

The Comparative Study of Teachers as Reform Leaders in Middle School Between Hong Kong and Mainland

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ABSTRACT

This proposal compares and analyzes the development trends of middle school teacher education reforms in the Mainland and Hong Kong. The common problems and countermeasures in the reform of teacher education in the two places under the new situation are explored. In the development prospects of the new era, teacher leadership, has unique significance, functions, and characteristics. This proposal attempts to explore new influencing factors and meanings of teacher as reform leaders in practice and expects to be worthy of attention and enlightenment. It gives the existing teacher leadership research a practical basis to promote the important content of education modernization and education equity, thereby improving school quality.

Keywords: *teachers as reform leaders, middle school*

1. INTRODUCTION

The key to the success of education lies in the teacher. The teacher is not only the imparter of knowledge but also the coordinator, supervisor, and designer of the learning environment. For school reforming to be truly successful, it must not only rely on the principal but also the input of teachers as leaders. The voice of teachers in schools is getting more and more attention, and teacher as reform leaders has, therefore, become an essential part of school reform[1].

After the implementation of the new curriculum standards in mainland China, most people believe that teachers have changed from being the masters of classrooms in the past to being mentors for regular communication with students. In the past, teachers' whole-hearted classroom teaching was not suitable for the current form of education. The current education is to let students become the masters of the classroom, take students as the main body, and pay attention to their all-round development[2]. In the application of new teaching materials, the new curriculum standard reforms adapt to the current educational phenomenon and change the previous education model. This allows students and teachers to find more teaching materials through multiple methods, and make teachers' knowledge structure more reasonable. It can also urge teachers to strengthen learning, always arm themselves with new scientific knowledge, update educational concepts, and participate in more professional knowledge training[3].

To co-ordinate teacher training in Hong Kong and improve the quality of teachers' education. In 1994, the Hong Kong Government adopted the recommendations of the Education Coordinator, which was guaranteed by the legislation of the Hong Kong Legislative Council. It merged the five teacher training institutions under the Education Department into The Education University of

Hong Kong. The construction of primary and middle school teachers' educational technology capacity has made an essential change in the overall promotion of quality education quotas[4]. Educational technology capacity training plays a vital role in improving teachers' educational technology capacity and promoting the practical application of information technology in middle school education[5].

2. ANALYSIS

2.1. Research significance

We can acknowledge the significance of teacher as reform leaders from these aspects.

2.1.1. The reforming awareness

By teacher education and teacher-based training, the educational and scientific research capacity of middle school teachers could be improved. Teacher leaders advocate democratic leadership and form a democratic leadership culture, which will help all teachers increase awareness of reform. Moreover, new teachers will soon be integrated into democratic leadership culture through socialization, and gradually increase the awareness of professional leaders[6].

2.1.2. Skills improvement

Leaders can help other teachers improve their individual and interpersonal skills. The vital role of teacher reform leaders is to promote close interpersonal relationships among individuals for mutual learning, thereby promoting the professionalism of teachers. Specifically, it means that

through cooperative teaching and professional dialogue, it helps teachers to improve their professional knowledge, self-confidence, broaden their minds, and improve their capabilities.

2.1.3. Democratic model

The school's democratic management style enables students to live in a democratic atmosphere. Students will clearly understand teachers' active participation in school and community management. The exertion of teacher leadership can make students feel that teachers' responsibilities are more than merely imparting knowledge[7]. When students feel the teacher's professional guidance and respect the teacher more, they will study harder and obtain better development.

2.2. Related factors

Teacher leadership is a mixture of personality and tacit understanding, from the following three perspectives. Establishing good interpersonal relationships between teachers, principals, and students is a crucial factor in the effectiveness of teacher as reform leaders.

2.2.1. Relationship between teachers and colleagues

If there is a lack of trust between colleagues and only competition and comparison, then the leadership of the teacher will be significantly reduced. In a competitive environment, everyone will only take personal interests as an essential thing, neglecting the responsibilities and obligations which should be fulfilled as a collective member. Mutual suspicions and contradictions will affect the establishment of good interpersonal relationships.

2.2.2. Relationship between teachers and principals

By developing a professional learning community, the role of teachers may even transcend formal school leadership roles. Without mutual trust and shared goals between teachers and principals, it is difficult for teachers to pass on their ideas, beliefs, and skills to other teachers in the school. Therefore, the emergence of parallel leadership should be encouraged, which can promote teacher leaders and principals to work together to participate in professional learning, cultural construction, and popularization of school education in order to improve students' academic performance, thereby enhancing the overall strength of the school.

2.2.3. The institutional structure of schools.

2.2.3.1. School structure

In Hong Kong, teachers' perceptions of teacher leadership roles in middle schools are mainly shaped by the school's hierarchical organizational structure and the established school background. However, due to the rigid bureaucracy of the school in the mainland, it is difficult for teachers to hold leadership positions in the school.

