



## Chapter 4

### Guiding and Facilitating Teacher Development

#### 4.1 Introduction

Historically, the Chinese nation had a tradition of respecting teachers and valuing education. For example, Confucius as the typical and outstanding representative of ancient Chinese educator has been respected for thousands of years in China. Although the tradition was almost completely destroyed in the Proletariat Cultural Revolution during 1966-1976, it was quickly restored and reinforced after the end of the Cultural Revolution, especially after the educational reform was launched in the 1980s. In 1985, at the ninth meeting of the Standing Committee of the Sixth National People's Congress, the State Council's proposal on the establishment of Teacher's Day was passed, which designated September 10 as Teacher's Day every year (Feng, et al. 2002). From then on, school teachers all over the country have annually celebrated their festival on September 10 in various ways, and local governments and communities expressed respect for teachers and provided teachers with support in substantive ways. In 1986, the first professional title system in Chinese history for primary and secondary school teachers was established by Chinese central government (SEC, 1986). It is a system in which the teachers' seniority is coupled with their job performance. The establishment of this system not only makes the ladder of teachers' career clear, but also leads teachers' career into the track of professional development. In another development, to construct a pool of quality candidates for the teaching profession, the reform of the "separated" teacher education system has been put on the agenda of the central government in 1990s. The "separated" teacher education system refers to the teacher education system separated from comprehensive higher education system, in which the normal (teacher training) colleges/universities exclusively take the responsibility to prepare teachers for primary and secondary schools of the country. In the normal college/university, a student simultaneously studies both a main subject (e.g. Mathematics, History, etc.) and the pedagogy of that subject, leading to a combined bachelor's degree and teaching credential to qualify as a teacher of that subject. However, it was gradually recognized in 1990s that the academic foundation of the graduates from normal colleges/universities, except for the research normal universities (e.g. Beijing Normal University, East China Normal University, etc) was not strong enough to meet the

increasing societal expectations in the era of educational reform (Sun and Yang, 1999; Jin and Wang, 2008). In 1996, the State Education Commission published a RHD, *Opinions on the reform and development of normal education* to set out initiatives to encourage comprehensive universities, the research comprehensive universities in particular, to share partial responsibility of teacher education (SEC, 1996). Subsequently, CCCPC and State Council reiterated the policy to encourage non-normal universities to participate in teacher preparation and teacher development (CCCPC and State Council, 1999). By the end of 2000, fifty-three comprehensive universities of China had undertaken teacher education programs (Li and Shi, 2002). On the other hand, the research normal universities carried out the reform of programs enrichment in the late 1980s. In East China Normal University, for instance, “selective courses were offered to students of all majors on the basis of maintaining the fundamental courses. These selective courses were applied in nature or designed to broaden student’s knowledge. For instance, the Department of Psychology offered psychological consultation, the Department of Economics offered econometrics, and the Department of Environmental Science offered environmental mathematics” (Yuan, et al. 2015, p.219). As a result, a range of non-normal majors and programs were set up in East China Normal University in 1990s. By the same token, Beijing Normal University has exercised similar reform. By the end of the 20th century, more than half of majors and programs in East China Normal University and Beijing Normal University had been non-normal ones. Thus, the “separated” teacher education system was broken through at the turn of the 21<sup>st</sup> century. Since the beginning of the 21st century, “because of the improvement in teachers’ salary scales, teaching has risen up the ladder of preferred occupations” (OECD, 2011, p.88). Some graduates of prestigious research universities (e.g. Peking University and Tsinghua University) have begun to be interested in working in the elite senior high schools in coastal metropolis because of the advantageous working conditions of these schools. It was really the good news for school education that the most gifted and talented young people would like to enter the teaching profession of basic education, but the challenge was that they had not experienced pre-service teacher training. This alternative human resource for teaching profession, together with the fact of unbalanced quality of graduates from different leveled normal colleges/universities at the time highlighted the imperative to set up the credential or license system for those who are going to enter the teaching profession. Consequently, the central government proclaimed in 2010 that the

