

The Important Role of Growing Consciousness in the Career Development of Junior High School Teachers

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Abstract—The Chinese Ministry of Education requires that the primary and secondary schools should provide more conditions and school-based training for promoting the teachers' developments. However, teachers should have enough wills and consciousness about their own growth because growing consciousness is the starting point and correct attitude of teachers' professional growth. In this paper, the important role of growing consciousness in junior high school teachers' career development is demonstrated. The reason why a growth consciousness is important for teachers in junior high schools is explained from different perspectives, such as the fast development of modern society, the rapid growth of the teenage students, the responsibilities and professional requirements of the teachers. How to foster the growth consciousness is also discussed in details, such as 1) the core capacity growth from the professional practices; 2) the auxiliary growth of teachers in a traditional meaning, and 3) the 3-3-3 growth model that the teachers can follow for fast development.

Keywords—Teenagers; Junior high school; Growing consciousness; Exhibition consciousness; Career development

I. INTRODUCTION

The “Guiding Opinion of the Ministry of Education on Promoting the Credit Management of Teachers' Training in Primary and Secondary Schools” points out that primary and secondary schools should formulate school-based training plans, design school-based training projects, develop school-based training courses, and strive to solve the problems of teachers' daily education and teaching, and promote teachers' independent development [1]. Based on this instruction, on one hand, it is important that the school should provide more opportunities and courses to the teachers for implementing school-based training [2]. But on the other hand, this instruction requires that the teachers should have enough growth consciousness themselves.

In today's world, with the rapid development of knowledge economy and the new curriculum reform, teachers are obliged to meet higher and newer requirements from different directions. Teachers are no longer the traditional teaching craftsmen who “proselytizes, instructs, dispels doubts”, but are required to keep pace with the times, constantly seeking progress and development [3-5]. Shown in Figure 1, the knowledge learned at the primary school, junior high school and senior high school is the most fundamental knowledge that can be useful all the life-long time period. After the students go

to the university and later the professional regions, they will learn and use professional knowledge. Today the edge of human knowledge is rapidly expanding out forward (the inset of Figure 1). The teachers, as professional persons in the region of education, should always follow the most recent developments and improve their job qualities.

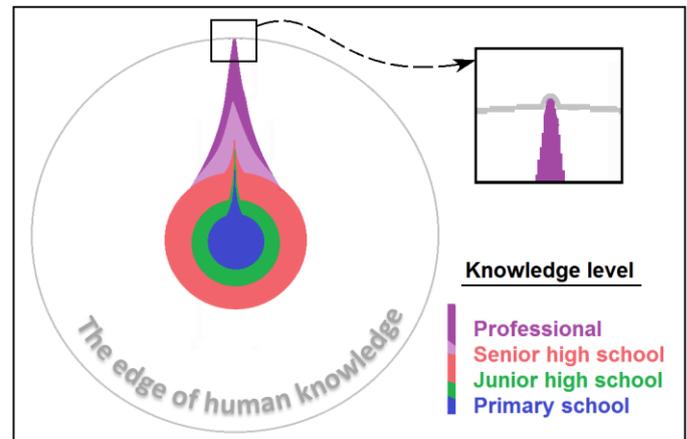


Fig. 1 The ever growing of our mankind's knowledge system require that the teachers must strive to improve themselves to follow this knowledge explosion era.

To be successful in professional development, a teacher must own the following qualities: self-professional development awareness, teacher's career ideals, the concept of lifelong learning, the awareness of reflection and research, love for students, focus on teaching ability based on teaching practice, and last and also most important quality - clear growth consciousness. The role of growing consciousness in junior high school teachers' career development is extremely important because the teenage students are growing in all the related directions.

Everyone will experience three times about growth (Figure 2). The first is the growth of the body, which can be finished by living conditions. The second is the growth of knowledge and skills, which will make them become valuable social labor. The third is the growth of responsibility, which they provide to the society. For the teenage students, their bodies and knowledge/skill are growing rapidly, with a slow increase of their consciousness on responsibility. As for their teachers, their bodies have stopped to grow. But their responsibilities are always increasing with batches batches of students learning

fundamental knowledge from them. This point requires that the teachers should always keep an eye on their growth about their knowledge, their skills and also their professional spirits.

