues. Teaching reflection refers to the explicit methods used by teachers to process specific reflection content. There are mainly five ways: (1) narrative method to tell others their teaching stories, to help find their own problems; (2) micro teaching, watching their own shortcomings; (3) action research, find the improvement through observing teaching reality; (4) peer discussion, reach

consensus with peers; (5) literature research, find problems from teaching plans, student homework and teaching theory articles.(Hu Yining, Cultivating Reflective Teachers is an Important Task of Teacher Education, Curriculum and Teaching Methods, No.6,2006)

## **2. Integrate the teaching reflection into the teaching routine evaluation**

The establishment of an effective teacher self-reflection evaluation mechanism is the guarantee of teachers' effective reflection. Without certain institutional constraints, most teachers are not willing to consciously reflect on it, and some teachers with reflective consciousness, their reflection is often superficial. Thus, in order to promote teachers' reflection, it is necessary to have certain institutional norms, so that teachers' reflection can become a habit and become a part of their professional life. Schools can take writing after-class reflection as a teaching routine, and punish teachers if they do not write reflection or do not meet the requirements as a teaching accident, so as to reverse encourage teachers to develop the habit of reflection.

### **Strengthen the teaching reflection after the open class**

Reflection is not only individual, but also the behavior of the group. On the one hand, feedback from others is an indispensable information source for personal reflection; on the other hand, practical knowledge, as a tacit knowledge, must be shared through externalization. Individual behavior is not only influenced by individual internal conditions, but also restricted by the group environment. Group dynamics theory tells us that it is the interaction and influence between groups and members that constitute the dynamic field of group behavior. In this dynamic field, the roles of individuals and groups interact with each other to produce great intelligence. Whether an individual reflects and can benefit from it often depends on which organizational culture he works in. In an organizational and cultural environment where people are encouraged to exchange ideas openly, reflective ability is often easy to cultivate. Therefore, schools should strive to create an open, collaborative culture of reflection,

In the course evaluation activities after the open class, we stipulate that the course participants should first explain the design intention and reflect on the success or failure. Schools encourage teachers to reflect on the difficulties and doubts encountered in the process of education and teaching, and pay attention to guiding teachers to analyze the reasons behind the phenomenon. In order to make teachers have a basic idea of reflection, the school can put forward the specific requirements for after-class reflection, and quantify the teaching reflection of the open class of each teaching and research group. The evaluation points are not only linked to the monthly assessment and annual performance assessment of the teaching and research group, but also linked to the routine assessment, rewards and punishments of the teachers in the open classes. In this way, everyone's teaching reflection is encouraged not to go through the motions, but also to set a benchmark for the ordinary after-school teaching reflection.

#### **Strengthen the quality reflection after the examination**

Teachers through the quality reflection after the examination, through the examination results of the horizontal (and grade other classes) comparison and vertical (with the previous examination) comparison, you can diagnose the teaching and learning situation in a period of time, you can find out the gap, find out the crux, and then the right medicine. The move aims to encourage teachers to examine the problems in their own teaching practice from the perspective of researchers.

After the middle and final exams, teachers should write examination quality reflection and hold examination quality reflection meeting in different grades. Writing examination quality reflection is an important teaching routine and a key link in the school quality assurance system. The contents mainly include: (1) the basic situation of the exam; (2) the paper characteristics and proposition; (3) the score rate of students and other classes; (4) main problems and countermeasures.

The examination quality reflection meeting held by grade, presided over by a leading member of the school, randomly invited to speak, and by the host to make the sharp comment, the analysis does not meet the requirements of the person ordered to rewrite within a time limit. This is not only an experience exchange meeting, but also a collective problem diagnosis meeting, which undoubtedly puts forward high requirements for teachers' reflective ability. No teacher reflects on the quality of the exam lightly, especially for those who do poorly. The move is aimed at promoting teachers' professional growth.

