

DEVELOPMENT OF CHINESE TEACHERS' CAREER PATHS IN CHINA

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Abstract

Teacher career development is a pluralistic process full of challenges and opportunities. For many teachers, understanding and planning their own career development path is helpful to improve their own ability and realize their educational ideals. The path of teacher career development is extensive and diversified. The key lies in continuous learning, accumulation of experience and persistent pursuit, whether it is deep cultivation in the field of teaching or cross-field development. By clarifying personal career goals and formulating practical development plans, teachers can continuously improve their professional quality and comprehensive ability and make greater contributions to the cause of education.

Keywords: Teacher career development, career development path, development plans

Introduction

Teachers are the main body of school teaching activities, an important component of talent cultivation, and an important force in promoting school development. We need to continuously improve our understanding of teachers and promote the development of their own abilities (Yan Wenjun, 2019). At present, the concept of lifelong education is respected. The concept of lifelong learning not only requires students and members of society to implement the concept of lifelong education to the end, but also requires teachers to continuously learn this concept and promote the development of their own abilities. Lifelong education is lifelong learning, starting from a young age, and the same goes for teachers. They need to constantly learn and develop, providing students with richer teaching resources and more scientific teaching content. In the process of teacher training, creating an environment should be the focus of teacher growth. Schools need to continuously hold teacher guidance training to provide a platform for teachers' professional development and exploration, so that teachers can adapt to the needs of this profession in the shortest possible time and provide assistance to teachers so that they can actively adapt to the needs of this industry.

The background of teacher career path development

Teacher professional development has always been an important way to improve the quality of teachers, and exploring effective professional development paths for in-service teachers is a common concern for education managers, researchers, and practitioners (Ruan Hua and Zeng Xiaodong, 2021). In the context of the new curriculum reform, the professional development of teachers should not only meet the expectations of families and local education departments for student performance, but also meet the needs of society and the country for comprehensive human development and lifelong learning ability cultivation. In China, the professional development of teachers mainly includes mandatory models initiated by local governments and development models such as courses, workshops, seminars, and lectures provided by universities. Relying on a rigid policy system and an externally formed training system, both are essentially top-down development models for teachers.

The modernization of education cannot be separated from the modernization of teacher education (Zhang Xueling, 2023). In the context of modernization of education, the country expects high-level comprehensive universities to fully play their innovative and leading role in

developing teacher education, help establish a modern teacher education system and promote the high-quality development of basic education.

Teachers are important resources for schools to fulfill their educational functions. The professional development of teachers is not only related to schools, but also to the quality of talent cultivation, which determines the sustainable development of schools (Shi Guowei and Yang Hongyun, 2024). The Party and the country have entered a new stage of development, which has put forward higher requirements for education and teacher team construction. Teacher professional development is the leading factor in ensuring the quality of education. Music teachers are the key to supporting aesthetic education work, therefore it is necessary to improve the music teacher training support service system, achieve professional and standardized music teacher training, continuously improve the teaching ability of music teachers, and ensure the quality of music teacher education. The Central Committee of the Communist Party of China attaches great importance to the construction of the teaching staff, and has successively issued the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of the Construction of the Teaching Staff in the New Era", further strengthening top-level design and ensuring the normalization of policy supply.

Teacher career path development policy

In 2019, the Central Committee of the Communist Party of China and The State Council issued China's Education Modernization 2035, which calls for the training of high-quality teachers and the improvement of an open and coordinated teacher education system with normal universities as the main body, high-level non-normal universities as participants, and high-quality primary and secondary schools as practice bases. On April 11, 2022, the "Plan for Strengthening Teachers in Basic Education in the New Era" issued by the Ministry of Education and other eight departments proposed to build an open and collaborative modern teacher education system with normal universities as the main body, high-level comprehensive universities as the participation, teacher development institutions as the link, and high-quality primary and secondary schools as the practice bases. Strengthen the guidance and support for teacher education institutions in the granting and authorization of master's and doctor's degrees, support the development of teacher education, and promote the training of teacher talents. The advantages of students, disciplines and academic resources possessed by schools will be transformed into practical capital for the development of teacher education, a modern teacher education system will be built, high-quality and high-level development of teacher education and basic education in China will be promoted, and the intrinsic attractiveness of the Chinese teacher profession will be enhanced.

