

The Practical Difficulties and Solutions for the Operation of Eminent Teacher Studio Program in Primary and Secondary Education

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ABSTRACT: The Training Plan for Eminent Teachers and Principals of Primary and Secondary Education in the New Era is of great significance in the construction of the teaching staff, and an important measure to build a country that is strong in education, science, and talent. It is also an essential task of moral education and an effective way to run an innovative primary education that serves the people. The Eminent Teacher Studio Program aims to build a communication platform for teachers and a cradle for growth through professional demonstration, guidance, exploration, and research. The program seeks to become a booster for education development and reform. However, through investigation and research, this study finds that in the building process of the Eminent Teacher Studio Program, there are many practical difficulties such as insufficient regulations, insufficient internal operating mechanisms, insufficient awareness of independent development, and insufficient external support. In response to these problems, this study puts forward an improvement solution for eminent teacher studios: to further establish various regulations; to continuously improve the internal operating mechanisms; to strongly encourage eminent teacher studios and establish the "four consciousnesses"; to scientifically build the "I-U-F" collaboration model.

KEYWORDS: eminent teachers in primary and secondary education; eminent teacher studio; professional development of teachers

I. INTRODUCTION

On January 20, 2018, the State Council of the People's Republic of China promulgated the Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of the Construction of the Teaching Staff in the New Era, which mentioned that "by 2035, the comprehensive quality, professional skills, and innovation ability of teachers will greatly improve. Millions of key teachers, hundreds of thousands of excellent teachers, and tens of thousands of educator-type teachers will be giving lectures. To implement this policy, on August 12, 2022, the General Office of the Ministry of Education of the P.R.C. promulgated the Notice on the Implementation of The Training Plan for Eminent Teachers and Principals of Primary and Secondary Education in the New Era (2022-2025), also known as "Double Eminent Plan". The plan aims to train a group of "eminent teachers" and principals with distinctive educational concepts and mature teaching skills who can lead the reform of primary education. These teachers will be exemplary in academic, professional, and moral standards.

Eminent teachers are the core strength and leaders in the staff of primary and secondary schools. Eminent teachers with high popularity, extensive social reputation, advanced educational ideas, strong leadership, and excellent teaching skills can inspire fellow teachers in their professional careers. The studio named after an eminent teacher is a significant measure to implement national policies and the concept of education. The program is an irreplaceable measure to run education that serves the people and builds a country that is strong in education. It is a learning platform for teachers' professional development. It is also an innovative training model and an effective carrier to optimize the teacher training system, and an important way to improve the overall quality of the teaching staff and promote professional development. It provides a broad platform for

teachers to exchange learning and implement professional leadership. However, there are also many problems in the actual operation of the eminent teacher studio program. These problems have caused some eminent teacher studios to "exist in name only" and become a kind of "extravagant waste" of educational resources. In response, by examining the practical difficulties in the operation of the problem, we propose an improvement solution to provide a reference for the healthy and sustainable operation of eminent teacher studios.

II. THE PRACTICAL DIFFICULTIES IN THE OPERATION OF EMINENT TEACHER STUDIOS

With the government's strong support, although the construction of eminent teacher studios has achieved some results, there are still many practical difficulties in the operation of eminent teacher studios, which greatly affect the maximization of the role of eminent teacher studios.

(1) The regulations of eminent teacher studios are insufficient. : Regulations can guarantee the sound operation of eminent teacher studios. The regulations should not only be normative and scientific but also flexible. Only in this way can the eminent teacher studios be healthy and mature to maintain sustainability. However, according to our investigation, the regulations of most studios are not sufficient. We conclude the incompleteness in three aspects: First, the selection criteria of eminent teacher studios lack norms and rationality, and the selection process is not strictly supervised. The selection criteria determine the right teacher to host the studios. If the selection criteria are not standardized and reasonable, the studios will lose "direction". Second, the evaluation system of the studios is not complete. After the establishment, the education administrative department did not establish a supporting evaluation system along with corresponding reward and punishment measures for the operation of the studios. The lack of external supervision led to low enthusiasm and low effectiveness. Third, most studios lack the support of funds, which limits the development of activities and the acquisition of resources.

(2) The internal operating mechanism of the eminent teacher studios is insufficient. : For further development of the studios, a sound internal operation mechanism is inevitable. The mechanism is a prerequisite for sound operation. However, through investigation, we found that although eminent teacher studios could design and carry out some high-quality teaching activities according to the requirements, most studios lack a sound operating mechanism. For example, some studios have no clear standards for recruiting members. The recruited members do not have clear job requirements, and some members even join the studios for utilitarian purposes. Some studios lack specific collective goals, and most goals are relatively single and traditional, such as improving teaching skills. These kinds of goals lack in-depth research on hot issues in the basic education curriculum reform. Some studios have a single form of activity, limited to teaching activities such as peer review and evaluation. Some studios over-emphasize the result evaluation while ignoring the process evaluation, and emphasize external evaluation while neglecting internal evaluation. Some studios lack specific reward and punishment measures, thus fellow teachers are not enthusiastic.