### **(3) Evaluation and incentive mechanism for teachers' teaching and scientific research work**

Teaching and scientific research is the only way for teachers' professional development, and also the source of teachers' happiness. There are three main reasons: first, the educational regularity provided by teaching and research, which can reduce the lack of effective educational means and increase their sense of competence and achievement; second, teaching and research enables teachers to work in new fields and develop new things to improve teachers' professional ethics and become people loved by students. (See Xiong Chuanwu, Teaching and Research is the Source of Teachers' Happiness, Shanghai Education and Scientific Research, No.5,2004)

"Whoever does not see the creativity of teacher labor is those who does not fundamentally understand its labor; similarly, teachers who do not conduct educational research cannot taste the pleasure of being a teacher or become a good teacher." (Suhomlinsky language) Teaching and research is necessary to achieve a "legal" status in schools, and to guide teachers from passive research to active research, from the research of a few people to the majority of people's research, then, we must establish the evaluation and incentive mechanism of teachers' teaching and scientific research work. Only by establishing the evaluation and incentive mechanism of teaching and research can we ensure sufficient human resources of teaching and

research work and correct public opinion guidance, and gradually form a teacher cultural atmosphere advocating academic and research.

The evaluation standard of teaching and research is the embodiment of teaching and research objectives and requirements for teachers, so it has the role of baton. What kind of indicators, the teacher to what direction. This is not only because of the connection between the assessment results and the interests of teachers, but also involves the needs of teachers' self-esteem, interpersonal relationship and their status in the collective. The diagnostic function of evaluation makes the conclusion of evaluation show the degree of advantages and disadvantages, and we can judge whether it reaches the evaluation index. The feedback information of evaluation has the function of timely strengthening correct behavior and making it improve bad behavior. Some teachers also resist evaluation. The evaluation will inevitably cause some people's unhappiness, not only the unqualified assessment results will be painful, some teachers of the assessment of stable success but strong self-esteem may also have dissatisfaction. For most people, the assessment always brings a certain amount of tension and pressure.

Many teaching and scientific research work in primary and secondary schools is arbitrary, and teachers' enthusiasm to participate in teaching and scientific research is not high, which is related to the state of "rule of man" and the lack of teaching and scientific research evaluation and incentive mechanism. It can be said that the establishment and implementation of the reward mechanism of teaching and research evaluation is the basic guarantee for the sustainable development of the school and teachers' professional development, and also a sign of the standardized and scientific teaching and research management.

If the cultural incentive mechanism of learning and reflection provides intellectual support for school-based research, then the

evaluation and incentive mechanism of teachers' teaching and scientific research work provides institutional guarantee for school-based research.

#### **1. Establish a monthly evaluation mechanism for teaching and research group leaders**

School-based research is mainly aimed at solving problems in the way of practical problems in classroom teaching. The basic organizational form of implementing school-based research is the teaching and research group. Some people say that if teaching and research activities are not guided by advanced ideas and advanced experience, horizontal mutual assistance among colleagues may be limited by low level of repetition; teaching and research activities must promote teachers, but low level teaching and research activities bring less touch, the development of teachers is relatively slow.

School-based research is carried out by the teaching and research group, as the organizer and host of the teaching and research group leader, whose teaching and research ability and subjective initiative play a decisive role in the quality and depth of school-based research. Therefore, it is very necessary to formulate the working standards of school-based research and to conduct scientific evaluation of the teaching and research group and the group leader. Because the allowance of the teaching and research group leaders is not very high, so many schools generally do not evaluate their performance. As a result, "do and not the same, do good do bad the same". In order to encourage the teaching and research group leaders to consciously perform their duties, and to effectively promote the professional development of teachers by carrying out school-based research, it is necessary to establish the monthly assessment system for the teaching and research group leaders and the annual performance assessment system.