government would establish the national teacher qualification examination for the candidates of teaching profession (Office of the National Medium and Long Term Education Working Group, 2010). In the following year, the MOE started a pilot project of teacher qualification examination in a few municipalities and provinces (Wang and Shen, 2017). In 2013, the MOE published the policy document titled *Provisional measures for the qualification examination of primary and secondary school teachers* to set up the policy framework for the competitive examination required to enter the teaching profession, in which the prerequisites for the examinee, the content and format of the examination and other details were clearly stipulated (MOE, 2013). Consequently, the graduates of normal universities/colleges had no longer enjoyed the privilege of naturally obtaining the qualifications of entry into teaching profession upon graduation from then on, and they had to take the competitive qualification examination like comprehensive university graduates if they were going to be teachers. Over the same period, the continuing professional development (CPD) for in-service teachers was also received unprecedented attention from Chinese government because the increasing demand for professional quality of teachers emerged from the curriculum reform (Qu and Cui, 2014; Li, 2018). In 2013, the MOE set out the policy of the mandatory periodical registration system for in-service teachers, and stipulated that the primary and secondary school serving teachers should apply for re-registration every five years to renew their qualifications. The prerequisites for re-registration are that the applicant has completed 360 hours of the continuing professional development (CPD) courses in the last five years and passed the five-year work performance appraisal (MOE, 2013). This policy of periodical registration largely reflects that Chinese government, like the international education community, has held the idea that “teachers, like many other professionals, need to remain abreast of what is new in their field and be able to respond to the emerging demands of their job” (OECD, 2017, p.4). However, it is hard to complete the 360 hours’ off-the-job CPD learning in five years for in-service teachers. On the other hand, researchers claimed that teachers engaged in professional learning only when the learning is substantively helpful to address the specific challenge that they faced every day (Liu, 2003; You and Zhang, 2014). Therefore, school-based teacher development as a prevalent CPD approach came into being as the times require. In fact, most teachers really believe that school-based teacher development is important for their professional growth. In the *CSTWCE2017-teachers*, for example, 72.6 percent of the respondents (teachers) STRONGLY

AGREED with “school-based development is indispensable to the professional growth of teachers.” while 21.5 percent of the respondents AGREED with the item (see Appendix A). Consequently, school-based teacher development has become one of the most important parts of the CPD for in-service teachers in China since the 21st century (Zhang, et al., 2005; Yuan, 2015, p. 227). Given school-based teacher development is one of the most widely adopted approaches of CPD for teachers in China today, school principals inevitably are regarded as the key person to guide and facilitate the professional development of teachers who are working at their schools. This is why the MOE respectively designated in 2013 and 2015 “guiding and facilitating teacher development” as one of the six key leadership practices of the principals in compulsory education schools and senior high schools (MOE, 2013, 2015). Given the above-mentioned China’s policies and practical situation of teacher education and CPD, it seems reasonable to explore and interpret two groups of terms in this chapter. The first group of terms includes the *Professional Title System for Teachers* [JIAO-SHI-ZHUAN-YE-ZHI-WU-ZHI-DU], the *Honorary Titles for Teachers* [JIAO-SHI-RONG-YU-CHEN-HAO] and the *Periodical Registration of Teacher Qualification* [JIAO-SHI-DING-QI-ZHU-CE], which would provide international audience with the background knowledge about China’s policy on teaching profession. The second group of terms explored in this chapter are consisted of the *Leadership for School-Based Teacher Development* [XIAO-BEN-JIAO-SHI-FA-ZHAN-LING-DAO], the *Construction of Teacher Ethics* [SHI-DE-JIAN-SHE], the *Passing on Experience by Guidance and Support* [CHUAN-BANG-DAI] and the *Fostering a Cohort of Backbone Teachers* [GU-GAN-JIAO-SHI-PEI-YANG], which are closely associated with the essential responsibilities that China’s principals must shoulder under the government mandatory requirement of “guiding and facilitating teacher development”.

## 4.2 Key Terms

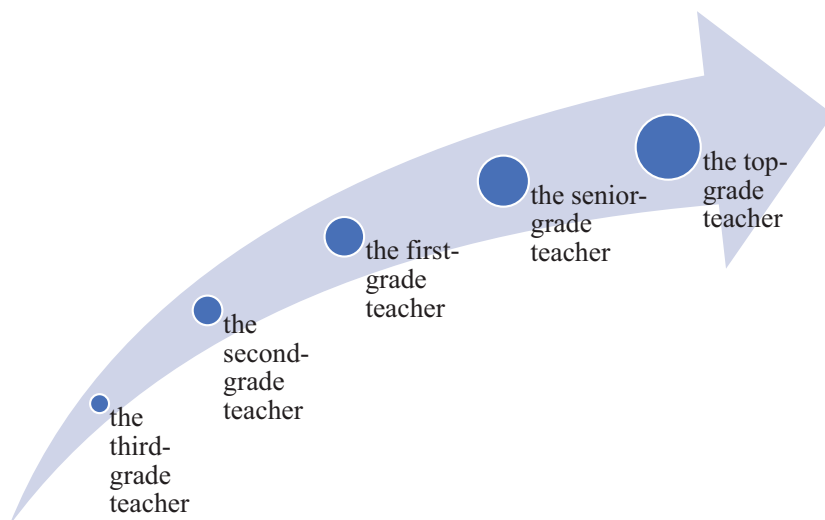
### 4.2.1 *Professional Title System for Teachers* [JIAO-SHI-ZHUAN-YE-ZHI-WU-ZHI-DU]

The *Professional Title System for Teachers* [JIAO-SHI-ZHUAN-YE-ZHI-WU-ZHI-DU] is a career ladder of teaching profession, through which individual teachers have opportunity to climb up gradually and obtain the professional titles “Third-grade teacher”, “Second-grade teacher”, “First-grade teacher”, “Senior-grade teacher” and “Top-grade teacher” successively. The *Professional Title System for Teachers* was set out by Chinese government in 1986 to reinforce the teacher professionalism and provide incentives for teachers’ continuous learning and professional advancement (SEC, 1986).

