

# Curriculum Design of “National Training Plan” in View of Professional Development

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**Abstract**—In education training, professional development is the primary goal of curriculum design, good curriculum design is the guarantee to dispose professional development. If there is no connection between professional development and curriculum design, the problem that teachers’ training lacks pertinence and effectiveness will still not be radically solved. Thus we must design creative curriculum according to the requirement of professional development to solve this problem.

**Keywords**—professional development; national training plan; PE teacher; curriculum design

## I. RAISING OF THE PROBLEM

PE teachers in rural middle and primary schools meet many problems in PE and health curriculum and fail to solve them, the root cause of which is that the development of their professional ability is hysteretic and can’t keep pace with education development. The national training plan is here to help them to solve this problem, the major step of which is to design timely curriculum design for PE teachers joining in the training are all grown ups and have high professional title and rich teaching experience. Some have short teaching years, who has just joined in work for few years, some have strong sports skills but weak PE theories, but some are on the contrary. Because the in-service teachers have independent self-concept and can train their own study, how to formulate training target, choose training content and training method according to the features of adults’ study and professional features conforming to curriculum of PE teachers’ professional development in middle and primary schools becomes especially important. In other words, “the quality of curriculum design concerns pertinence and effectiveness of training and whether PE teachers’ professional growth and new curriculum reform in middle and primary schools can better advance.

## II. CURRICULUM DESIGN OF “NATIONAL TRAINING PLAN” FOR PE TEACHERS IN RURAL MIDDLE AND PRIMARY SCHOOLS

Idea of Curriculum Design of “National Training Plan” for PE Teachers in Rural Middle and Primary Schools.

For they are located in remote areas, PE teachers in rural middle and primary schools have blocking access to

information, their studies have strong purposiveness which is to solve some teaching difficulties in present new curriculum reform, but these difficulties can not be solved in an action, the key to which is curriculum design, and the primary mission of curriculum design is idea [1]. As for the idea of curriculum design of “national training plan”, firstly it shall analyze the professional qualification of PE teachers in rural middle and primary schools, analyze the content which they shall study, their opinion of curriculum reform and value orientation, and their most urgent problems at present. Analyze all the elements such as studying demand of joining teaching process, study content and features of learners with most optimized idea and opinion and systematic method according to curriculum idea of PE and health, arrange all the elements of curriculum with special method, and form a training curriculum scheme for PE teachers in rural middle and primary schools with special curriculum structure [2]. Its biggest feature is strong pertinence, which benefits to improve professional development and the attraction and charisma of training curriculum at the same time.

## III. TRAINING CURRICULUM DESIGN OF “NATIONAL TRAINING PLAN” FOR PE TEACHERS IN RURAL MIDDLE AND PRIMARY SCHOOLS

Conduct “modeling” and “classification” to training curriculum design according to the subject characteristics and professional characteristics, making curriculum operable, targeted, effective and developmental.

### A. Modeling—Mode of “Curriculum Structure Borne by Point-Line-Surface Case”

In the training, the universal-significant content structure of PE training curriculum presents an opposing organizational form, which is vertical structure and horizontal structure. Training curriculum for PE teachers in rural middle and primary schools under the requirement of professional development is constructed taking subject logic of PE and content and method required by professional development of learners as the principal line. As shown in “Fig. 1”, here, “principal line of content” is in vertical structure, which is arranged according to the standard of PE and health curriculum in middle and primary schools and the order of

curriculum in middle and primary schools, solving confusion of teachers while keeping the overall consistency of teaching. “Principal line of method” is in horizontal structure, which breaks the limit of subject and traditional knowledge system, connecting knowledge and skills such as all kinds of opinions,

subjects and strategy, stressing the width but not depth of knowledge of PE and health, caring about practical application but form of knowledge to make it convenient for PE teachers in rural middle and primary schools to better explore new curriculum reform and the problems concerns them most.