After three years of experiments, In our opinion, Monthly assessment indicators of school-based research focusing on classroom teaching, It can include the following ten aspects: 1. Activity plan (email): fill in the specification and



submit it before 10 am on the current Monday of the activity; 2. Teaching diagnosis form: more than 90% of the teachers in the whole group should fill in it carefully; 3. After-class reflection: with a detailed printed draft, More than a third of the issues to be improved, 4. More than four requirements for reflection: More than a third of the issues to be improved, 5. Meet the more than 4 requirements of class evaluation: More than a third of the issues to be improved, 6. Free course evaluation: at least two people's speeches meet the three requirements for course evaluation; 7. The attendance rate of the whole group of teachers in lectures and class evaluation is: more than 90%, And please ask at least one leader to participate in the whole process; 8. Learn newspaper clippings: carefully designed covers and catalogues, The selection has a source, Not less than twenty thousand words, Focusing on this month's research topics, Have a strong guidance; 9. Material submission: within one week after the activity; 10. Other Work: Complete the work assigned by the teaching departments and relevant departments on time and with high quality.

Assessment method: 1. One month is taken as an assessment period. 2. Each of the above 10 indicators is divided into four grades, with A indicating 10 points, B indicating 8 points, C indicating 6 points, and D indicating 4 points. 3. The total score of less than 60 indicators is unqualified, more than 60 is qualified, more than 70 is good, more than 80 is excellent, and more than 90 is excellent. 4. The monthly allowance gap of adjacent grades shall not be less than 10 yuan. 5. If the average monthly allowance of the teaching and research group leader is 200 yuan, then the monthly allowance of excellent grade is 190 yuan, 180 yuan, and 170 yuan. The monthly allowance of excellent grade is calculated according to the remaining amount of the month. 6. For those who fail the monthly assessment, the monthly allowance shall not be higher than 50 yuan. 7. The monthly assessment score will be the main index of the annual performance assessment of the teaching and research group and its team leader.



Assessment index, in fact, is the basic work standard, is the school in the teaching and research group leader in a certain period of time. handing in activity plan in advance is to strengthen the purpose and planning of research activities. Participants should fill in the teaching diagnosis form to encourage everyone to watch the class carefully, dig out the main highlights and shortcomings around the research theme, and prepare for the course evaluation. After-class reflection is the requirement for the research class teachers to enhance the rational consciousness of action. Key course evaluation is the main embodiment of the depth of the research activities, so the weight is the largest in the evaluation indicators. An important goal of teaching and research activities is to develop the education and teaching resources around them, and increase the assessment weight of key evaluation courses, which is conducive to the development and utilization of the differences between teachers as a resource to improve the connotation of teaching and research. Free course evaluation involves the breadth of participation in research activities and is therefore an important indicator. Leading members are required to participate in the activities of the teaching and research group, which is required to urge their activities to carry out more seriously and more professional level, with the school leaders present at least will not go through the motions. The selection of learning newspaper clippings focusing on this month's research theme is required to play the leading role of advanced ideas and advanced experience.

We believe that school-based research is essentially a kind of learning, which is a task-driven action learning to solve practical problems in education and teaching. These ten indicators are conducive to integrating research, learning and teaching into an organic whole. The organic integration of the three, from the perspective of research, reflects the study, learning from the perspective of teaching, the practice reflection, and the teaching and the self-improvement, from the perspective of teaching work. In short, the assessment indicators are the purpose of

school-based research, which points to the optimization of teaching behavior and the rational consciousness of the actors, and points to the continuous innovation of teaching and the improvement of teaching behavior.

Ten indicators, each is divided into four from high to low score grades, you can let the teaching and research group leader and members understand how to do it is excellent. According to the score as qualified, good, good, excellent four grades, is to encourage the teaching and research group and its team leader to strive for excellence. Although some people don't care about the allowance gap, they are sensitive to grades, and they need to be known. Every academic year, the advanced teaching and research group and excellent teaching and research group leader are selected, with the quantitative assessment of high scores are elected, teachers' Day together with grand commendation and reward. This avoids the leadership by the impression of good deeds to choose the usual practice, appear objective and fair. The adoption of monthly assessment system and annual assessment system has played an important role in promoting the teaching and research group leaders to carefully organize teaching and research activities.