The *Teachers Law of the People's Republic of China*, which came into force in 1994, confirms that the State adopts the *Professional Title System for Teachers* (National People's Congress, 1993). The *Professional Title System for Teachers* has become a statutory system in China from then on.

In the RHD of State Education Commission (SEC) in 1986, there were only four professional titles for teachers (from “Third-grade teacher” to the “Senior-grade teacher”), which composed the teacher career ladder set by the SEC. As a revised version, the title of “Top-grade teacher” was added to the teacher career ladder in the jointly released RHD of the Ministry of Human Resources and Social Security (MOHRSS) and the Ministry of Education (MOE) in 2015 (MOHRSS and MOE, 2015). The current five-step career ladder for teaching professionals, that is, the professional title system for China's teachers is formulated in accordance with the provisions of the RHD in 2015 (see Figure 6.1). The *Professional Title System for Teachers* is more than a seniority-based, but the system in which the teachers' seniority is coupled with their job performance. Obtaining the titles of “third-grade teacher” and “second-grade teacher” are basically based on teachers' seniority. All teachers who are qualified to teach can successively acquire these two titles within three to five years. Nevertheless, individual teachers cannot rely only on their seniority to obtain the last three titles (from the “first-grade teacher” to the “top-grade teacher”) because there is a quota system for these three titles. Moreover, the higher the title is, the smaller the quota is. For example, the statistics in 2017 showed that there were 12 million teachers working at the primary and secondary schools of China (MOE, 2017), but the quota in 2018 for “top-grade teacher” was 2,604, accounting for only three in ten thousand of the total number of teachers (MOHRSS and MOE, 2018). In fact, essential characteristic of the *Professional Title System for Teachers* is “competitive”. According to Mr. Lei, the head of task group on *Professional Title System for Teachers* of the SEC, the significance of establishing professional rank system for teachers lies in abolishing teacher's tenure system and introducing competitive mechanism when teachers climb up their career ladder (Zhang and Lei, 1998). It is believed that the *Professional Title System for Teachers*, particularly the competitive mechanism in the title system has played, over the past three decades, an active role in stimulating teachers' motivation for their continuing professional learning and performance improvement (Chen and Peng, 2016). Concomitantly, the social status of teachers has also been improved because the *Professional Title System for Teachers* highlighted the professionalism of the teaching profession (Li, 2005; Zhou,

2012). However, debates have been accompanied by the *Professional Title System for Teachers* since it was created. Some researchers criticized that the quota of teachers' professional titles often led to fierce competition among teachers, which resulted in disharmony within teacher teams (Zhou, 2012; Shi et al.,2016). Other critics pointed out that the evaluation in the accreditation of teachers' professional titles often involuntarily paid too much attention to the quantifiable part of teachers' performance (e.g. their students achievement, their publications, outcomes of scientific research, praises for their open lessons, etc) and neglected the teachers' love for students and their commitment to ordinary daily work which were hardly observed and evaluated by the expert panel of accreditation (Li, 2005; Zhou, 2012; Chen and Peng, 2016).



**Figure 4.1** The five-step career ladder of China's teaching professionals

#### 4.2.2 Honorary Titles for Teachers [JIAO-SHI-RONG-YU-CHEN-HAO]

*Honorary Titles for Teachers* [JIAO-SHI-RONG-YU-CHEN-HAO] refers to the titles conferred on the teachers in recognition of their excellent professional achievements and extraordinary contributions in fulfilling their educational duties. Because a few of these titles applies to non-teaching staff, they can also be called *Honorary Titles for Educators* in some context. As noted earlier in this chapter, there has always been a social tradition of respecting teachers in Chinese history. For example, Confucius, as the best-known educator in ancient China, was

awarded various honorary titles and autograph inscription by over twenty emperors from Han Dynasty (202 B.C.-220A.D.) to Qing Dynasty (1636-1912). However, the China's modern system of *Honorary Titles for Teachers* was not established until the late 1970s. The first *Honorary Titles for Teachers* of modern China, the *Superfine Teacher* [TE-JI-JIAO-SHI], was created in 1978 when the Interim provisions on the selection of *Superfine Teacher* was jointly issued by the MOE and the National Planning Commission (MOE and NPC, 1978). In subsequent years, several other *Honorary Titles for Teachers* were created, and the formal system of *Honorary Titles for Teachers* in China was established in 1980s. Correspondingly, provincial, municipal, district and county governments also established local system of *Honorary Titles for Teachers* in the same period. At present, there are six honorary titles of teachers established by the central government (see Table 4.1).

