

The Research of the Construction of Preschool Education Professional Double Teachers Team in Applied College

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ABSTRACT: In the process of development of applied universities, the "double type" teachers is the most important elements, realize its talent training are also the important condition of guarantee in applied education. Take pre-school education professional in Hengshui University for example, to explore the applied universities double connotation and standard of teachers, based on the actual, actively explore to solve the current applied undergraduate colleges and universities of double problems existing in teachers team construction, to further effectively promote double type teaching staff construction quality and level.

KEYWORD: Applied undergraduate colleges and universities; Preschool education professional; The construction of double teachers team

1 INTRODUCTION

Facing with the current new requirements of the Party and the State on the application-oriented university reform, application-oriented universities have gradually explored the new path of connotative development from the previous blindly scale development, and cultivation of application-oriented senior professional personnel who are suitable to local regional economic and social development has become the objective of personnel cultivation for various application-oriented universities. The primary determinant of the quality of talent cultivation is the teacher, and the objective of personnel cultivation of various application-oriented universities puts forward higher requirements for the teachers of application-oriented universities. The researches on the team of double-professionally-titled teachers in preschool education have emerged in recent years, but they are mainly in the team building of double-professionally-titled teachers in preschool education major for secondary vocational schools. It's rare to see the studies in the team building of double-professionally-titled teachers in preschool education major at the level of application-oriented universities. In order to fill the gaps in this study, sort out the process of the team building of double-professionally-titled teachers in universities, find problems in the building process, then make relevant recommendations for improvement, the author, carries out in-depth study on the team building of double-professionally-titled

teachers in preschool education major in universities.

2 NECESSITY FOR THE TEAM BUILDING OF DOUBLE-PROFESSIONALLY-TITLED TEACHERS IN PRESCHOOL EDUCATION MAJOR

Firstly, we face the competitive pressures of international education. With China's reform and joining the WTO, China's educational needs facing the world, and also withstanding the impact and challenges of international education. According to the eligibility criteria for teachers in universities and colleges in major foreign countries, the universities of applied technology Germany requires teachers of preschool education major have both the research and teaching ability and the five years of professional practical experience, including at least three years' experience of engagement in the basic frontline professional work. The teachers in strengthened preschool education major of the U.S. universities and colleges need not only to prepare the pre-job research, etc., it is but also important to strengthen the post-job trainings relating to education and teaching.

Secondly, China's continued economic and industrial structure adjustment sharply increases the demand for senior application-oriented personnel, in particular, State Medium and Long Term Program on Education Reform and Development (2010-2020)

clearly puts forward that, the number of children in kindergarten will achieve 40 million in 2020, three-year pre-school gross enrollment rate will achieve 70%. Face the gap of a lot of senior specialized application-oriented preschool education talents. Especially, the regional economic development of Hengshui as well as Beijing and Hebei Province urgently needs for a large number of high-quality kindergarten teachers and early childhood workers with good professional skills, so as to meet the needs of early childhood education in the first, second and third-tier cities and rural areas.

Thirdly, with the growing concern of the Party and State on preschool education, the development of preschool education major in higher education at all levels of is also booming, and it has been developed from 59 local higher education institutions with preschool education major in 2007 to 136 local higher education institutions with this major (as of September 2013). [1] How to highlight the contents and features of the preschool education major in numerous application-oriented universities, our school has the urgent need to strengthen the team building of double-professionally-titled teachers in preschool education major.

Finally, the team building and development of strengthened double-professionally-titled teachers in preschool education major in universities is to meet the needs of the cultivation of the vast number of application-oriented preschool specialized talents. According to the satisfaction survey of students of preschool education major in our school on the teaching, major, etc. in 2012, although students of all grades in this major acknowledge the sense of responsibility of teachers, nearly half of the students believe that teachers in this major lack the theoretical and practical connections in the teaching process, and other issues. Traditional teachers need to build a veritable "double-professionally-titled" teacher team to meet the needs of the major development and talent cultivation.