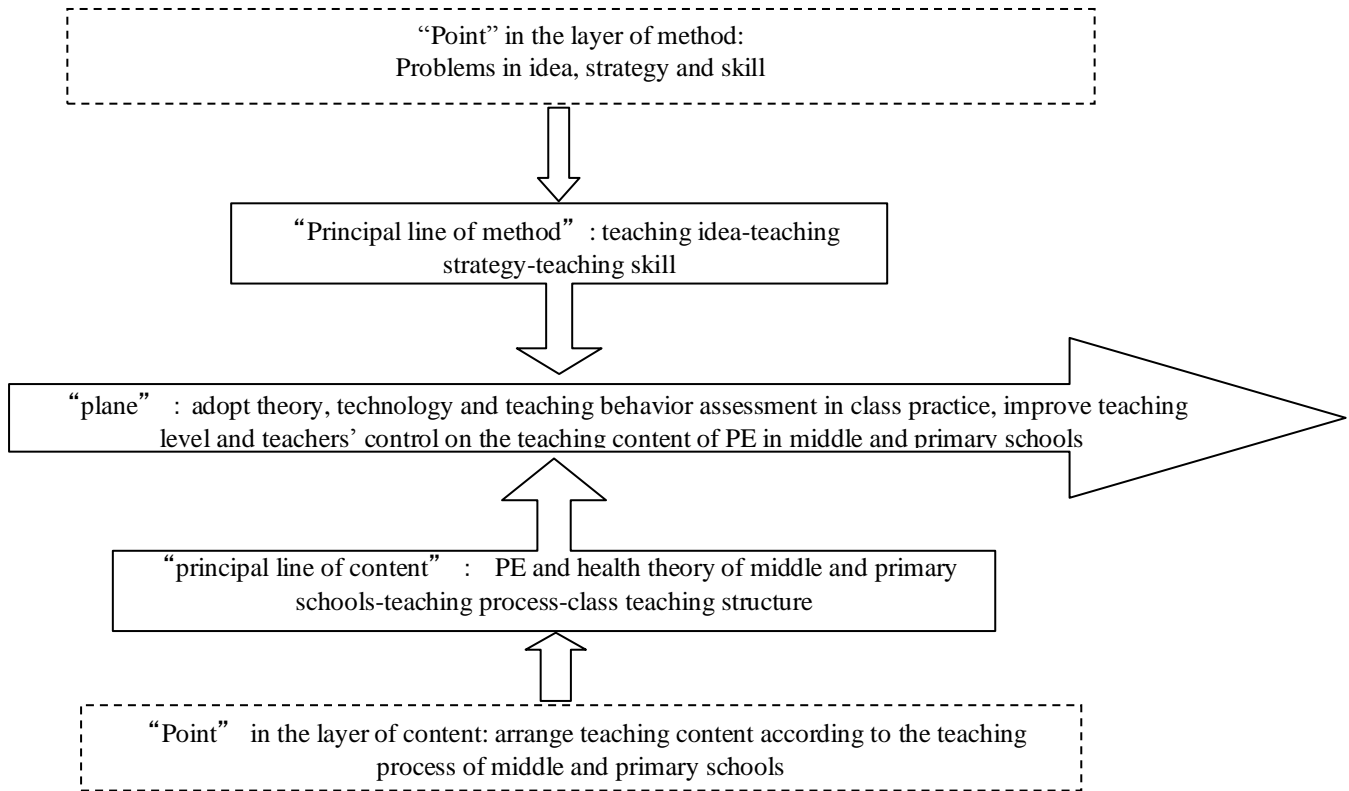


Fig. 1. Curriculum structural mode bearing point and line to plane

TABLE I. THE CURRICULUM TYPE UNDER THE REQUIREMENT OF PROFESSIONAL DEVELOPMENT

Comparing item	Research curriculum design	Semi-Open curriculum design	Full-open curriculum design
Preparing work in early stage	Full research, form curriculum under the requirement of professional development	Full research, form curriculum for learners to select, form executed curriculum	Let learners fully propose curriculum, satisfy the requirement of professional development, develop curriculum which has not existed at once
The training organization's control to studying content	Self control	Control part of curriculum	Actively develop curriculum
The learners' control to studying content	Non	Control within selection range	Fully self control
Designing feature	Trainer-oriented	Learner-oriented	Problem-solving-oriented
Limitation	Imperfect teacher group leads to formulating curriculum according to person, single traditional teaching method	Can only meet the most learners' requirement of professional development	High requirement of teacher group and training organization, require refined systematic curriculum design system
Applicable scope	Imperfect training conditions like teaches, teaching facility and management	Learners have weak self-judging ability, the training own mature training conditions	The learners have good academic basis, the training organization own mature training conditions

### B. *Make the Curriculum More Effective and Developmental via Classification*

Decide on the studying content according to the learners' requirement of professional development, classify the training curriculum for PE teachers in rural middle and primary schools into three types, see the similarities and differences of which in "Table I". The three types of training curriculum reflect the developing stages of training curriculum design of professional quality of PE teachers in rural middle and primary schools, and also reflect some conditions under the requirement of training curriculum of professional development.

## IV. THE EFFECT OF CURRICULUM DESIGN

### A. *Improve Demand Survey of Professional Qualification*

In the training, some teachers from other subjects rather than PE teachers join in, some are very young teachers, some middle-aged teachers with not high professional title come for retraining, and some are old teachers who have worked for many years with high professional title and rich experience, so before the training we must perform demand survey of professional development to benefit to choose different training methods and strategies in the training, apply best method and strategies to the training. This is good for experts to design training curriculum and better reach the goal.