**Table 4.1 Honorary titles for teachers**

Title	Creator & Awarder	Awardees
•National Model Teacher	MOE and MOHRSS	teaching staff
•Advanced Workers in the National Education System	MOE and MOHRSS	non-teaching staff, school leaders, and educational administrators
•National Excellent Teacher	MOE	teaching staff
• National Excellent Educator	MOE	non-teaching staff and school leaders
• National Model Educator	MOE	teaching staff non-teaching staff and school leaders
• Superfine Teacher	SEC, MOF and MOP	teaching staff

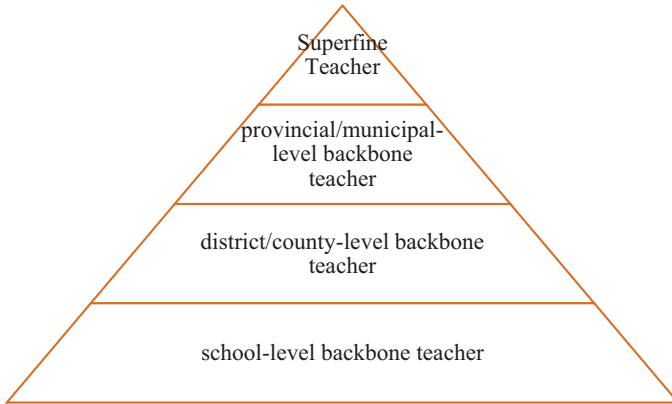
Note: MOE= Ministry of Education; MOHRSS= Ministry of Human Resources & Social Security

MOF=Ministry of Finance; SEC=State Education Commission (renamed Ministry of Education in 1998); MoP=

Ministry of Personnel (replaced by Ministry of Human Resources & Social Security in 2008)

Basically, the *Honorary Titles for Teachers* in China can be classified into two categories. One is given to educators for their comprehensive achievements and performance (usually described as “high integrity, lofty ideals, profound knowledge and kind hearts” and so on), and the other is conferred on teachers in recognition of their subject-based contributions (e.g. the contribution to Math teaching as well as the contribution to Math teacher mentoring and coaching). The titles of “National Model Teacher”, “Advanced Workers in the National Education System”, “National Excellent Teacher”, “National Excellent Educator”, and “National Model Educator” compose the first category (comprehensive) whereas the titles of “Superfine Teacher” belongs to the second category (subject-based). For the first category, along with the honorary titles at the national level there are number of local-level titles which are created by provincial/municipal governments or district/county governments. For example, the *Honorary Titles for Teachers* called Merited Educator of Shanghai and Model Educator of Shanghai are created by Shanghai Municipal Government, while the honorary titles of teachers called People’s Teacher of Beijing and Excellent Teacher of Beijing are created by Beijing municipal government (SMPG, 2018; BMPG, 2018). As one of annual events to celebrate on Teachers' Day, the awarding ceremonies of *Honorary Titles for Teachers* at national and provincial/municipal level are respectively held in Beijing and the provincial capital cities on the day of Teachers' Day each year. The common name of the second category is *Backbone Teacher* [GU-GAN-JIAO-SHI]. The *backbone teacher* can be further divided into the *backbone teachers* at different levels, such as school level, district/county level, provincial /municipal level. The *Superfine Teacher* as backbone teacher at the highest level is placed at the top of backbone teacher levels (see Figure 4.2). Compared with the awardees of the first category, the awardees of the second category have a larger number (e.g. the quota for *Superfine Teacher* is 1‰-1.5‰ of the total number of teachers), and they have made a more direct and substantive contribution to the curriculum reform and the teaching quality improvement of China’s primary and secondary schools (Wang and Cai,2005; Ma, 2009; Huang, 2013; Li, 2016).





**Figure 4.2 Levels of backbone teachers**

**4.2.3 Periodical Registration of Teacher Qualification [JIAO-SHI-DING-QI-ZHU-CE]**

The *Periodical Registration of Teacher Qualification* [JIAO-SHI-DING-QI-ZHU-CE] in China’s context refers to the policy which requires all serving teachers to periodically renew their qualification for teaching every five-year period of time. The Chinese government initially set out the requirement for all in-service teachers of primary and secondary schools to renew their qualification periodically in *The compendium of national medium and long term plan for educational reform and development (2010-2020)* in 2010 (Office of the National Medium and Long Term Education Working Group, 2010). Subsequently, the pilot program of this initiative was exercised in part of provinces. In 2013, the MOE issued the RHD titled *Provisional measures for the periodical qualification registration of primary and secondary school teachers* and handed down that the policy of *Periodical Registration of Teacher Qualification* (PRTQ) would come into operation from August 2013 (MOE, 2013). By 2015, 28 of 31 provinces, municipalities and autonomous regions of China had implemented this policy (Luo and Wei, 2016). According to the RHD, the primary purpose of the policy is to ensure that only the teachers, who are still fit and proper, appropriately qualified and competent to teach after a five-year period of time, can be continuously employed as teachers in China’s schools. Those in-service teachers who fail to meet the registration renewal requirements or fail to register within the time limit shall not engage in the work of teaching staff (MOE,2013). Chinese educational researchers generally believe that this policy is of profound significance to promote the CPD for in-service teachers and improve teacher professionalism (Ran, 2013; Liu, 2014; Liu, 2016). Moreover, a mechanism for eliminating the