## **2. Routine evaluation mechanism of teachers' teaching and scientific research**

Guiding teachers to participate in teaching and scientific research work is an important way for teachers' professional development, which has been the consensus of the education circle. But the key question is, how do teachers not regard teaching and research as an additional burden?

To this end, We have set up the "Teaching and Research Achievements Award Fund", the "Project Research award Fund", Cash in on time every year (although the prize money is small), This is from the system to motivate teachers; Focusing on the practical problems encountered in teacher education and teaching, It has carried out "the art of classroom introduction", "the method of stratified assignment", "the breakthrough research of key and difficult points", "the research on goal achievement

degree", "student participation research", "the strategy of transforming students with problems" and other theme research, This is to attract teachers from the research content; Every academic year, many experts and scholars are invited to hold teaching and scientific research lectures, To enhance teachers' awareness of teaching and scientific research, Popularizing teaching and scientific research methods, This is leading the teacher to..... in terms of research methodsSuch measures have indeed aroused the enthusiasm of many teachers in teaching and scientific research, but there is still a great distance from our expected enthusiasm for participation. There are many reasons, and the most important reason is that for teachers, teaching and scientific research is a soft task, while teaching is a hard task, and soft tasks can be dealt with, while hard tasks can not be treated lightly. Compared with teaching step-by-step (the current working state of most teachers in most schools), teaching and research requires not only a certain research ability, but also a lot of energy. It is not difficult to understand that unless teaching and research work is included in the routine assessment of teachers, some teachers regard teaching and research as an additional burden.

Integrating teaching and scientific research into routine assessment and evaluation can guide teachers to focus on the real problems in education and teaching. In the process of problem research and solving, it can awaken teachers' professional development awareness, improve their professional level, and gradually make teachers move from passive learning, practice and reflection to "independent development" with internal needs. This is a great event to guide teachers to be responsible for their whole life, and also the key to the continuous development of school-based research. The inclusion of teaching and scientific research into the routine assessment and evaluation can also show a correct guidance of the school, and gradually form a teacher cultural atmosphere of "studying in work and working in research".

Experiments have proved that the establishment of teacher teaching and scientific research routine evaluation mechanism, we should pay attention to the following six combination.

**(1) Combine quantitative indicators with qualitative indicators**

The key to teacher assessment is to establish an index system. It is not only the basis and scale of evaluation, but also the baton of teachers' work. Teachers will allocate the focus and strength of their work according to the evaluation criteria and the weighted proportion. If the standard is not scientific and unreasonable, it will give wrong guidance to teachers and affect the quality of education and teaching work in schools. The formulated assessment indicators, should be not only easy to quantify, but also simple and easy to do. But the precise quantification of educational phenomena is impossible and unnecessary. Because starting from the reality, the appropriate use of qualitative methods for the complex educational phenomenon, can more appropriately reflect the reality of the evaluation object. For example, "conscientiously complete the task assigned by the teaching and research group leader", "correct professional attitude", etc., are crucial to the construction of the teaching and research group and the professional development of teachers, so take the observation method, first qualitative and then quantitative calculation. Other indicators that can be accurately quantified, try to use data to speak, and strive to be objective and fair evaluation.

**(2) Combine teaching and scientific research results with teaching and scientific research attitude**

Since it is the assessment of teaching and scientific research, of course, the teaching and scientific research results will pay special attention to it. Winning or published education and teaching papers, guiding students to win awards, subject research, these explicit results needless to say. It is the central speech of teaching and scientific research activities, research-based open courses, school-based courses developed, education and teaching cases, and so on. We think that they are also important teaching and scientific research results, so we give them a higher weight. The

attendance of teaching and research activities, the completion of the tasks of the teaching and research group, the unity and cooperation with the lesson preparation group, adhere to theoretical learning, the use multimedia in teaching, guide young teachers and so on, mainly belong to the problem of teaching and research attitude. These indicators give a certain score, which is conducive to guiding teachers to correctly understand the teaching and research work, correct the teaching and research attitude, so that they can participate in the teaching and research activities with a good attitude.

