

# Research on the Professional Standards of Primary School Teachers from the Perspective of Competency

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**Abstract**—The Professional Standards for Primary School Teachers puts forward a clear value orientation and evaluation criteria for the cultivation of teachers' professional competence. It is of great practical value to explore the professional connotation of teachers from the perspective of competency, learn from the practical experience of international teachers' professional standards, build a system of teacher professional standards, and explore teacher training and management strategies. By means of literature research method and comparative research method to deeply explore the professional standards of international primary school teachers, this paper highlights the competency characteristics of teachers in the standard, explores the development trend of professional standards of primary school teachers in China, and proposes the construction of local professional standards for primary school teachers, focusing on the professional standards of primary school teachers. It is advised to build a practice-oriented professional standard system for primary school teachers and set up a professional learning support carrier for them.

**Keywords**—Professional standard for primary school teacher; Competency; Comparison

## I. INTRODUCTION

In 2011, the European Commission proposed that teachers' core competences include subject expertise, teaching skills and teaching professional attitudes and spirit. In 2013, the OECD pointed out that the professional standards of teachers are to promote the professional improvement of teachers, provide professional qualifications for in-service teachers and experienced teachers, evaluate teachers and professional institutions for auditing certified teachers. Under the professional concept of standardizing teachers, many advanced countries have promoted the professionalization and specialization of teachers through professional standards.

With the joint efforts of many parties, China has promulgated professional standards for primary and secondary schools and kindergarten teachers. Chinese scholars believe that the professional standards of teachers are the most important descriptions of the teachers' needs in the teaching practice. They can be measured or counted, and can distinguish between excellent and general, efficient and inefficient. Teachers' unique knowledge, skills, emotional attitudes and values are a comprehensive institutional framework that covers the values, knowledge, and abilities that teachers need.

China's "Professional Standards for Primary School Teachers" (hereinafter referred to as "Standards") clarifies the ethics, knowledge and ability standards of qualified primary school teachers, emphasizing student-oriented, advocating the morality of teachers, emphasizing the improvement of teachers' ability and practicing lifelong learning. idea. Further clarify the basic literacy and requirements of primary school teachers, effectively guarantee the professional status of primary school teachers in China, and effectively improve the professional quality of primary school teachers. Strengthening the international comparative study of primary school teacher standards and domestic specific practice research is conducive to perfecting the theoretical system of professional standards for primary school teachers, providing more theoretical support and scientific basis for the implementation of professional standards for primary school teachers, optimizing the construction of primary school teachers, and leading The professional development of primary school teachers, for the professional development of primary school teachers at different stages, and propose appropriate improvement and development measures.

## II. PROFESSIONAL STANDARDS FOR INTERNATIONAL TEACHERS IN THE FIELD OF COMPETENCY

The British Teacher Professional Standards in England integrates professional standards of teachers into professional standards for teachers that integrate pre-service teacher training, on-the-job training, and post-employment enhancement. Its professional standards include qualified teachers, induction standards, post threshold standards, standards for the excellent teachers, and professional teacher standards. Standards for the advanced skills teacher). The British Teacher Professional Standards in the UK use professional quality, professional knowledge and professional understanding and professional skills as the three basic dimensions of the standard framework. The UK National Education Assessment Center model focuses on quality, and "educational values" are seen as one of the elements of competency. In its "Professional Standards for Qualified Teachers in the UK", it is expressed in terms of "professional value and commitment", "professional knowledge and understanding", and "educational teaching practice". The "I-daho Teacher Professional Standards" in the United States divides the literacy that teachers should possess into ten aspects, each of which is expressed in terms of professional knowledge, professional awareness, and professional competence.

In accordance with the teacher qualification certification stage of the teacher professional development, the teacher induction training stage and the teacher after-service improvement stage, the corresponding pre-employment standards, entry criteria and on-the-job standards have been developed by different institutions. The National Professional Teaching Standards of the United States stipulate that teachers should be able to build a good teacher-student relationship based on their understanding of the physical and mental development of students, promote student learning, control disciplines and help students to conduct academic or interdisciplinary learning; choose, adapt, create and use rich and varied Teaching resources; building a caring, inspiring, inclusive and safe learning organization and environment for students; helping students develop understanding of important and challenging concepts, topics and events, thus The destination enhances the student's ability; leads by example in a pluralistic society, respects the diverse values of the members of the learning community, teaches students to treat and respect others equally; uses a variety of methods to help students build knowledge and enhance their understanding of knowledge; Self-awareness, personality, social responsibility and respect for others; regular and regular analysis, evaluation and strengthening the effectiveness and quality of teaching practice; achieving common educational goals with parents; working together to promote school development and enhance professional practice.