2.2.3.2. School culture

School culture is generally regarded as a critical factor in school improvement and innovation and affects the effectiveness of exercising teacher leadership. In a school culture with democratic participation, active and cooperative learning, principals and teachers share a shared vision and commitment and can trust, cooperate, reflect and communicate with each other. Such culture extends to other school organizations and infects other teachers. Cultivate teacher leadership, and the effective exercise of teacher leadership will create an excellent cultural atmosphere.

2.2.3.3. Social culture.

The worship of hierarchy and qualifications in traditional cultural values requires that all subordinates in organization respect and obey their superiors. They accept their subordinate roles and do not consider themselves leaders who make critical decisions for the entire organization. School reform is not only cultural but also structural. When the revival of school culture is the focus of reform, the reconstruction of the school structure plays a supporting role. In Hong Kong, China, the influence of traditional culture on school structure is the biggest obstacle to teacher leadership.

3. THE EVIDENCE TO BE GAINED

In the recently announced International Assessment Program for Student Ability, Hong Kong students ranked fifth in digital reading ability among 19 countries and regions, and about 90% of Hong Kong middle school students' basic level reached level 2 or higher. According to survey data from the Federation of Hong Kong Educators, among the 40 education policies surveyed, the average satisfaction of middle school teachers with 34 of them was qualified. The data comes from a valid questionnaire of 1,264 teachers in 75 middle schools. The improvement in students' reading abilities reflects positively that teachers' teaching abilities have become more reliable with the reform of middle education in Hong Kong. The most apparent progress in the development of

education in Hong Kong has been a marked increase in the training rate and degree rate of middle school teachers.

The traditional curriculum of Hong Kong schools is dominated by "disciplines", and the disciplines are mainly academic. The curriculum reform breaks the tradition of disciplinary divisions and divides the school's subjects into eight main areas of study. It provides students with an integrated learning experience and provides scenarios for students to develop and apply standard abilities, values and attitudes.

From the reform and innovation of teachers in Hong Kong, we have the following inspirations:

3.1. The organization of teacher reform should be reasonable to avoid duplication. And at the same time, coordination between relevant institutions should be sought to integrate strength.

3.2. The curriculum of education should highlight professional characteristics, be flexible and diverse, and achieve pre-service and post-service integration.

3.3. Teachers' professional development should have overall planning, and professional development should be tailored to individual needs.

3.4. In order to realize the professional autonomy of teachers, traditional schools should run towards legalization and autonomy[8].

Thirty years have passed since the domestic education reform, and middle schools are facing transformative reforms. Only the more positive changes of school teachers can face the teaching pressure brought by society, Teachers should improve teaching quality by improving teaching methods and optimizing teaching structure. In short, in teaching reform, we need a three-dimensional textbook system, break the single form of paper-based textbooks, use new teaching conditions, and integrate multiple media teaching resources. It can significantly enrich the teaching content of the curriculum, meet the needs of teaching, effectively improve the level of curriculum teaching, and promote the in-depth development of teaching reform[9].

4. THE KEY CONTEXTS

4.1. Comparison of Textbook Processing.

The treatment of teaching materials by mainland teachers is consistent with the teaching materials in terms of "contour concept" and "contour topographic maps", which reflects the stability of backbone knowledge. At the same time, according to the established teaching goals and the students' characteristics, the textbook content was processed, and the specific manifestation was that the textbook-related content was added, deleted, and replaced[10]. Compared with Mainland teachers, Hong Kong teachers have shown greater flexibility in the handling of teaching materials. They have paid more

attention to the autonomy and openness of subsequent development of teaching materials. Concerning the teaching goals, Hong Kong teachers put aside the shackles of teaching materials but proceeded according to their design ideas. At the same time, they do not deliberately carry out the given geographic knowledge and the training of geographic skills in the teaching materials and fully demonstrates respect for the autonomy and selectivity of students' learning.

4.2. Comparison of teaching methods.

Mainland teachers mainly use teaching methods such as heuristic lectures and image analysis. In the teaching process, they pay more attention to enhance the fun of the method, use animation demonstration, language stimulation and gesture infection to stimulate students' enthusiasm for learning[11]. In contrast, Hong Kong teachers mainly use teaching methods such as talking, group discussion and geological investigation. The teachers ask the students to lead them to conduct field trips and complete follow-up tasks. This teaching method highlights the role of teachers as organizers and also cultivates students' cooperative learning ability.

4.3. Comparison of teacher-student relationships.

In the mainland, the phenomenon that teachers dominate the classroom teaching process is quite apparent. Teachers usually ask questions, and students rarely ask questions or express their opinions. In order to promote the enthusiasm of students to participate in classroom teaching, teachers have adopted the form of competition. In Hong Kong, although teachers still control the classroom teaching, the teacher in the classroom teaching more reflects a guiding role in the communication process, focusing on student development.

5. CONCLUSION

To sum up, whether it is teaching materials, teaching methods, or the teacher-student relationship in teaching, their common point is the existence of teachers, which also proves the subjective role of teachers as reform leaders in teaching from the side. In the new era of education, teachers' influence on students is growing. The new teaching model and teaching method not only strengthened the students' thinking ability but also improved the overall quality of teachers.

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