teachers who are unable to keep themselves up to date and fail to meet the renewal requirements after a period of time has been substantively established by carrying out the specific requirements of PRTQ (see Table 4.2) set by the MOE (Wang, 2017). Also, we can obtain additional information from Table 4.2. The first information is that the policy of PRTQ actually gives schools the power, though it is indirectly, to dismiss those in-service teachers who are judged unsuitable for teaching or have serious misconduct in interaction with their students because the policy set the condition of “passing annual appraisal at school” as one of key prerequisites to pass the PRTQ (Wang, 2017). Secondly, the “code of professional ethics and conduct” is most valued in contrast to other renewal requirements of the PRTQ. It is described in China’s educational context as the “one ballot veto rule”, that is, if a teacher has serious misconduct or morally corrupt which violates the *Code of Professional Ethics of Primary and Secondary School Teachers*, no matter how well he or she does in other aspects, he or she will not be able to pass the PRTQ (Ran, 2013).

**Table 4.2 Specific Requirements of PRTQ**

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***Teachers who meet the following requirements can pass the PRTQ:***

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- Complying with the national laws and regulations and the *Code of Professional Ethics of Primary and Secondary School Teachers*, meeting the criteria of teacher ethics appraisal stipulated by provincial education authority.
  - Obtaining qualified level or above in each annual appraisal at school.
  - Completing no less than 360 CPD hours stipulated by the MOE or provincial education authority within a five-year period of time.
  - Being health physically and mentally and having competence to take on the role of an educator.
  - Additional conditions stipulated by provincial education authority.
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***Teachers under one of the following circumstances should be suspended their PRTQ:***

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- Failure to complete mandatory CPD hours stipulated by the MOE or provincial education authority within a five-year period of time.
  - The suspension of educational, teaching and administrative work for more than one semester, except participation in training programs, academic exchanges, or sick leave and maternity leave approved by the school management or local education authority.
  - Failure to pass school's annual appraisal once in the last five years.
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***Teachers under one of the following circumstances will fail to pass the PRTQ:***

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- Violation of the *Code of Professional Ethics of Primary and Secondary School Teachers* and the criteria of teacher morality appraisal with a pernicious consequence.
  - Failure to pass annual appraisal at school for two consecutive years or more than two consecutive years.
  - Having been revoked teacher qualification according to law.
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Source: MOE. (2013). *Provisional measures for the periodical qualification registration of primary and secondary school teachers.*

***4.2.4 Leadership for School-based Teacher Development***

[XIAO-BEN-JIAO-SHI-FA-ZHAN-LING-DAO]

*Leadership for School-based Teacher Development*

[XIAO-BEN-JIAO-SHI-FA-ZHAN-LING-DAO] refers to the leadership process of guiding and

facilitating teachers to proactively participate in school-based training programs so as to ensure teachers to keep them up to date and to have capacity to address the challenges emerged in their daily work. Although it is no doubt that a school principal always takes on the chief role in the practice of *Leadership for School-based Teacher Development*(LSBTD), the LSBTD does not exclusively lie in the principal’s role because the responsibilities of LSBTD are often shared, in China’s school leadership practice, by other members of school leadership team (e.g. a vice-principal who is in charge of curriculum and instruction) or middle management (e.g. the head of the office for teacher development). The term LSBTD came into existence when the school-based teacher development was acknowledged as one of key CPD patterns for school teachers in the early 21th century. The *school-based teacher development* became the dominant pattern for teacher development at the time for several reasons. As we noted earlier, China had been a country with a large population of primary and secondary school teachers by the beginning of the 21<sup>st</sup> century. There were not so many qualified training institutions in China to provide training programs to meet the CPD needs of all school teachers when Chinese government clarified in 1990s that participation in on-the-job-training was a mandatory requirement for in-service teachers. Secondly, it was very difficult for vast majority of China’s local governments at the time to be able to allocate enough funds to purchase the CPD programs from normal