### **(3) Combine self-evaluation with teaching and research group evaluation**

Teacher's self-evaluation is an effective method of teacher assessment. Teachers' self-evaluation can not only enhance the authenticity of the assessment content, but also help to enhance the teachers' sense of ownership, and reduce the fear and resistance of back-to-back assessment. It is not only helpful to make teachers understand the advantages and disadvantages of themselves, but also can give full play to the feedback regulation function of formative evaluation, so that the evaluation process can truly become the frequent self-examination, self-analysis and self-improvement process of the evaluation objects. But the attitude of teachers to participate in the assessment is not all correct, so it is very important for the teaching and research group to strengthen the review and supervision, and to check the assessment content item by item, one by item.

### **(4) The independent assessment of the teaching and research group is combined with the monitoring of the teaching departments**

How to make the evaluation of the teaching and research group both independent, and objective and fair? Because many school teaching and research groups in the inspection of lesson preparation, homework correction and other aspects, often go through the motions, consistent to deal with the relevant functional departments of the school. In view of this, in the assessment plan we designed, according to the performance assessment of each teaching and research group, to give different

excellent, good and qualified proportions, teachers' assessment scores are not compared with other groups, only used for the group ranking, determine the advantages and disadvantages. Practice has proved that this can ensure the fairness of the teachers' assessment in the group to a certain extent. If fraud or blind to fraud, must hurt other colleagues in the group. The implementation of the independent assessment of the teaching and research group not only greatly reduces the heavy burden of the teaching department, but also greatly arouses the enthusiasm of the teaching and research group leader, and is more conducive to the true and fair assessment. Nevertheless, the audit of the teaching department is still necessary. Because the ability of each teaching and research group leader is different, the understanding of the assessment standards is not consistent. Especially for the first time to carry out teaching and scientific research assessment, but also to one by one review, so that the teaching and research group leader can correctly understand the assessment standards and learn how to fairly assess every teacher from it, so as to truly mobilize the enthusiasm of the whole group of teachers to participate in teaching and scientific research.

#### **(5) Combine material rewards with mental stimulation**

According to the performance of each teaching and research group, allocate different excellent proportions, in order to promote each teaching and research group to create excellence, and strive for the top. There are good and bad within each group, and the rewards are naturally different. If the school can be used to teach scientific research appraisal funds is limited, more attention to reward class, break the equalitarianism, overcome "dry and not the same, do the same" disadvantages, truly reflect more work, optimal labor optimal distribution principle, in order to form the "advanced more advanced, advanced catch advanced" situation, constantly promote the improvement of education teaching quality. Because the bonus used as an assessment is small, after all, many people will dump it if it is just a matter of money. How to contain spiritual stimulation in material rewards? First, it is clearly highlighted

from the three categories of the assessment conclusion; second, the assessment results will be publicized to realize that this is not only a problem of money, but also a problem of honor; third, for the low-grade teachers, teaching and research leaders and others; fourth, make the assessment conclusion linked to the evaluation.

**(6) Combination of relative stability with regular revision**

The main content of the assessment plan should be relatively stable, but the details and weight should be appropriately revised according to the development status of the school. Any assessment plan, due to the limitations of the maker's knowledge, vision, experience, position and so on, there is inevitably an improper place, which needs to organize teachers to discuss and improve. The process of discussion is not only the process of the continuous improvement of the assessment plan, but also the process of the assessment plan being recognized by everyone. School leaders should be full of sincerity, start with everything from the development of the school, and listen to criticism and opposition with an open mind. You can also carry out the assessment plan, organize everyone to discuss once, and make it more and more perfect. Notice, only scientific and reasonable assessment, can have a positive guidance and incentive function.



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APPENDIX

## Appendix 1: Certificate of publication



VITA