Australia has different regulations for teachers in the graduation, competency, senior and leadership stages. The Australian National Standards for Teaching Standards stipulates that the professional elements that a subject teacher must possess include professional knowledge, professional practice ability, professional quality and professional relationship coordination ability. The Australian government requires teachers to be academic, professional, professional and pioneering. A competency framework for new teacher development was developed in the National Teaching Quality Program implemented by the Australian National Teaching Council based on teacher competency standards. It stipulates that teachers' in-service teaching competency includes four aspects of using and developing professional knowledge and value, communicating with students and others, planning and managing teaching processes, monitoring and evaluating students' progress and learning outcomes, and making progress on continuity. Reflect on assessments and plans, etc. The "Professional Professional Standards" in New South Wales and South Australia in Australia are also divided into several aspects according to the literacy that teachers should possess. Each aspect is expressed from the perspectives of "professional knowledge, professional practice and professional commitment".

New Zealand has set different standards for new teachers (not registered teachers), registered teachers and experienced teachers. The New Zealand Teacher Education Graduates Standards framework consists of three areas: professional knowledge, professional practice, professional values and relationships.

The French Ministry of National Education has successively issued a series of policies and regulations, which

describe and stipulate the teacher's ability requirements, mainly including "French Primary School Teacher Professional Standards" and "French Secondary School Teacher Professional Standards". French primary school teacher professional standards include multidisciplinary teaching ability; ability to design, implement and analyze teaching situations; ability to organize classroom activities and to understand differences between students; teacher's educational responsibility and professional ethics.

The content of the teacher qualification system in Japan includes general parenting knowledge, professional expertise and basic theory of education. The famous Xinzhou University embodies the professional standards of Japanese teachers from the four dimensions of professionalism, professional knowledge understanding, professional knowledge and skills and sociality. The Bavarian State of Germany tests the confidence, communication, communication, judgment and problem-solving skills of the new normal students. The professional standards of Vietnamese teachers are divided into three dimensions: personality, ideology and political views, knowledge and teaching method skills.

### III. DOMESTIC TEACHER PROFESSIONAL STANDARDS FROM THE PERSPECTIVE OF COMPETENCY

China's 1993 Teacher Law stipulates that teachers should abide by the Constitution, laws and professional ethics, be a teacher; implement the state's educational policy, abide by the rules and regulations, implement the school's teaching plan, fulfill the teacher's appointment, and complete the education and teaching tasks; Students carry out education and patriotism, national unity education, legal education, ideology and morality, culture, science and technology education, organize and lead students to carry out beneficial social activities; care and care for all students, respect students' personality To promote students' comprehensive development in terms of morality, intelligence, and physique; to stop behaviors that are harmful to students or other violations of students' legitimate rights and interests, to criticize and resist phenomena that are harmful to the healthy growth of students; to continuously improve ideological and political awareness and education and teaching business . In September 2012, the "Professional Standards for Primary School Teachers" promulgated by the Ministry of Education advocated four basic concepts of "student-oriented, teacher-oriented first, ability-oriented, and lifelong learning". General Secretary Xi Jinping made an important speech when he visited Beijing Normal University in 2014, and encouraged the teachers and students to do "four have" good teachers who have ideals and beliefs, have moral sentiments, have solid knowledge, and have a heart of love.

Zhu Xudong summed up the problems that need to be considered after the promulgation of teachers' professional standards. It is believed that the current reform of teachers' professional standards needs to clarify the value orientation of teachers' professional standards; the division of teachers' professional standards; the differences between teachers' professional standards and teachers' professional development standards; The relationship between standards and teacher education majors; the division of teachers' professional standards and the theoretical basis of content regulations; how

to use the professional standards of teachers to promote the professionalism of teachers. Shen Lin found through survey that most primary school teachers in K area have higher competency level. The primary school teachers' behavioral competence and attitude competency are significantly positively correlated. Work experience is a factor that affects teachers' competency level. Population variables do not affect primary schools. Teacher competency level. Zhao Huiyuan's research found that the level of competency of rural primary school teachers has reached a basic competency. Teachers' personal traits are relatively stable, interpersonal communication skills are good, and they can establish harmonious interpersonal relationships and care for students. However, they also show that teachers' professional quality is low, information collection ability is weak, teachers' professional identity is lacking, and respect Understand the characteristics of weak student consciousness. Zhang Min's competency survey of teachers as collaborators points out that there are differences between teachers and students in the competency of collaborators, that is, in the five dimensions of collaborators' personality quality, collaborators' awareness, collaborators' emotions, collaborators' behavior and collaborator's ability. There are significant differences.