universities/colleges for all local teachers. Thirdly, it was so hard for schools to reconcile the conflict time between teachers' daily work and teachers' learning if schools sent their teachers to take the CPD programs in normal universities/colleges. Finally, policy makers as well as school principals realized that the hands-on workshop held in schools was more conducive to linking with the teachers' work in real classrooms and thus would be more beneficial to address the existing challenges in teaching and learning of the schools. Thus, a CPD pattern with the characteristics of "[training] **in the school**", "[based-on the current situation] **of the school**", and "**for the school** [development]" was widely favored in China in the late 1990s. It was the pattern that was so-called *school-based teacher development* (Li and Li, 2003; Feng and Meng, 2005; Long, 2013; You and Zhang, 2014). In November 1999, the MOE issued the RHD titled *Opinions on implementing "Continuing education program for primary and secondary school teachers"*. In this RHD, the MOE defined primary and secondary schools themselves as one of key bases of CPD for teachers, and called for local governments to provide necessary support for *school-based teacher development* in primary and secondary schools and give full play to the role of primary and secondary schools in CPD for teachers. Meanwhile, the MOE clarified in the RHD that the school principal was the primary person responsible for CPD of the teachers at their schools (MOE, 1999), which was consistent with "guiding and facilitating teacher development", one of key leadership practices set by the MOE in 2013 and 2015 (MOE, 2013, 2015). Over last twenty years, the school-based teacher development has become the dominant CPD pattern for school teachers. Diversified types of programs to carry out the school-based teacher development have created and developed during the same period of time (Liu, 2003; Pei, 2005; Zhang and Lai, 2016). Although researchers have no consensus at the moment on the dimensions or functions of the *leadership for school-based teacher development*, some principals have outlined several ones drawn from their successful leadership practice in leading and facilitating school-based teacher development. From their perspectives, the leadership functions include, but are not limited to (Yuan, 2011; Ma, 2014; Jin, 2015):

- establishing the leadership group headed by principal to make decision on and allocate resources for school-based teacher development.
- establishing a task group headed by middle management (e.g. the director of the office for teacher development) to develop work plan for school-based teacher development.

- having the task group working with external experts to develop school-based training programs which closely associate with teachers' practice.
- providing incentive for the participants of school-based development to encourage teachers pro-actively participating in the school-based training programs.
- Evaluating the effectiveness of school-based training programs periodically, and improving the management of programs implementation in terms of the results of the evaluation.

#### **4.2.5 Construction of Teacher Ethics [SHI-DE-JIAN-SHE]**

The term *Construction of Teacher Ethics* [SHI-DE-JIAN-SHE] refers to the efforts to have teachers adhere to the *Code of Professional Ethics of Primary and Secondary School Teachers* and improve teachers' work engagement by management measures and relevant training in order to maintain the public's high trust in the teaching profession. In China, the advocacy of Chinese teachers' professional ethics can be traced back to ancient times. Confucius, one of the best-known educators in ancient China attached great importance to educators' ethics. In *The Analects*, the Confucius quotations recorded and compiled by his students after he passed away, there are some Confucius famous quotations about teachers' proper attitudes and conducts in their teaching activity have been passed down to this day. For example, Confucius described his ideal professional attitude of teachers as "I have never grown tired of learning nor wearied of teaching others what I have learnt [XUE-ER-BU-YAN, HUI-REN-BU-JUAN]" (Waley, 1998, p. 79). In fact, Confucius himself has been regarded as an educator with both profound knowledge and high moral integrity for thousands of years. As noted earlier in this chapter, Confucius was awarded various honorary titles and autograph inscription by over twenty Chinese emperors. In 1684, Emperor Kangxi (formerly spelt as K'ang-hsi) of Qing Dynasty wrote down the plaque of "Everlasting Model Teacher" to praise Confucius' lofty ideal and noble morality (Shi, 2017). However, the Chinese tradition of valuing teachers' morality did not lead to establishment of an articulated system of teacher ethics before 1980s. In 1984, the first version of the *Code of Professional Ethics of Primary and Secondary School Teachers* was jointly issued by the MOE and National Education Trade Union. Over the next decades, three revised versions of *Code of Professional Ethics of Primary and Secondary School Teachers* were successively released because some new types of teachers' misconduct were growing in teaching profession when the country's economic system changed from a planned economy to a market economy after 1992.