The education plan is teacher-centered, and good teachers produce good education (Lv Jinhang, 2021). The Opinions on Strengthening and Improving aesthetic Education in schools in the new Era put forward new requirements for aesthetic education in schools in the new era, and the professional development of music teachers in middle schools is helpful to promote the realization of aesthetic education in schools. To explore the professional development of middle school music teachers. Based on the theory of teacher professional development, and on the basis of the analysis of teachers' personal professional knowledge, professional ability and professional emotion, this paper interprets the dilemma of music teachers' professional development, analyzes the causes of these dilemmas, and proposes a breakthrough path to the dilemma of teacher professional development

In January 2018, The State Council issued the Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era, pointing out: "We should comprehensively improve the quality of primary and secondary school teachers, build

high-quality professional teachers, improve the level of teacher training, and improve the quality of teacher training." On March 31, 2021, The State Council Information Office held a press conference on deepening the implementation of the 14th Five-Year Plan and Accelerating the construction of a quality education system. Song Demin, Vice minister of Education, made it clear at the meeting that "we should comprehensively improve the teacher management and development policy system, and build a high-quality, professional and innovative teacher team that can effectively support the high-quality development of education." This highlights the importance and necessity of teacher professional development in the field of education. In the context of building a high-quality education system, the professional development of teachers is particularly important. The key to the high-quality development of basic education lies in teachers, and the emphasis also lies in teachers. Teacher professional development is the guarantee of high-quality basic education development.

Middle school teachers experience a kind of professional happiness from choosing the teaching profession to entering the teaching profession and being recognized as excellent teachers, and each step is closely related to national policies (Zhou Hong, 2022). School principals have been hoping that more talented people who are born to be teachers will choose secondary education. The state has paid more attention to teachers' happiness and formulated standards to manage their happiness, laying a foundation for attracting, training and retaining excellent middle school teachers. Specifically, we need to do a good job in three areas. The first is to improve the treatment of teachers at the policy level, to provide legal, institutional and material security for middle school teachers, so that they can become the profession that outstanding talents yearn for; The second is to establish teachers' happiness management standards, which combine the soft indicators of teachers' career happiness with the hard indicators of school management; The happiness management of teachers is included in the scope of education management and performance evaluation, and the happiness index of middle school teachers is taken as an important content of quality assessment and evaluation of education departments at all levels, so as to provide policy support for teachers' growth objectively. The third is to introduce or update relevant supporting policies to enrich and optimize the quantity and quality of middle school teachers

The policy performance of teacher career path development:

1. Strengthen teacher training in order to improve teachers' educational and teaching ability and professional quality, China has formulated a series of teacher training policies, which cover the aspects of induction training, in-service training and professional development training for new teachers, so as to ensure that new teachers can adapt to education and teaching work as soon as possible. Through academic exchanges and business competitions at home and abroad, teachers' horizons are broadened, and their professional abilities are improved

2. Optimization of teacher title evaluation Teacher title evaluation is an important part of teacher career development in recent years, the title evaluation policy has been continuously optimized, and more attention has been paid to teachers' actual teaching experience and professional accumulation. Promotion is directly based on teaching experience, junior teachers can directly participate in the evaluation of professional titles after reaching a certain teaching experience; The evaluation of intermediate titles is based on certain teaching experience; Some provinces and cities have issued specific policies for the evaluation of senior professional titles, and the evaluation criteria also include teachers' ideological and political quality, professional ethics, education and teaching ability, and physical and mental health

3. In order to stimulate teachers' work enthusiasm and innovative spirit, the state has issued a series of incentive and guarantee measures, established a recognition and reward system, and given priority to excellent teachers in terms of professional title evaluation and job promotion. We will strengthen the protection of teachers' legitimate rights and interests and

safeguard their dignity. In terms of wage security, we will consolidate the achievement that the average salary level of compulsory education teachers is not affected by the average salary level of local civil servants, and strengthen the salary guarantee of high school and kindergarten teachers

4. The construction of teacher team the construction of teacher team is the key to improve the quality of education, strengthen the construction of teachers' ethics, establish a good image of teachers, enhance teachers' professional ethics, implement the reform of teacher team management, and stimulate the vitality of teachers; The structure of the teaching staff should be adjusted to meet the needs of educational reform and development.

5. Ideal and belief education. Strengthening the education of teachers' ideals and beliefs is an important part of improving their quality. We will continue to focus on the study and education of the history of the Party and the history of the new China, and strengthen teachers' political, ideological, theoretical and emotional identification with the CPC and socialism with Chinese characteristics.

6. Strengthen the construction of teacher ethics. Teacher ethics are the core of teacher professional development. The state attaches great importance to the construction of teacher ethics, regards it as the primary manifestation, and strictly inspects various aspects such as teacher recruitment, professional title evaluation and appointment, assessment and rewards. Organize special lectures on teacher ethics, organize teachers to participate in revolutionary traditional education, systematically investigate national and social conditions, and improve the level of teacher ethics.