3 PROBLEMS IN THE TEAM BUILDING OF DOUBLE-PROFESSIONALLY-TITLED TEACHERS IN PRESCHOOL EDUCATION MAJOR

3.1 *Misreading on the "double-professionally-titled teachers"*

Although the State mentioned the "double-professionally-titled teachers" in the document issued by the original Board of Education in 1998, the management personnel of our school, especially the major building and teacher construction management personnel as well as frontline teachers do not have sufficient understanding on the double-professionally-titled teachers. Teachers of preschool education major have disagreements on the "double-

professionally-titled teachers", and the disagreements include: (1) Dual-card teachers are double-professionally-titled teachers: as long as the teachers of preschool education major of colleges and universities have the university teachers' qualification certificate and the major-related child care teacher, child-care worker, dance teacher and other professional qualification certificates or the painting, piano, or dance skill level certificate, they are considered as the double-professionally-titled teachers of preschool education major. (2) Dual-title teachers are double-professionally-titled teachers: as long as the teachers of preschool education major of colleges and universities have both the teacher sequence title other intermediate and above professional and technical title, they are considered as the double-professionally-titled teachers. (3) Dual-ability teachers are double-professionally-titled teachers: it is considered that teachers of preschool education major of colleges and universities who have both a certain teaching skills and other technologies and skills relating to preschool education major are the double-professionally-titled teachers.

In addition, teachers of preschool education major have different understandings on the recognition standards of the "double-professionally-titled teachers", and the recognition standards of the "double-professionally-titled teachers" include: "teachers of specialized courses who have a bachelor or above, title of university lecturer or above, and also one of the following conditions: 1. Pass through various professional licensing examination organized by the State .2. Pass through professional and technical post examination organized by the State and relating to the specialized course.3. Have the practical work-related industry chartered qualification certificate professional qualification as well as professional skills assessor qualification, etc. 4. Have experience in professional practice work in the frontline enterprises. Due to the preschool education major belongs to the second-rate discipline biased toward application under the pedagogy, it is biased toward liberal arts, teachers of this major have less applied technology or similar research projects, and there are too few qualification certificates relating to preschool, although there are many industry certificates, they are limited within only certain industries, so there is a certain lack of authority, and hence the theoretical and technical teachers of this major are not clear with the gap between them and the "double-professionally-titled teachers" in preschool education major, not alone to motivate them to make efforts to change into the "double-professionally-titled teachers" in preschool education major, and achieve the team building of double-professionally-titled teachers.

3.2 *Unsatisfactory cultivation channels or results*

The "going out" approach is mainly adopted for the cultivation of double-professionally-titled teachers in this major, namely to actively obtain relevant industry training information, kindergarten observation information, etc., to send teachers of the teaching and research office to participate in training courses, participate in the kindergarten observation and so on. This mode benefits only the teachers going out for training and observation, although there are exchanges and sharing after training, other teachers of this major enjoy little benefit.

Since the inception of the preschool education major in our school in September 2007, there are 15 persons in the teaching and research office, and 65 persons who are engaged in the teaching of preschool education major. In the process of teaching staff building, especially in the specialized course teaching process, we actively explore the "bringing in" approach, namely, invite the frontline kindergarten leaders, frontline preschool teachers, teachers of the department of music or department of arts of our school to undertake the teaching of related major courses, but in the "bringing in" process, the professional teachers of the teaching and research office of this school do not benefit in the professional skill teaching, etc. Despite several attempts to "go out", that is to send professional teachers of the teaching and research office to participate in the parent-child, Orff and other trainings, but it is only limited to get systematic knowledge and skills of certain industries in a short time, and still lacks the frontline teaching skills. Although the vast majority of the teachers of the teaching and research office have the experience in probation, practice supervision, etc., there are few teachers who have the experience in teaching in the frontline kindergarten or parent-child park.

3.3 *Lack of reasonable planning on the team building of double-professionally-titled teachers*

The increasing concern of the application-oriented universities on the teaching staff building, especially on the team building of double-professionally-titled teachers in recent years, and the rational reasonable planning on the team building of double-professionally-titled teachers will help to improve the major building and development level, and improve the cultivation of the application-oriented senior specialized preschool education personnel. For the preschool education major of our school, the planning on the school-level cultivation objectives of double-professionally-titled teachers in the next five years was issued on December 20, 2013, the school should, based on the status of professional teachers, and according to teachers' personal interests and specialized courses, especially the teaching and tutorial needs of practice courses, carry out scientific

appraisal, develop a more reasonable planning on the team building of double-professionally-titled teachers in preschool education major, but due to the major teachers' misunderstanding of the "double-professionally-titled teachers", and the vague professional development planning on their own professional skills, as well as the insufficient understanding on the cultivation of application-oriented personnel in preschool education major, the overall planning on the team building of double-professionally-titled teachers is a mere formality.