Some teachers, for instance, spent a lot of time as private tutor employed by tutoring agency after school hours, which distracted what they should do in their classrooms, while some other teachers were keen to sell learning materials to their students so as to get commission from publishers (Guo, 2011; Wei, 2014). Despite the fact that number of teachers with misconduct was small, it brought about substantial negative effects on teachers' social reputation. The primary purpose of continually updating the version of the *Code of Professional Ethics of Primary and Secondary School Teachers* during 1980s and 1990s is largely to ensure the social reputation of teaching profession would not be undermined commercially by those teachers who have fewer ethical qualms. In the most recent version of the *Code of Professional Ethics of Primary and Secondary School Teachers* issued in 2008, a six-dimension standard of conduct was defined, which was composed by being patriotic and law-abiding, commitment and dedication to teaching profession, caring for students with kind heart, teaching and educating students by right way, setting an example for students by personal virtue, and adhering to lifelong learning (MOE and NCCECHSTU, 2008). In 2013, the MOE issued the *Opinions on establishing and improving a long-term mechanism for the Construction of Teacher Ethics in primary and secondary schools*, in which the MOE authorized the directors of district/county education bureaus and school principals to respectively assume responsibility for the *Construction of Teacher Ethics* within their jurisdiction (MOE, 2013). At present, the common measures of school management for maintaining and improving the teacher ethics in China include that having teachers to sign moral covenant, establishing a supervisory system of teacher ethics with clear rule of rewards and punishments, providing training programs for teachers (e.g. case study to distinguish the proper and improper conduct), establishing teacher ethics portfolio for individual teachers, inviting students, parents and community members to involve in the teacher ethics appraisal and so on (Wei, 2014; Zhang, 2014; Huang and Li 2016).

#### **4.2.6 Passing on Experience by Guidance and Support [CHUAN-BANG-DAI]**

The term of *Passing on Experience by Guidance and Support* [CHUAN-BANG-DAI] refers to one of the most widely used types of mentoring for beginning teachers in China, through which the mentor (most probably an experienced and skillful teacher with higher moral integrity designated by the school) passes on both his/her professional experience on teaching and his/her

understanding of the school's long upheld beliefs, values and traditions to the mentee (a beginning teacher). It is not only a process for a mentee to learn hands-on knowledge under his/her mentor's guidance and support, but also a process of socialization for the mentee in a specific school context. In Chinese, the term *CHUAN-BANG-DAI* [passing on experience by guidance and support] are composed by three Chinese characters. The first character is *CHUAN*, meaning "passing on (the mentor's experience and understanding)". *CHUAN* is actually the goal of the mentoring, while the second character *BANG* [support] and the third character *DAI* [guidance] are both the means to achieve the goal. Although there is no universal mode of the *CHUAN-BANG-DAI*, following focal issues are usually most concerned with in the practice of *CHUAN-BANG-DAI* (Lu, 1998; Liu, 2014; Dong, 2016):

- How to guiding the beginning teachers, by one on one coaching or scenario mentoring, to build up proper understanding the essence of teaching and learning, and how to develop a positive attitude towards their students, parents and other stakeholders in accordance with the beliefs, values and traditions which upheld by their schools for a long time.
- How to support and assist the beginning teachers who have little hands-on experience of teaching in real classrooms to link what they learned from their university courses with the real situation of classroom instruction.
- How to support and assist the beginning teachers to boost their knowledge base regarding teaching and learning and to enrich their hands-on experience by observing and commentary on the beginning teachers' lessons, or by providing the beginning teachers with opportunities to observe mentor's *exemplary lessons*.
- How to facilitate beginning teachers to master the fundamental teaching methods in a relatively short period of time by scenario mentoring.

The effectiveness of *CHUAN-BANG-DAI* has been widely acknowledged and adopted by the vast majority of Chinese schools in mentoring beginning teachers in the past decades (Beijing Dongzhimen High School, 1984; Zhang, 1996, p. 61; Li, 2000; Liu, 2014). However, the *CHUAN-BANG-DAI* is not the only type of beginning teacher mentoring in China (Zhang, 2000). In practice, principals tend to use the *CHUAN-BANG-DAI* together with other training strategies to guide and facilitate beginning teacher development and growth.

#### **4.2.7 Fostering a Cohort of Backbone Teachers** [GU-GAN-JIAO-SHI-PEI-YANG]

The *Backbone Teacher* in China's school context usually refers to those teachers who have earned the respect of their students and colleagues because of their high integrity, sound content knowledge of the subject they teach and profound understanding of subject-based didactics, and can take on leadership roles in school-based curriculum reform and teacher development (Feng and Xu, 2005; Guo, 2006). *Backbone Teacher* as a term was first used in a policy document of the MOE in 1962 (MOE, 1962), but it was not until the late 1990s that Chinese government began to set the agenda on the issue of *backbone teacher* preparation and development. In December 1998, the MOE issued the *Action plan for the promotion of education in the 21st century*, which set out the policy framework of *Backbone Teacher* training, and plan to select and train thousands of *Backbone Teacher* of primary and secondary schools (MOE, 1998. Feng, et al., 2002). Since then, the training of *Backbone Teachers* has been one of the educational priorities of the Chinese government. In a most recent and highest rank RHD concerning the reform of teaching profession, the CCCPC and State Council set out the goal to train millions of *Backbone Teachers* by 2035 (CCCPC and State Council, 2018). It indicates that attaching importance to the training of *Backbone Teachers* will be a long-term policy of the Chinese government. Actually, as it was widely believed that the quality of *Backbone Teachers* is one of the key factors to school effectiveness and school improvement, local governments have tended to develop detailed policies to promote the *Backbone Teachers* preparation and development since the *Action plan for the promotion of education in the 21st century* published in 1998 (Feng and Xu, 2005; Huang, 2016). As one of earliest local policies for *Backbone Teacher* management, for example, the education authority of Jilin, Liaoning Province published in 1999 the *Interim provisions for the management of Backbone Teachers of primary and secondary school in Jilin City*, which encompassed criteria and procedures of accreditation, evaluation, supervision and treatment for *Backbone Teachers* (Jilin Education Commission, 1999). Over the ensuing years, the ladder of *Backbone Teacher* growth as shown in Figure 4.2 was gradually set up in every provinces of China. According to the central government policy of *Backbone Teachers*, apart from the quota and accreditation criteria of *superfine teacher*, which are set by the MOE, the power in managing *Backbone Teachers* at other levels is reserved for local governments. In this respect, the training approaches for *Backbone Teachers* can be different from province to province and even different from district to district. However, the problem-based learning, project-based learning, themed workshop, peer networking