### B. *Improve the Pertinence of Curriculum Design*

The teaching years, education background and regional culture of PE teachers in rural Yunnan middle and primary schools are different, so their demand to specialty is also different, thus, a diversified training mode shall be established during training, optimize curriculum setting of training, highlight pertinence in the content of curriculum design, set up multi-layered training curriculum to meet the demand of different objects.

### C. *Avoid Disjunction between Theory and Reality*

To many designers, the real value of design lie in whether it is transferred into a commodity, or whether this commodity is out of line with the reality. Similarly, to teachers' training, apart from designed training scheme, whether the training scheme is transferred into the actual ability of the learner, the key of which lies in whether theory is out of line with the reality. The following aspects can be prepared to solve the problem between theory and reality.

1) *Prepare lessons together*: Firstly, understand style, feature and personal experience of the experts, make the specialty of experts as consistent with training demand and emphasis and content of the special subject as possible. Then, during school timetable confirmation, communicate with all the experts repeatedly no matter on time arrangement or content confirmation, try to stress the feature, make it reasonable and harmonious and reach a common view, realize the organic combination of theory and reality.

Of course, many times, the ideal state can not be completely realized. We can't handle this, so the "lubricant" of "organic combination" is the comment and communication between chief experts and teacher director.

2) *Class evaluation*: PE teachers mainly represent two aspects of PE theory and sports skills in PE classes, in the comment, it needs to construct the tension of sports skills in the framework of theory while making sports skills offer support to theory. [3] Finally, make theory attainment and practicing ability of training existing in them to integrate with each other, act upon and influence each other, teaching them to apply new theory learned from training to teaching practice, changing old teaching ideas. At the same time, in detailed PE teaching practice in middle and primary schools, refine and develop their own teaching theories, realize the supplement of each other between theory and sports skills, and truly realize the combination of theory training and sports skills.

3) *Communication after class*: Organize corresponding activities, fully understand conditions of the learners from study, life, confusion, interest and dream, coordinate time to satisfy the will of learners.

### D. *Avoid Low Efficiency of Training*

Low efficiency refers to consuming long time but getting little income. As for training of "national training plan", it can be avoided from the following two aspects:

1) *Combination among theory, sports skills and practice*: The memory of fully high-quality and high-density study of theory and sports skills doesn't last long, and is hard to understand; on the contrary, experiential learning fully depended on practice digestion lasts long and is hard to forget, but its study content is not comprehensive and systematic enough. They are both of low efficiency. Only integrating the three and combining them organically, integrating theory, skill learning with practice can high-efficiency learning achievement be realized.

2) *Guarantee the quality of practicing class*: Three are three common practicing classes in national training, "viewing class", "commenting and discussing class" and "same class in different structure".

Firstly, the "viewing class" shall pay attention to the transformation from "interior" to "exterior".

The "viewing class" is to watch excellent colleagues give class, which is an external expression, the PE teachers from middle and primary schools joining in training feel different teaching methods of PE class and charm of PE workers with visual angle of view, transfer them into their own internal knowledge via direct absorption and reach the goal of viewing.

Secondly, the "commenting and discussing class" shall be "original", avoid non-specific comment.

For example, the quantitative evaluation of teachers' behavior can making teachers sincerely convinced and motivate their studying desire.

Thirdly, "same class in different structure" focus on "difference", let every type of teachers gain something.

For example, ask special-class teacher or academic leader, core teacher, beginning teacher, undergraduate to give the same class, which must have different effects, conclude the feature of different development stages of a teacher via evaluation, let every learner see his or her own developing

condition and target from it, and even the academic leader will be enlightened after listening to the class of undergraduate, such as he shall learn how to lead and appreciate the future teachers, how to guarantee to stand at the leading edge of

subject. We find via practice the goal of the class of everyone and the striving direction in such activity of same class in different structures “Fig. II”.