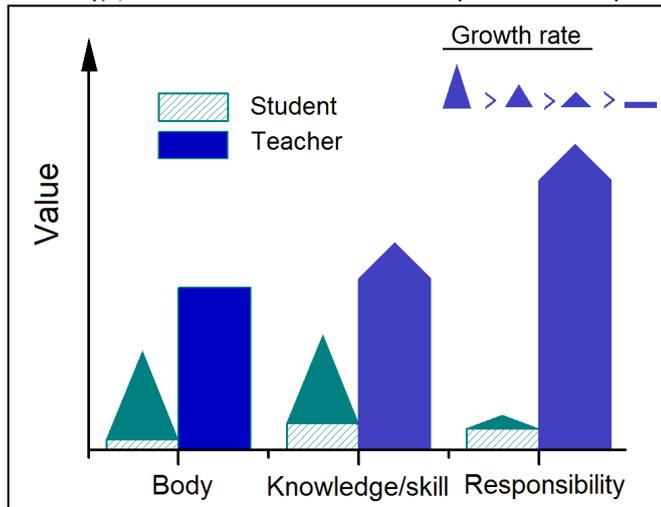


Fig. 2 The carrier and social responsibility of the teachers require that they make their great efforts to improve their knowledge and skills simultaneously.

II. THE CORE CAPACITY GROWTH FROM THE PROFESSIONAL PRACTICES AND THE STRUCTURE WHERE THE TEACHERS CAN IMPROVE THEMSELVES

Where can the teachers grow? What kinds of ability is the most important factor that needs to be grown in a stable and robust manner for the teachers? How to evaluate the teachers' teaching ability? How to carry out the objective-oriented activities for improving the teachers' all-round capabilities? Based on these questions, the teachers' abilities can be divided into three categories, which is shown as diagrams in Figure 3. On the other hand, these questions need that the teachers have a clear consciousness about their advantages and disadvantages, about their excellent or ordinary abilities. Based on these thinking and self summary and Introspection. They should gradually improve their growth consciousness. Correspondingly, they should be on the way to gradually improve their teaching ability during the teaching practices.

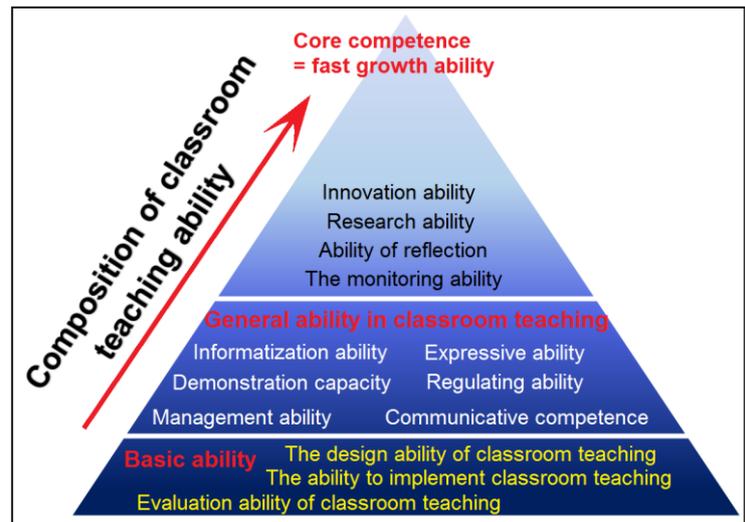


Fig. 3 The composition of classroom teaching ability for a junior high school teacher.

Traditionally, the classroom teaching can be divided into three sections, i.e. planning, implementing, and evaluating. Accordingly, the teachers need to have three abilities, i.e. the design ability of classroom teaching, the ability to implement classroom teaching, and evaluation ability of classroom teaching. All these are the most fundamental and basic abilities for a qualified teacher. And these ability can be improved quickly through taking part in the open classes of the model teachers and skilled teachers. As a skilled teacher who can manage a smooth and fruitful teaching class job, a series of other general abilities are requisite. These abilities include information ability, demonstration capability, management ability, expressive ability, regulating ability and also communicative competence. Particularly, the expressive ability is very important for the students to accept the taught contents.