and classroom observation and commentary have been recognized as the most popular and effective approaches in different provinces in the last decades (Wang, 2005; Wang and Song, 2013; Huang, 2016; Qin and Li, 2018). Since almost without exception the learning under above-mentioned training approaches happens at *backbone teachers'* workplaces, the effective *backbone teacher* training is most likely to be a kind of school-based and practice-oriented learning and exploration.

Given the *Backbone Teacher* grow up from the school practice, it is no doubt that the principal leadership must have an impact on their development and growth. Indeed, the findings of an empirical study revealed that one of the factors that have the greatest impact on the growth of *Backbone Teachers* is principal leadership (Zhou, 2012). The results of some other studies also suggested that the professional growth of *Backbone Teachers* depends not only on their intrinsic motivation and talents, but also on appropriate external factors (e.g. the principal's distributed leadership perspectives, the school's encouraging evaluation policy, the positive team cooperation atmosphere, etc.). In terms of such empirical findings, it is regarded that one of responsibilities that a principal must assume is to foster a cohort of *Backbone Teachers* who are teaching in various subject areas and programs at school (Qiu, 2015; Shen and Yin, 2016).

### 4.3 Summary and Discussion

In this chapter the author focused on seven key terms connecting with the theme of “guiding and facilitating teacher development”. By exploring and interpreting the first term *Professional Title System for Teachers* [JIAO-SHI-ZHUAN-YE-ZHI-WU-ZHI-DU], we manifested the current career ladder of teaching profession in China. It is largely a performance-related promotion mechanism, rather than a seniority-based system of career development. It was created in 1980s with the intention to change the phenomenon that some teachers just kept muddling along at the time, and also to improve the professional status of teaching profession at the same time. However, the competitive promotion mechanism sometimes may cause negative impact on school climate. The second term *Honorary Titles for Teachers* [JIAO-SHI-RONG-YU-CHEN-HAO] refers to the titles conferred on the teachers in recognition of their excellent professional achievements and extraordinary contributions in fulfilling their educational duties. As noted earlier in this chapter, the *Honorary Titles for Teachers* in China can be classified into two categories. Compared with the first category, the teachers with honorary titles of the second category (the subject-based *superfine teachers* and

*backbone teachers* at all levels) are most likely to make greater contributions to the classroom instruction and the guarantee of the quality of school education. The third term explored in this chapter is about the policy of *Periodical Registration of Teacher Qualification* promulgated in 2013. One of the highlights of the policy is that the schools get the de facto power to dismiss their teachers. The head of the Department of Teacher Affairs of the MOE confirmed in 2015 that more than two thousand in-service teachers had failed to pass the *Periodical Registration of Teacher Qualification* since the policy came into effect in 2013 (Wang, 2017). Two thousand is a small number in contrast to the total number of 12 million teachers in China, but it is a considerable policy change in teacher management anyway. Yet the policy of periodical registration has been accompanied with much debate since it was promulgated in 2013. The key issues of the debate include that who will be the qualified Judge to judge whether a teacher is qualified or not in the periodical registration? Should school leadership, parents, or other stakeholders act as judges? Is it necessary to establish a third-party hearing committee to arbitrate disputed cases? (Luo and Wei, 2016) These questions remain to be answered.

In a sense, the first three terms present the China's policy background of this chapter whereas the next four terms revolve around the key leadership practice of "guiding and facilitating teacher development". From the fourth and fifth terms, one can understand how Chinese government to keep the reputation of teaching profession and to ensure quality of CPD for in-service teachers by requiring principals to take the responsibilities in *Construction of Teacher Ethics* and the *Leadership for School-Based Teacher Development*. From the last two terms, we can see the school leadership strategies in guiding and facilitating the professional development of beginning teachers and backbone teachers.

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