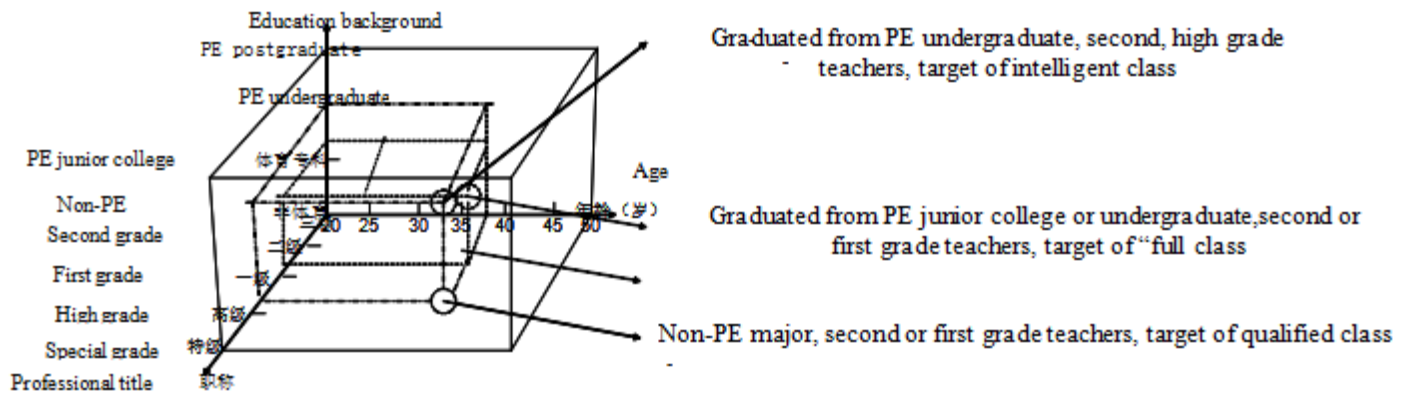


Fig. 2. Structure chart of training target of “formulating teaching according to studying”

A-level, basic knowledge and skill of PE and health, restudy of PE education theory, reach the goal of “qualified class”. The beginning teachers or teachers not graduating from PE major lack basic experience and knowledge, and need to actively keep solidifying and tamping professional basis, including the basic knowledge and skill of PE and health curriculum, and restudy of PE education theory. The training focuses on solving the confusion of professional knowledge in their teaching, such as using the difficulty of these teachers as cases while giving examples to explain the theory, or adding time to reply to their confusion to guarantee that there is no scientific error in teaching, and conducting scientific training on teachers from “teaching”, “studying”, “practicing” and “commenting”.

B-level, develop and adopt resource of curriculum to reach the goal of “full class”. The “full class” means succinct, clear, concise and perfect teaching structure, extended and expanded idea content and connotation expression, more abundant and deeper method, such classes require the teacher to master the idea and application of new curriculum reform, explanation of standard of PE and health curriculum, difficulty of curriculum reform and advice of teaching, cultivation virtue of teachers, leading-edge introduction of teaching subject, development of world education, application of information technology, innovation of scientific research, integration of interdisciplinary knowledge, development and adoption of curriculum resource and full improvement of teachers’ quality.

C-level, preset and generate assurance to reach the goal of “intelligent class”. The essence of “intelligent class” is the conversation between teacher and student, who conduct a bidirectional communication, mutual study, discussion on the method of teaching and studying via talks and listening[4]. Via conversation, in special PE teaching situation, students effectively take use of dynamic curriculum resource (such as field and equipment) with the guidance and help of teachers, [5] making them actively

change the former teaching limit and put themselves into new teaching environment, improve the professional ability of PE teachers in rural middle and primary schools via such dynamic class.

These three types of “classes” express the three developing stages of PE teachers in rural Yunnan middle and primary schools, just like the lowest requirement during the growth of human which also has its own developing value, they are coherent, but have no strict boundary. In the structure chart of training target of “formulating teaching according to studying”, each level extends out from the origin in horizontal direction, and becomes higher and higher. To construct studying team with feature of PE teachers in training, try to coordinate multiple constitution and requirement of training, enable learners to learn from each other, reflect and communicate, and draw on strength each other with no barrier, let each learner of each level obtain something in learning, fully exert his or her own advantage, and such special training can better improve behavior and idea, and cultivate creative teachers. The same class in different structures is one of the good methods to reach this goal.

The curriculum design is to solve the problem of design and what to teach, firstly, it is equal to “curriculum planning”, the process to formulate the execution plan of curriculum; secondly, curriculum design is the product of the process of curriculum planning, an independent entity.[6] Similarly, to teacher’s training, apart from the designed training scheme, whether the execution of training scheme is accepted by the learners, whether it gives learners great psychological satisfaction and transfers to the improvement of learners’ learning ability and nostalgia to training are of more important value. Thus we propose that curriculum design shall be more “creative”.

## V. CONCLUSION

The goal of “national training plan” is to improve the professional ability of PE teachers in rural middle and primary schools, but the improvement of professional ability is a complicated process, as for training, the most important is curriculum design, the idea, mode and execution effect of which concerns whether the training is targeted and effective. In short, only curriculum design designed according to the studying feature of PE teachers in rural middle and primary schools can solve the problems in the internalization of curriculum, which becomes an ability of PE teachers, and only then the true value of training curriculum design is realized.

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