7. Improving subject competence: Improving teachers' subject competence is the foundation for ensuring teaching quality. Optimize course offerings, promote relevant universities to optimize course offerings and select course content, and lay a solid disciplinary foundation for practical learning of normal university students. Strengthen the improvement of subject literacy, enhance subject literacy in primary and secondary school teacher training, promote teachers to update subject knowledge, and keep up with the pace of subject development. Strengthen the cultivation of subject leaders and cultivate a group of backbone forces to lead the reform of basic education subject teaching.

Through these policies, the overall quality of Chinese teachers will be significantly improved, providing strong talent support for educational reform and development.

Teacher career path planning and development

The success of one's career, although often affected by factors such as opportunity and environment, ultimately depends on the planning and management of one's career. As a special profession, teachers must achieve professional success through effective career planning and management on the basis of the recognition of the teaching profession. They must constantly break through and improve their teaching, research and management capabilities. There are actually many career paths for teachers (Wang Fangquan, 2015). Once teachers have started their careers, they need to choose their own career path: whether to develop into teaching and nurturing, educational research, administration, or both. If you choose to be a front-line teacher in teaching, you must strengthen the corresponding training in professional knowledge, skills and attitudes; If you choose to become an educational researcher, you need to strengthen your training in the theoretical level, scientific research ability and other aspects; If you choose to become a manager or middle-level cadre, you need to strengthen your training in leadership skills, leadership traits, management art, etc. If you choose to become a manager or middle-level cadre, you need to strengthen your training in leadership skills, leadership traits, management art, etc. No matter which career development path teachers choose, as long as

they make a choice, they must make specific plans for the chosen path, set corresponding goals, and make continuous efforts to achieve these goals.

Teachers' career planning will follow the path of "condition analysis, target positioning, strategy formulation, feedback evaluation and dynamic correction".

1. Teachers must first conduct a careful analysis of their own conditions in order to rationally plan their career. Condition analysis is a commonly used career planning method, including internal condition analysis and external condition analysis. Internal condition analysis refers to the analysis of a person's interests, hobbies, temperament, character, knowledge and skills, strengths, thinking mode and other aspects. The analysis of external conditions refers to the analysis of the characteristics of the environment, the trend and possibility of environmental development and change, the interpersonal relationship in the environment, the current and future requirements of the environment and the ability to adapt to the environment. Only by analyzing the conditions and identifying the favorable and unfavorable factors in the existing internal and external conditions can teachers find their own starting state and clarify the possible target state.

2. The purpose of teacher career planning is to choose a suitable career path, reasonably position one's career role, and establish reasonable career goals. The formulation of the teacher's personal development plan should analyze the school's goals, improvement plans and requirements for teachers; Analyze the needs of students and the growth requirements of teachers; Balance the relationship between individual needs, school needs and student needs; At the same time, according to the actual gap between the existing starting point and the planned goal, the stage development goals are reasonably set, including short-term goals, medium-term goals and long-term goals, and the methods, strategies or ways to achieve the stage goals are reasonably selected.

3. Teachers only plan their own career without putting it into practice, just talk on paper, and have no role in promoting their own development. In order to achieve the career plan and expected planning goals, teachers need to develop a specific action plan, including the strategy used to implement the plan segments, the activities to be taken to achieve the plan, the specific steps to complete the activities, the estimated time required to achieve the goals, the analysis of the required conditions and resources, and the ways and means of obtaining these resources and conditions.

4. The status quo and difficulties encountered in the implementation of teacher career planning require teachers to collect feedback information from all aspects in a timely manner, evaluate the feedback information, analyze the difficulties and adverse factors in the implementation of career planning, and constantly adjust and modify career planning according to the feedback information obtained and environmental changes. And change your career strategy. Only by constantly collecting and evaluating feedback information can teachers dynamically grasp the progress and effect of their career planning, avoid blind optimism and working behind closed doors, and better realize their career planning.

5. Teacher career planning is affected by a variety of factors, such as subjective professional identity, interests, educational ideas, professional development, professional status, objective economic conditions, family expectations, social needs and recognition. Teacher career planning is dynamic, not static. In general, the initial career planning of teachers is based on an initial assessment of themselves and the external environment. This initial assessment is often subject to change at a later stage due to changes in influencing factors. With the changes in teachers' interests, abilities, professional development, school environment and other aspects, teachers need to change career planning, re-choose career paths, reposition career roles, modify career goals, and modify outdated and unique parts of career planning to ensure the final realization of career planning.

Teacher education in the new era must attach importance to the professional development of teachers, strive to explore various effective channels, establish school-based teaching and research system and training system, strive to improve the professional level of teachers, create a certain situation, so that teachers feel the urgency to improve the professional level, and actively and consciously change their own behavior and ideas.