Needless to say, the teachers (particularly for those who went into the education systems recently), the core capacity growth from the professional practices is the most important thing for them to increase their owns' core competences. These core competence of classroom teaching often include three aspects as follows (Figure 4): 1) monitoring ability to own teaching activities (including pre-class plan and arrangement, self control and regulation in class, and after-class evaluation, effective feedback and correction); 2) ability of reflection (including the ability to examine the teaching processes, the rational analysis of process and results, the ability of summing up and refining the teaching experience, and exploring the solution of classroom problems), and 3) the research and innovation ability (including the ability to transform teaching experience into knowledge, the ability to carry put the research on related topics, the ability to refine practical problems in teaching, and developing self-research ability). These divisions can provide more angles for the teachers on observe and analyse themselves, make them more conscious about where they can improve their all-round abilities. Certainly, their growth consciousnesses and wills can be improved simultaneously.

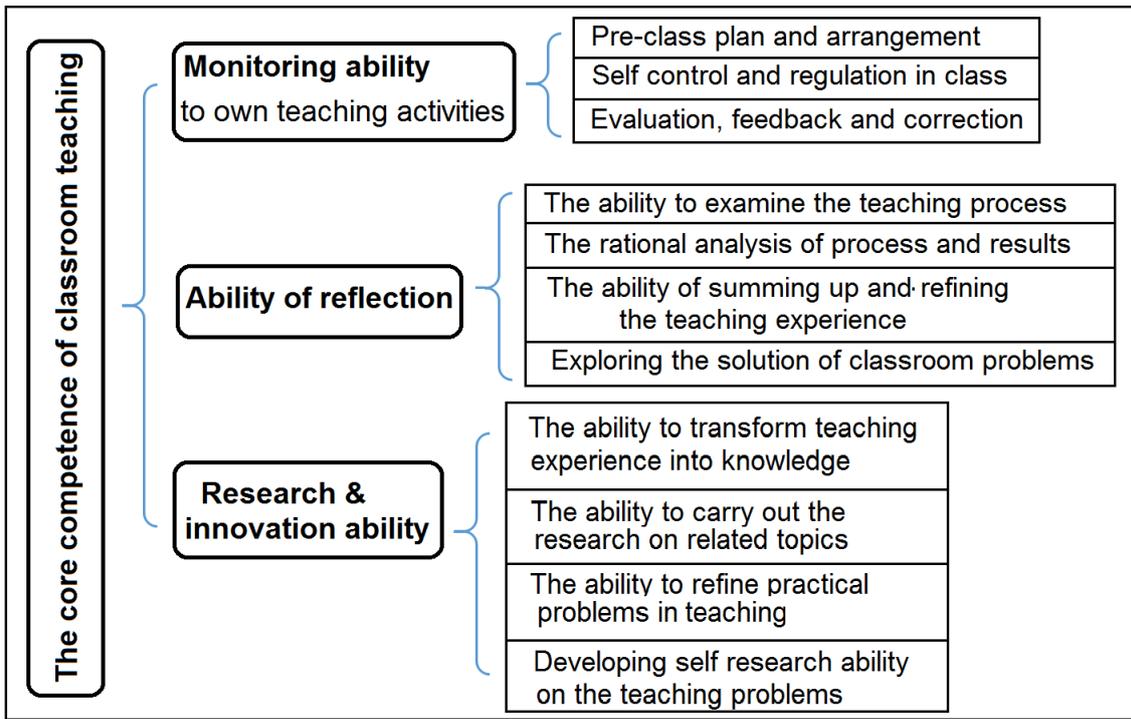


Fig. 4 The fast growth sections of the teacher's classroom teaching ability.

III. THE AUXILIARY GROWTH OF TEACHERS IN A TRADITIONAL MEANING--FROM PRACTICE TO THEORY AND SHOWING A MODEL TO THE SURROUNDING PEOPLE

During the whole professional carrier, the teachers' identity is gradually promoted. Shown in Figure 5 is a diagram about the teachers' growth stage. Most typically, they try their best to be a qualified teachers when they initially go into the education working systems. Later, as practical experiences and knowledge increasing, they become the skilled teachers. And later, they would be the backbone in their school due to hard work and their usefulness to the school. These outer growth about identity for a teacher can be anticipated if they always carry out their teaching jobs well. During these three stages, the monitoring ability of the teachers is fastest growing one among others.

However, the further progresses to the model teachers and teaching experts need more effort on the ability improvements of reflection, research and innovation (Figure 5). Correspondingly, the growths of these capabilities need that the teachers have more and stronger growth consciousness and aspirations. Most of the reflection, summary and researches are finished out of the teaching classes. And these growths need the simultaneously improvements of the related abilities, such as self-learning, life-long learning and sensitive ability to the new phenomena and details during the teaching processes which are often the started points of a new education research topic.

