

Research on the Path of Continuing Education for Teachers in China Based on the Global Development of Teachers' On-the-job Training

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Abstract: In the context of life-long education, strengthening on-the-job training for teachers has become an important trend in global development in recent years. Countries around the world have accumulated a lot of experience in deepening the field of continuing education for teachers. Based on the global development of teachers' on-the-job training, this paper explores its enlightenment to the continuing education of teachers in China, and promotes the further development of teachers' continuing education in China.

1. Introduction

In 1965, the famous French writer Paul Lengrand proposed the idea of life-long education at the International Conferences on Adult Education, which led the global trend of the life-long education. In the following decades, the concept of life-long education spread rapidly around the world. Various kinds of training for in-service teachers have also emerged in countries around the world. The life-long education of teachers has gradually grown and become an important trend in international education, from which the developed countries also have accumulated a lot of experience.

2. Useful Experience of International Developed Countries in Continuing Education Development

First of all, at the legislative level, countries around the world are competing to provide legal support for teachers' on-the-job education at the legal level and create a good social environment. For example, the British government published the White Papers on Education in 1992 which stipulated that new teachers need to plan for one-fifth of their time for further study and official teachers need to take one rotational mid-career study every seven years, striving to assure that at any time there are 3% of the teachers in UK who can take paid training. The Danish government revised its education regulations in 1969, requiring adult education teachers to take up to 180 hours of on-the-job training. Swedish law stipulates that public middle school teachers to undergo 40 weeks of training before they can formally teach.

The second point is encouraging the enthusiasm of teachers to participate in training and education through incentive mechanisms. In order to stimulate teachers' motivation for on-the-job training, countries around the world have developed corresponding incentive mechanisms. For example, France through the Continuing Education Act stipulates that teachers can enjoy corresponding training leave according to a certain number of years of service. Each teacher can get two weeks of study time each year to ensure that he can get up to 2 years of statutory training time throughout his career. In Sweden, teachers can suspend classes for five days a year for business training, during which the government pay for not only their salaries but also their living expenses for traveling. In Australia, adult education teachers receive a one-semester paid training holiday every 6-7 years, ensuring that each teacher has a certain number of days of on-the-job training per year. Besides, the on-the-job training of teachers is also linked to the promotion of salary increases.

It is difficult for teachers in many countries to qualify for a raise without accepting on-the-job training.

Third, set up various in-service training and study institutions for teachers. Many countries, such as the United States, Britain and Germany, encourage universities to set up teacher training courses or teacher refresher courses. In addition to universities, there are specialized institutions of continuing education, on-the-job training groups and social organizations serving teachers for further study. For example, In the 1990s, "teacher training council" was set up in the UK to train teachers, and teacher training centers were set up all over the UK. The education association established in Denmark offers a number of training courses for teachers at all levels every year, and the adult education association established in Germany also provides specialized TEACH programs for teachers of adult education. In the United States, some church institutions and some public libraries have also begun to play a role in the field of teacher on-the-job education and training.

Fourthly, in developed countries, many governments invest a lot of resources in teacher on-the-job training, and even explicitly stipulate the allocation of special funds for teacher on-the-job training through legal provisions. For example, between 1991 and 1992, Sweden spent as much as Sek 470 million on training in-service teachers; Between 1994 and 1995, the Swedish education bureau allocated Sek 128 million for teacher training and the promotion of compulsory education. From 2001 to 2005, the Swedish government allocated Sek 250 million for in-service training of unqualified teachers. The National Defense Education Act of 1958 was established by the U.S. government in 1958. In this act, it was clearly proposed that the government should allocate more than 800 million dollars annually from 1959 to 1962 for the reform of schools at all levels and the improvement of teacher education level. After entering the new century, President Bush organized the largest on-the-job teacher training in the history of the United States, with a total investment of 3 trillion dollars. In addition to government channels, social groups and school districts in developed countries are also enthusiastic about investing in in-service teacher training. In the United States, there is a strong atmosphere of donation for financial aid. Harvard and other private universities receive a large amount of donations from the society every year, and the schools are also willing to use it for the continuing education of in-service teachers.

3. The development path of China's continuing education

3.1 Strengthen relevant legislation to provide legal guarantee for the continuing education of teachers in China

Based on the on-the-job training experience of foreign teachers, it can be seen that the effective development of teachers' continuing education is closely related to the formulation and implementation of relevant laws and regulations. However, teachers' continuing education legislation is still very weak in China. Although the Teachers' Law and Education Law which have been promulgated in China also involve the on-the-job training of teachers to some extent, but no special laws have been issued. Moreover, in these two basic laws, the provisions on teacher continuing education are relatively simple and Abstract, and seldom touch on substantive issues such as the institutionalization and legalization of teacher continuing education, which leads to the phenomenon that teachers' continuing education has no law to follow on in the actual implementation process. In order to avoid this kind of problem, our country must perfect the related legislation and promote the realization of the legalization about the continuing education system for teachers in our country. First of all, the basic law of continuing education for teachers should be brought into the agenda of the legislature and a special continuing education law should be formulated.

Make a clear regulation for teachers on teachers' continuing education about their rights and obligations, the specific treatment should be made, the specific time should be accepted as well as the specific funds should be put into and its sources and so on in the process of education. Through the establishment of the legal system guarantee the teachers' continuing education in China, and to ensure that all work have legal support in the process of teachers' continuing education ^[1].