3.4 *Lack of effective assessment measures*

In the process of the team building of double-professionally-titled teachers, effective assessment or evaluation is an important part to motivate the double-professionally-titled teachers as well as the teacher team growth and development. After the double-professionally-titled teachers' external training and learning, observation or probation, or practice supervision, there are only paper summaries or oral report, exchanges and other forms, and there is lack of the assessment or evaluation made by specialized agencies and personnel of this major according to certain standards on the contributions of teachers in preschool education major to the major construction and development, on education and teaching of relevant courses, and on students' practice after external further study or practice .

4 RECOMMENDATIONS

4.1 *Establish the correct development concept of "double-professionally-titled teachers"*

The teachers and teaching management staff of this major need to update the development concept of "double-professionally-titled teachers", closely follow up the wave of current international and domestic higher education reform, clearly based on the reality of talent cultivation and major construction of preschool education major in application-oriented universities, according to the occupational or industrial needs relating to the preschool education major, and realize that the double-professionally-titled teachers are important part of our school for the preschool education major development and talent cultivation, which are not only owned by the technical secondary schools or vocational colleges. On one hand, actively obtain the occupational or industrial qualification certificates relating to this major on the basis of owning senior teacher certificate; on the other hand, it is more important to have application-oriented capability and professional guidance capability corresponding to the relevant professional or industrial qualification certificates. In addition, carry out detailed and in-depth understanding and analysis on the school's

recognition standards of "double-professionally-titled teachers".

4.2 *Expand the diversified cultivation approaches*

In addition to carrying out the professional training, observation, or practice supervision by virtue of expatriate teachers of the school, department and major, the double-professionally-titled teachers in preschool education major need also to conduct self-learning and upgrading by proactive use of a variety of internal and external resources of the school on the basis of the change in their ideas. On the one hand, carry out timely self-learning and improvement in spare time based on the needs by vast use of the current teachers' professional training website inside and outside of the school; on the other hand, dare to and be willing to establish long-term stable relations with the public and private kindergartens, all early education institutions, government, industry training institutions, etc. within the region or regional economy, can be rooted in the frontline pre-school educational practice, continue to accumulate their own experience in process of facing the children, parents, principals and other service object, so as to lay the foundation for the future major construction and development, practice and teaching of relevant courses, students' relevant counseling, etc.

4.3 *Scientifically develop team development planning on double-professionally-titled teachers*

The teachers and management personnel in preschool education major of our school need to be based on the positioning of application-oriented university of our school, combine with the status of teachers in preschool education major, focus on the needs of the courses, practice teaching and supervision in the university and junior college talent cultivation program for preschool education major, carry out scientific appraisal on the team building of double-professionally-titled teachers in this major based on the relatively scientific occupational and industrial needs and development of this major in this region, and motivate each professional teacher's level-specific, project-specific, phase-specific cultivation and upgrading based on their professional interests and existing professional skills and according to the existing professional teacher's age, job title, personal family situations, etc.

4.4 *Improve the reward and punishment and the evaluation mechanism for double-professionally-titled teachers*

For the teaching and research office and other management level of our school and the department,

they need to combine the relevant reward and punishment assessment documents of the school on cultivation of double-professionally-titled teachers and of China on relevant teaching staff, based on the scientific appraisal, need to build the reward and punishment and the evaluation index system which are suitable for double-professionally-titled teachers in preschool education major of our school, as well as relevant evaluation organization, evaluation mechanisms, etc. Flexible and diverse forms of evaluation can be adopted, such as self-reporting, assessment by teaching and research office or curriculum group department, expert assessment, industry assessment, student assessment, teacher's mutual evaluation, and other diversified assessment bodies, according to the existing underlying conditions of double-professionally-titled teachers in this major, carry out level-specific different assessment, and regularly conduct assessment on the teaching work, academic standards, practical ability as well as teaching and educating, teacher's ethics and other items of double-professionally-titled teachers in this major, link up the assessment results with the reward and punishment and the evaluation of double-professionally-titled teachers, and carry out the dynamic the reward and punishment and the evaluation mechanism for double-professionally-titled teachers, so as to further enhance the team development of double-professionally-titled teachers in our school, and thus make contributions for the preschool education major of our school to cultivate the preschool teachers[2] with noble teacher's ethics, love to children, excellent services, and reasonable structure for the region.

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