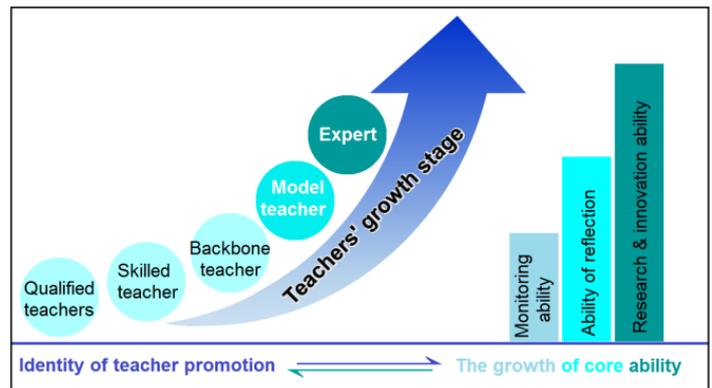


Fig. 5 The identity of teacher promotion and the corresponding growth of core ability

IV. THE GROWTH MODELS OF THE TEACHERS FOR FAST DEVELOPING AND CULTIVATING THE CONSCIOUSNESS OF OVERALL GROWTH

Here, a 3-3-3 model is put forward for the teachers to implement their fast growth (Figure 6). In this model, first of all, there are three growth contents important for improving the teaching ability: their knowledge system, their teaching skills, and also the growth consciousness about their independent development. Second, there are three concrete things that they can train themselves in a school-based manner: the teaching practice, the studying on the recent progresses of the related knowledge, and the all-round improvement.

Third, the teachers can act as three different roles in the professional carrier: teachers for giving lessons to the students, thinkers to think about their own growth and improvements, and researchers on the new phenomena during the teaching

processes and also on the new scientific knowledge such as electrohydrodynamic atomization and its potential applications [6-23] as teaching materials in the junior high school educations. Needless to say, within all these contents, the most important element is the growth consciousness of the teachers. "Where there is a will, there is a way". The strong growth consciousness would promote the teachers always try their best to learn new knowledge, to improve their teaching skill, and act better their teacher roles.

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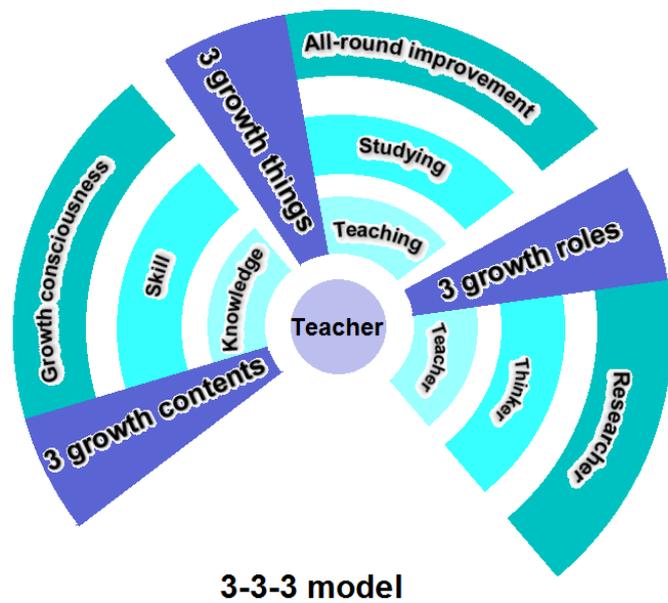


Fig. 6 A 3-3-3 model showing how to manage the growth of teachers in the junior high school.

V. SUMMARY

Being loyal to the requirement of the Chinese government on junior high school teachers, to the developments of the school and themselves, and to achieve satisfied results from the projects provided to the teachers for school-based training, they should have enough growth consciousness during their teaching processes. A suitable growth consciousness is important for a teacher in a junior high school is not only the requirement of the modern society, but mainly the rapid growth of the teenage students. The teachers should have growth consciousness about their the responsibilities on imparting knowledge to the students, on fostering excellent students who grow up in virtue, intelligence and physical integrity. The teachers should focus on the growth of their core capabilities such as classroom teaching ability, on the growth of auxiliary issues around teaching capability. The 3-3-3 model should be a suitable method for the teachers to follow up for their fast development of professional carrier and also the increase of growth consciousness.

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