3.2 Optimize the incentive mechanism and provide a good atmosphere for the continuing education of teachers in China

From the experience of foreign teachers in on-the-job training, incentive mechanism plays an important role. China should also optimize the incentive mechanism and create a good atmosphere for teachers' continuing education. First, China can promote the system of teachers' continuing education leave, and bring the system into the system of laws and regulations to clarify the basic rights of teachers in receiving continuing education. In the process of continuing education leave, the division of teachers' various benefits should be kept in sync with their on-duty period, and the system of continuing education leave should not affect teachers' salary or promotion.

Second, China can effectively combine teachers' continuing education with teachers' promotion and salary increases. It can be clearly stipulated in the system that only when teachers carry out continuous education on a regular basis can they obtain qualifications and opportunities in terms of professional title evaluation and employment, salary increase, job mobility and so on. Only by combining teachers' continuing education with their interests can teachers' enthusiasm and initiative in continuing education be promoted. Third, China can reform the teacher qualification system. In China, we can gradually cancel the lifelong teacher qualification certificate, replace it with a multistage teacher qualification certificate system, and divide the teacher qualification certificate into effective years. The teacher qualification certificate is divided into three categories: temporary, short-term and long-term. The condition for replacement is that the teacher accepts continuing education, and completes the course credits required by the education in the process of education, or obtains a relatively high degree certificate through the education. Under the encouragement of these mechanisms, a good atmosphere for the continuing education of Chinese teachers can be provided, and the participation of Chinese teachers in continuing education can be promoted.

3.3 Improve training institutions and provide more channels for teachers' continuing education in China

In the process of on-the-job training for teachers, foreign countries rely on a variety of continuing education institutions for teachers, which can meet the needs of different teachers for continuing education. However, in China, the utilization rate of teachers' continuing education in educational resources is still relatively low, teachers' continuing education training institutions are relatively scarce, and the diversified structure needs to be strengthened. Many universities in China have not undertaken the task of continuing education training for teachers. The number of teachers in the highest academic institutions of continuing education is still small, such as on-the-job master, doctor, and the number of enrollment is very limited; the professional organization of teacher continuing education and training has not fully played its role, and there is a lack of specialized continuing education and training institutions for teachers. According to the experience of foreign teachers' on-the-job training institutions, we can improve our teachers' continuing education institutions from our actual situation. We will improve institutions for continuing education for teachers in China. China should encourage universities to undertake the important task of continuing education and training of teachers, and give full play to the "main position" of universities in continuing education and training of teachers. We will strengthen the development of continuing education degrees for teachers in China, increase the granting of master's and doctor's degrees in on-job continuing education for teachers in China, and expand the enrollment of on-job teachers. At the same time, we should encourage and standardize the construction of training organizations related to teacher continuing education, expand their independent activity atmosphere in teacher continuing education, and promote the communication among various organizations of teacher continuing education, so that these organizations can play a more important role in teacher continuing education. In view of the resources of teachers' continuing education training in various provinces and cities, we should encourage them to share resources and establish local teachers' continuing education institutions. In addition, with the help of modern distance education technology, teachers' continuing education training alliance can be established nationwide, and exchanges and cooperation with international teacher training institutions can be strengthened, so as

to continuously expand the channels of teacher on-the-job training in China ^[2].

3.4 Input funds to provide diversified guarantee for continuing education funds of teachers in China

In China, the investment and guarantee of teachers' continuing education fund is also the key and difficult point restricting the development of teachers' continuing education. Due to the influence of the planned economy system, Chinese schools at all levels and of all types are mainly run by the government, and the education funds shall be adjusted according to the government budget. With the continuous expansion of colleges and universities, many colleges and universities have to expand the school buildings or add teaching equipment, etc., as far as possible to reduce the expenditure of other projects. The funds for teachers' continuing education is thus difficult to be effectively guaranteed, the majority of teachers in China have few opportunities to receive continuing education. But in foreign countries, besides relying on the government, the funds for in-service teacher training also have various sources such as donations from society, enterprises or individuals. The sources of funds for teachers' continuing education are more extensive. In view of the beneficial experience of teachers' on-the-job training in developed countries, China should also change the concept of teachers' continuing education, instead of relying solely on the government, it should be regarded as the responsibility of the whole society. Our country should increase the investment in teachers' continuing education funds, construct the multi-input mechanism of teachers' continuing education funds, regard government investment as the basic guarantee of teachers' continuing education development, and take social, enterprise and individual investment as the beneficial supplement of teachers' continuing education development. Governments at all levels should incorporate teachers' continuing education into the subjects of revenue and expenditure of the national budget to ensure steady growth of their investment; local schools should incorporate teachers' continuing education into the important links of their daily work, improve their status in school budget projects and arrange more special funds for them; China should encourage society and enterprises to participate in investments in teachers' continuing education, and build up society, enterprises and enterprises. Individual donations to teachers' continuing education will ensure the multi-channel funding sources and sustainable development of teachers' continuing education in China.

4. Conclusion

In China, the new type of social development requires breaking through the traditional cage of education, establishing the concept of lifelong learning for the whole people, and improving the quality of education through teachers' continuing education, which is an important task of teachers' continuing education in China. China should actively learn from foreign experience in the development of on-the-job training, and promote the orderly and in-depth development of teachers' continuing education in China by strengthening relevant legislation, optimizing incentive mechanism, improving continuing education institutions, and increasing investment in funds, so as to keep up with the trend of international education.

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