(3) The members of eminent teacher studios lack awareness of independent development : Members of eminent teacher studios should be aware of independent development backed with a clear personal development plan, actively undertake construction tasks, be brave to take responsibility and seek personal and collective growth. Through investigation, we found that some members of the studios lack awareness of independent development, and lack the enthusiasm to carry out activities. Their passive participation may cause some members to resist the activities of the studios. If things go on like this, other members will also be affected, resulting in a low atmosphere in the studios, inefficient activities, and little progress in member development, which is not conducive to the operation of the eminent teacher studios.

(3) Eminent teacher studios lack external support. : An eminent teacher studio is an academic group and a platform for academic exchanges. To promote the long-term development of teachers, it is often not enough to rely solely on internal activities. It is also necessary to strengthen cooperation and exchanges with other organizations. The studios should actively participate in activities outside the studio. Through the investigation, we found that the activities of some studios are limited inside the studios, and rarely seek the support of external forces, which is not conducive to the expansion of the members' vision and delays the rapid growth of the studio members.

III. THE IMPROVEMENT SOLUTION FOR THE OPERATION OF EMINENT TEACHER STUDIOS

To enhance the leading effect and role of the eminent teacher studios, according to the problems found in our investigation, we put forward an improvement solution to ensure the healthy operation of the studios and drive the teachers' professional development in the local region.

(1) Basic premise: to further establish the regulations of eminent teacher studios. Eminent teacher studios are established through the selection and authorization of the local education administration department. To keep eminent teacher studios operating healthily and efficiently, the education administrative department must establish and improve the management system and working mechanism and improve education quality, including the selection, inspection, and examination of the studios. This is the basic premise to ensure the sound operation of the studios. First of all, the eminent teacher studio is based on eminent teachers. In the selection of eminent teachers, it is necessary to formulate strict criteria to pick the fewer but right people. Eminent teachers not only need to meet the basic restrictions such as age, education, professional title, and working years, but also need to have noble teacher ethics, rich teaching experience, excellent professional skills, outstanding teaching performance, and extensive peer influence. Those primary and secondary school teachers with profound qualifications, and outstanding abilities are irreplaceable in studios since only they can play a leading and exemplary role in the teaching staff. Secondly, after the establishment of the studios, it is necessary for the education administrative department to establish corresponding quantitative evaluation standards. These standards should evaluate the operation of the studio from various aspects such as structure, activities, task completion, achievements, and future development planning. The studios with excellent performance in the evaluation should get awards, while the studios with poor performance in the evaluation should be criticized and ordered rectification. In this way, the evaluation process can play the role of supervision. Finally, in the process of studio construction, the educational administrative department needs to establish a scientific and flexible guarantee system for funding and resource allocation to ensure the vitality of the studios.

(2) Basic guarantees: to continuously improve the internal mechanism of eminent teacher studios. In response to the current situation that the internal operating mechanism of the studios is not complete, we propose to continuously improve the internal operating mechanism from six aspects: access mechanism, target mechanism, content mechanism, organizational mechanism, and evaluation mechanism. Access mechanism: Members are the foundation of an eminent teacher studio. The access standards of members directly determine the quality and development effectiveness of the studios. To build a high-level teaching staff, the host of a studio needs to combine the positioning and development goals of the studio, set high access standards, and supervise strictly at every level. Only in this way can the studios select those excellent teachers who truly have a passion for education, outstanding ability, and innovative spirit with strong consciousness, professional identity, and willingness to contribute to the professional growth of both themselves and others.

Goal mechanism: Goals are the direction and the key factor for the development of an eminent teacher studio. The purpose of a studio is to establish a localized teaching staff with superb professional skills, education ethics, and strong influence through the guidance of eminent teachers. The studios should drive a group of teachers to achieve their professional development, boosting the improvement of educational connotation. Therefore, each member must be clear about the overall goal of the studio and personal development. When the studio sets goals for each member, the goals must not only meet the basic situation of the member but also be specified as much as possible, so that all members can cooperate to complete the studio through highly operable teaching tasks. This is how the overall goal further drives the long-term development of the studio. Content mechanism: The content mechanism is the essence of an eminent teacher studio. An eminent teacher studio is a training and development community for teachers to learn, practice, and research with more potential functions. The studios should adhere to the strategy of the people-oriented, comprehensive implementation of quality education in education reform and development, emphasize the quality of education, and establish an educational development concept of improving education quality. The supervisor of the studio should organize members to implement education reform practices around social hot issues, respond to the development needs of basic education, and carry out exploratory activities such as seminars, project research, and thesis writing, to improve the research capabilities of teachers in the local region.