#### IV. EXPLORING THE PROFESSIONAL STANDARDS OF PRIMARY SCHOOL TEACHERS IN CHINA FROM THE PERSPECTIVE OF COMPETENCY

From the perspective of international teacher professional development standards, professional standards and indicator systems that conform to the stage characteristics are formulated for different stages of teacher professional development. The process of formulating and implementing professional standards for teachers in the United States and the United States reflects the importance of the professional development of teachers. In the American Teacher Professional Standards System, there are teachers' professional standards that are specific to different disciplines, different teaching experiences, and different development requirements. Australia and other countries have clearly defined the professional standards for teachers in different professional development stages, according to the needs of each stage of teacher professional development. The requirements are met with specific description indicators to provide clear guidance for teachers' professional development regulations. Foreign researchers believe that the professional standards of teachers effectively promote the professional growth of teachers, including the professional capacity building of teachers, the professional judgment of teachers and the professional learning of teachers.

From the perspective of teacher competence, foreign countries have deeply studied the professional standards of teachers, and the content has been refined. It has become a system. The standards that are generally considered to be competent for teachers include extensive cultural literacy, comprehensive knowledge and development skills. In terms of professional standards for teachers, the country has followed the top-down and bottom-up research, analysis, revision, and repeated updates and improvements, and implemented through administrative methods, with remarkable results. According to the development level and different characteristics of the

teacher's career development stage, the standard sets the corresponding professional standards for teachers, and promotes the development of teachers to higher professional level through the continuity and progress of the standards at each stage.

In general, the core factors of teacher professional standards include learning to understand and respect students, devoting to students' learning and growth, teaching and practicing skills to promote students' effective learning, professional rethinking and lifelong learning skills, and the quality of professional cooperation. These factors deeply reflect the core competence characteristics of primary school teachers, and are essential in the formulation of professional standards for primary school teachers. The existing research lacks attention to the development of standardization theory, attaches importance to the unity and consistency of standards, lacks systematic, hierarchical and differential research on the professional standards of primary school teachers; timeliness, pertinence and application of professional standards for primary school teachers. Insufficient sexuality, general investigations and studies are difficult to provide convincing research conclusions; the research perspective is single, the method is relatively fixed, and the conclusion is homogenous. There is a lack of attention to the social and cultural values behind specific standards, especially the reference of Chinese traditional education culture to the reform of professional standards for teachers in contemporary countries. Only by combining the static and dynamic, horizontal and vertical ways to examine the development process of the professional development of teachers and their professional development, can we obtain a comprehensive understanding of the teacher profession, and also develop a scientific and effective teacher professional standards. Under the guidance of General Education of General Secretary Xi Jinping in the new era, it should be constantly updated and in-depth research in order to better support the implementation of documents and specific practical guidance.

First, construct professional standards for localized primary school teachers. While pursuing the integration of professional standards for primary school teachers, we must also adhere to local characteristics, fully absorb the traditional cultural nourishment in education, and provide reference for the construction of professional standards system for primary school teachers with Chinese characteristics and the professional standards for international primary school teachers. Secondly, pay attention to the professional standards practice orientation of primary school teachers. The existing professional standards for primary school teachers are too abstract and difficult to guide specific practices. We should focus on the competency traits of primary school teachers at different stages, fully explore the knowledge and skills, attitudes, motivations, values, roles and self-concepts that must be possessed in the industry, and continuously enrich the professional standards system for primary school teachers. Third, build and improve the professional standards system for primary school teachers. The professional standard system for primary school teachers is mainly to promote the professional development of primary school teachers and improve the quality of basic education. Therefore, it is imperative to

construct professional standards for primary school teachers in different levels, in stages, and in different disciplines. The more specific the standards, the more complete the indicators, the more obvious the practical effects. Finally, build a professional learning support vehicle for primary school teachers. The primary school teachers' professional learning aims at "promoting academic achievement and development", and puts forward clear requirements for the professional learning of primary school teachers, and also provides guarantee for the professional learning of primary school teachers. At the same time, the concept of co-education and comprehensive education has gradually been implemented, and the platform has been continuously improved, which will further promote the continuous development of primary school teachers.

## V. CONCLUSIONS

Through the comparison of international and domestic primary school teachers' professional standards, we firmly adhere to the goal of "promoting academic achievement and development", reflecting the professional development of primary school teachers, paying attention to the competence characteristics of primary school teachers, and deeply exploring the professional standards system of primary school teachers, in order to achieve "people-oriented". The true practice of the concept promotes the development of educational modernization. Through the construction and improvement of the professional standards system for primary school teachers, we will fully absorb the nutrition of traditional culture, strengthen the professional learning planning and support system construction of teachers, effectively promote the common growth of teachers and students, and constantly stimulate the professional identity of primary school teachers and realize self-worth.

## ACKNOWLEDGMENT

FUNDS: Baoshan University Teaching Quality and Teaching Reform Project Construction Project "Exploration on Optimization of Teaching Staff Management in Transforming Colleges and Universities" (subject number: ZHP201806) fund; Special task project of Humanities and Social Sciences in Ministry of Education (ideological and political work) "A Study on the Path of Promoting the Occupational Capability of Counselors in Colleges and Universities Based on the Excellent Competency Model" (subject number: 16JDSZ2054) fund.

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