The ways and methods of teacher professional development include two aspects: one is the external influence, that is, the planned and organized training and improvement of teachers. It originates from the norms, requirements and expectations of social and educational development for the improvement of teachers' roles and behaviors. The second is the influence of teachers' internal factors, that is, teachers' self-awareness, autonomy and personal practice. It stems from teachers' self-role wishes, needs, educational practices and goals.

Teachers should establish a sense of lifelong learning and seek a new path to promote their own sustainable development (Wang Ruoyu, 2023). As a new learning method and approach, interdisciplinary learning can promote teachers to break through disciplinary boundaries and cultivate interdisciplinary thinking. Through cross-border learning, teachers should not only become teachers who impart knowledge, but also become teachers who combine theoretical knowledge with practical knowledge, and become research-oriented and reflective teachers

He Li (2019) believes that cross-border learning has two meanings: one is the learning method based on boundary resources. Transboundary means breaking through the boundary of the nearest development zone and entering an "unfamiliar" development field, which fundamentally subverts the learning content and leads to changes in learning methods; The other is the learning activity through cross-border learning, which mainly exists within the learning community composed of heterogeneous members

Interdisciplinary learning is based on the boundary resources and interdisciplinary creative resources. It follows certain theories and methods, crosses the boundaries of region, time, culture, knowledge and ability, enters a new and unfamiliar field from the existing field, learns from others in the field, and seeks multiple interdisciplinary, reference and integration to enhance the ability to solve problems. A new way of learning that transforms its industry potential

With the updating of the new curriculum standard of fine arts, the contents and methods of fine arts education also show a diversified trend. The country pays more and more attention to the cultivation of students' aesthetic education, and also puts forward higher requirements for music teachers (Su Na, 2023). Improving the teaching ability of music teachers is the key to ensuring the professional development of music teachers. For the music teachers in the stage of basic education, what are the problems in their teaching ability and how to improve their teaching ability? Based on this, it is necessary to study the ways to improve the teaching ability of middle school music teachers. In 2020, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving Art Education in Schools in the New Era, pointing out that it is necessary to comprehensively deepen teaching reform, provide adequate and high-quality art education courses, and accelerate the innovative development of art disciplines

Under the background of Internet +, the teaching link of education has changed, which also puts forward new requirements for teachers' teaching flexibility and openness. Teachers need to adapt to changes and improve their teaching ability (Xie Lei, Liang Ping, 2020). Schools can allow teachers without practical experience to study in enterprises, accumulate practical experience and improve practical ability. In addition, schools should communicate with highly skilled personnel hired by enterprises and focus on cultivating their teaching abilities. Many scholars have elaborated strategies to improve teachers' professional

competence from different perspectives such as school-enterprise cooperation. Many scholars adopt the method of international comparative research. Huang Zhengping (2021) introduced the basic situation and main practice of teacher education in Canada. There are also studies focused on young teachers. Li Xiaobo (2023) mentioned that according to the development needs of teachers and the characteristics of the school, Stanford University in the United States incorporated the development and improvement of young teachers' professional ability into the school's development strategy, to enhance the sustainable development ability of teachers.

Conclusion

In order to let teachers have a clearer understanding of their own development direction and path, the school has established a three-level development model for teachers, namely, novice teachers, mature teachers and excellent teachers, to provide guidance for the development of teachers and promote the rapid growth of teachers. Secondly, in terms of teaching and research, the school implements five links: lesson preparation, presentation, teaching, observation and evaluation, forming a closed loop of classroom teaching and research, and improving teachers' teaching ability in a spiraling way. We have established a unified time, unified place, unified content of teaching and research three unified, to carry out thematic teaching and research, concentrated lesson preparation, in order to narrow the gap between young teachers and mature teachers. Finally, the "Green and Blue Plan" is launched to realize the two-way choice between teachers and students, and to provide comprehensive guidance and help for young teachers. Encourage teachers to actively participate in all kinds of basic skills competitions in the district to cultivate education and teaching ability and skills; The curriculum development center guides teachers to pay attention to the classroom, students and textbooks, starting from the "small" and "difficult" points in the teaching process, starting from the details of teaching, and studying practical problems. Clear growth path, carefully guide, improve teachers' scientific research ability, solve teaching practice problems.

The professional development of teachers is not only the task of the government and teacher education institutions, but also the task of the schools in which teachers work. Therefore, schools should pay more attention to improving the professional level of all teachers on a higher platform, propose different training and development plans for teachers of different ages, strive to provide and create a sustainable development space for teachers, and guide teachers to become professional.

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