Organizational mechanism: An eminent teacher studio includes many members such as the supervisor, academic leaders, and fellow teachers. It is the basic guarantee for the sound operation of the studio to improve the organizational mechanism. As a coaching leader the supervisor of a studio should effectively guide the professional training and development of the members as an educator, while comprehensively managing the

studio's goals, tasks, information, resources, public relations, and other affairs. It is also necessary for the supervisor to plan for the future of the studio as a leader, unite the training content and value pursuit, and create a pleasant atmosphere for cooperative learning among members. Subject leaders should play a leading role, actively lead other members to carry out education practice and research, and provide individual guidance for individualized problems. In addition, according to the actual situation of human, social, and other resources, the studio should promote autonomous coordinated development mechanisms such as voluntary participation, independent choice, self-organization, and autonomous management.

In this way can the supervisor organize each member and activity in place and manage the studio well. Evaluation mechanism: Evaluation mechanism is the entry point for continuous improvement of eminent teacher studios. The evaluation can be divided into the overall evaluation of the studio and the individual evaluation of members, or in another way, the annual evaluation and the stage evaluation. Combined with the annual tasks and goals, the studio should set scientific and reasonable quantitative evaluation indicators, make annual and stage evaluations of operation, and evaluate the contribution of members from key tasks, scientific research achievements, teaching practice achievements, and other aspects to assess comprehensively and establish corresponding reward and punishment measures based on evaluation results.

(3) Internal motivation: to actively encourage eminent teacher studios to establish the "Four Consciousness's". To achieve high-quality sustainable development, eminent teacher studios should establish problem awareness, cooperation awareness, reflection awareness, and achievement awareness, to promote the internal motivation of the studio. First, the problem awareness. Problem awareness is the prerequisite for all studio activities. Problem awareness can stimulate the exploration desire of the studio members. Therefore, an eminent teacher studio must ask questions about the hotspots in the basic education reform, carry out corresponding practical research on the problems, propose solutions, give feedback to fellow teachers, and continuously improve the plan. Second, cooperation awareness. Members of eminent teacher studios should have a strong cooperation awareness, focus on the existing problems in practical teaching, and contribute their wisdom and expertise to the studio community. Members of the studio should cooperate as well as divide the work, communicate openly as well as exploit individual advantages, and obtain the coordinated development of the community and individual in the cooperative research. At the same time, the studio should play a leading role, continuously promote inter-school cooperation, and make use of shared resources between different studios and schools, to boost coordinated innovation and high-quality development of local education.

Third, reflection awareness. Under the guidance of eminent teachers, studio members should always have a sense of reflection, gradually develop the awareness and habit of self-evaluation, self-diagnosis, and self-regulation of the teaching process and results, examine their advantages and deficiencies, find out the direction of improvement, and continuously press forward their professional development. Fourth, achievement awareness. As a saying goes, "everyone gathers firewood, and the flame is high." It is the strength of all members that operates the eminent teacher studio. Driven by collective tasks, the studio should regard the collective goals as the touchstone, seek more feature achievements, and let all members share the fruits. The sense of achievement will further stimulate the collective sense of honor and motivate the members to achieve common development.

(4) External support: to scientifically build the "I-U-F" collaboration model contemporarily, the operation of eminent teacher studios generally lacks external support. Some studios have to "struggling alone". In this case, to ensure the efficient and productive operation of the studio, it is necessary to actively seek external support and build a coordinated network including institutes of educational sciences, universities, and eminent teacher studios. Collaborative mode. Institutes of educational sciences can evaluate and supervise the studios, provide resources and financial support, and also assist studios in holding some influential academic conferences to expand the members' academic horizons. Colleges and universities have experts with profound knowledge, novel ideas, and timely insights into basic education curricula reform. These scholars can give lectures to the studio members, provide theoretical guidance for the subject research, and bring innovative teaching models. In this way can we build an "I-U-F" collaboration model, give full play to the advantages of educational institutes, jointly help the sustainable development of the studios, and accelerate the professional growth of the members.

IV. CONCLUSION

A single flower does not make a spring. The operation of eminent teacher studios not only requires the hard work and overall supervision of the eminent teachers, but also requires the cooperation of all members. The members should learn from the eminent teachers, strictly implement the fundamental tasks of establishing

morality and cultivating people, comprehend the educational wisdom, feel the educational feelings, and grow up to become a star teacher worthy of great responsibility as soon as possible. In recent years, eminent teacher studios have become a think tank for cultivating excellent teachers and contributed to the development of regional education. However, the Eminent Teacher Studio Program still has a long way to go. The studios will innovate in the right way, gather strength in the heart, further establish sound regulations, continuously improve the internal mechanism, actively encourage studio members to establish the "Four Consciousness's", and scientifically build the "I-U-F" collaboration model, clarify the direction of key problems in the teaching reform in the region, improve teaching methods, improve teaching performance, seek and utilize external support, turn the support into internal motivation, and carry out in-depth, long-term and lasting education reform and innovation. The studios will provide strong support for the fundamental mission of cultivating people through moral education that serves the people, and contributes to building a country that is strong in education, science, and talent.

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