



The 16th National and International Conference
"Global Goals, Local Actions: Looking Back and Moving Forward 2024"
20 March, 2024

Strategies for Professional Development of Rural Primary School Teachers

Sihui Xiao

Email: S64584951002@ssru.ac.th

Department of Educational Administration, Graduate School,
Suan Sunandha Rajabhat University

Thada Siththada

Email: thada.si@ssru.ac.th

Department of Educational Administration, Graduate School,
Suan Sunandha Rajabhat University

Abstract

Rural areas, as the cradle of Chinese civilization, play a vital role in preserving the nation's heritage through education. Central to this mission are rural teachers, who are key to transmitting cultural values and driving educational reform. Their role in developing students' growth and ensuring equitable education is crucial. However, the absence of dedicated teachers can undermine rural education reform and student potential. Focusing on rural teachers' professional development is essential, as it not only enhances student competencies but also improves the overall quality of education in rural schools. This research is pivotal in strengthening rural education, ensuring deep-rooted learning and the perpetuation of knowledge and culture.

Keywords: Education administration strategies; Professional development; Rural Education.

Introduction

The defining characteristics of rural education in China, particularly in its extensive scope and coverage, highlight its pivotal role in the educational landscape. The professional development of rural teachers raises concerns, marked by issues such as low teacher quality, high attrition rates, and a shortage of qualified educators. Even when academic qualifications are met, problems like "learning without teaching" persist (Zhang, Ye, & School, 2022). The revitalization of rural areas is closely tied to education, with the improvement of rural education largely depending on the quality of rural teachers. Therefore, enhancing rural teacher training and overall quality is crucial (Chen, 2020). The fragility of compulsory education in rural areas, partly due to inadequate teacher quality, impedes rural development



The 16th National and International Conference
"Global Goals, Local Actions: Looking Back and Moving Forward 2024"
20 March, 2024

and the progress of rural compulsory education. The teacher issue is central to the contradictions in rural education development, with the need for a high-quality, sufficient, well-structured, and stable teacher workforce (Li, Yang, Du, et al., 2021; Cai-Xia, 2021). The growth of teachers, from novices to outstanding educators, is vital not only for their own development but also for students, schools, and societal progress. Hindered teacher growth and professionalism can negatively impact education quality and social development (Cheng, 2019). And in an interesting study by Dan Wang and Manman Gao, they conducted in-depth interviews with 19 students from Free Teacher Education (FTE), a pilot program that cultivates the next generation of high-quality teachers. They found that teachers preferred to teach students of higher socioeconomic status and excellent academic backgrounds. and unwillingness to teach in poor, low-performing schools in rural villages. The result is that schools located in poor, rural areas often have staff who graduated from lower-tier institutions. As a result, teachers and the quality of teaching are quite unsatisfactory. and prevent rural students from striving for academic excellence. These arguments were supported by Yang Peng, whose ethnic data revealed a teacher shortage and poor teacher quality in Guizhou province. One of the least developed regions in China in 2013 and 2014 (Harvard International Review, 2019)

Teacher professional development strategy

Teacher professional development is the meaning of improvement of their professional learning by the school they are in, as well as the differential development of their career paths at each stage (Furner, C. & McCulla, N., 2018). It includes Comprehensive training and education: teacher professional development is not just a onetime event or workshop It encompasses a wide range of activities, including formal coursework, workshops, seminars, conferences, mentoring, peer coaching, collaborative planning, and self-guided study. The stages of teacher professional development (TPD) have been a subject of considerable interest in recent educational research. (Villegas-Torres & Lengeling, 2023) revisit the professional development stages of teachers, using Huberman's (1993) career cycle model to explore the transition from novice to expert, emphasizing the emotional experiences and challenges faced by teachers. These studies collectively underscore the dynamic nature of TPD, highlighting the importance of tailored support and resources at each stage to foster effective teacher growth and development. (Borko, 2004) delve into the design and implementation of effective TPD programs, highlighting the importance of coherence with school policies and practices. These studies collectively affirm the pivotal role of TPD in

