

Research on Teacher Professional Development from the Perspective of Teacher Education Accreditation

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ABSTRACT

With the deepening of education reform, the professional development of teachers has become the key to improving the quality of education. This article discusses the connotation, current situation and influencing factors of teacher professional development from the perspective of teacher education accreditation, analyzes the promoting effect of teacher education accreditation on teacher professional development, and proposes strategies and suggestions to promote teacher professional development.

KEYWORDS

Teacher education accreditation; Teacher professional development; Educational quality; Educational reform

1 Introduction

Education is the cornerstone of national development, and teachers are the backbone of the education industry. In the context of current education reform, improving the professionalization level of teachers has become the only way to promote the modernization of education and enhance the quality of education. Teacher education accreditation, as an important means to ensure the quality of teacher education, is of great significance for promoting the professional development of teachers. This article aims to explore the effective path of teacher professionalization development from the perspective of teacher education accreditation through in-depth research. Teacher education accreditation is an important means to promote the professional development of teachers. By improving accreditation standards, strengthening practical teaching, and building a support system for teacher professional development, the professional quality and educational teaching ability of teachers can be effectively improved. In the future, we should further strengthen the integration of teacher education accreditation and teacher professionalization development, and promote the overall optimization of the teaching staff and the comprehensive improvement of education quality.

2 The Connotation of Teachers' Professional Development

Teacher professional development refers to the process in which teachers continuously improve their educational and teaching abilities, professional qualities, and professional ethics through systematic professional training, self-learning, and continuous educational practice in educational and teaching practice, in order to achieve efficient and professional educational and teaching work. This process covers the comprehensive development of teachers' knowledge, skills, attitudes, and behaviors ^[1].

2.1 Specialization of Knowledge Structure

The core of teachers' professional development is the professionalization of their knowledge structure. This requires teachers to not only possess solid subject knowledge, but also master advanced educational and teaching theories, psychological knowledge, and extensive knowledge of educational technology. By constantly updating and expanding their knowledge system, teachers can better understand students and design teaching plans that are more in line with students' cognitive characteristics, thereby improving teaching effectiveness.

2.2 Specialization of Skills

The specialization of skills is an important aspect of teacher professional development. This includes various educational and teaching skills such as instructional design, classroom management, teaching evaluation, and student guidance. Teachers need to be able to flexibly apply various teaching methods and means, and be able to adjust teaching strategies in a timely manner based on students' learning situations to ensure effective learning.

2.3 Formation of Professional Attitude

Professional attitude is the spiritual core of teachers' professional development. It requires teachers to possess good

professional qualities such as professional dedication, responsibility awareness, and innovative spirit. Teachers need to love education, pay attention to the comprehensive development of students, and devote themselves to education and teaching work with a high sense of responsibility. At the same time, they need to constantly pursue innovation and explore more suitable teaching methods and approaches for students.

2.4 Standardization of Behavior

The standardization of behavior is the external manifestation of teachers' professional development. Teachers need to follow the laws of education and teaching, abide by the professional ethics of teachers, and establish good teacher ethics and style. In education and teaching, teachers should be fair, impartial, and open, respect students' individual differences, protect students' legitimate rights and interests, and guide students to grow up healthily with good behavioral demonstration.

The connotation of teachers' professional development is multi-dimensional, which not only involves teachers' knowledge and skills, but also includes teachers' professional attitudes and behavioral norms. Through professional development, teachers can continuously improve their professional qualities and educational teaching abilities, providing students with better educational services ^[2].

3 Current Situation of Teachers' Professional Development

Against the backdrop of current educational reforms, the professional development of teachers has achieved certain successes, but also faces some challenges. Overall, the level of teacher professionalization is constantly improving, but still needs to be further strengthened.

3.1 Improvement of Professional Level

With the deepening of education reform, the professionalization level of teachers has been significantly improved. More and more teachers have realized the importance of professionalization, actively participated in various professional training and academic activities, and constantly updated their educational concepts and teaching methods. At the same time, the quality and standards of teacher education have been continuously improved, providing a strong guarantee for the cultivation of a high-quality and professionalized teaching team.

3.2 Continuous Optimization of Knowledge Structure

Currently, the knowledge structure of teachers is constantly being optimized. Many teachers are no longer satisfied with mastering knowledge of a single subject, but are actively learning interdisciplinary knowledge to enhance their comprehensive literacy. At the same time, with the development of information technology, teachers have begun to access and master a series of modern educational technology methods, making education and teaching more efficient and convenient.

3.3 Continuous Enhancement of Professional Ability

In educational practice, teachers' professional abilities have been continuously enhanced. Many teachers are able to flexibly apply various teaching methods and means, and provide personalized teaching based on the actual situation of students. At the same time, teachers have also begun to focus on cultivating students' innovative and practical abilities, and paying attention to the comprehensive development of students.

3.4 Challenges and Issues Faced

Despite the continuous improvement of teachers' professionalization, there are still some challenges and problems. Some teachers' professional literacy and educational teaching ability need to be improved, and some teachers lack innovative consciousness and practical ability, making it difficult for them to adapt to the needs of educational reform and development. In addition, educational resources in some areas are still relatively scarce, which restricts the professional development of teachers.

The professional development of teachers has made some achievements, but still needs to be further strengthened. In order to improve the professional level of teachers, it is necessary to continue to strengthen teacher education, improve the teacher training system, optimize the allocation of educational resources, stimulate teachers' innovative spirit and practical ability, and make other efforts.

4 The Promoting Effect of Teacher Education

Accreditation on Teachers' Professional Development Teacher education accreditation is not only a test of the quality of teacher education, but also a powerful impetus for the professional development of teachers. Through clear

accreditation standards and rigorous accreditation processes, it provides direction, motivation, and support for teachers' professional growth.

4.1 Clarify the Direction of Teachers' Professional Growth

The standards for teacher education certification typically cover multiple aspects of teachers' knowledge, skills, and attitudes, providing a clear direction for teachers' professional growth. Teachers can use the certification standards to identify their shortcomings in areas such as professional knowledge, educational teaching ability, and teacher ethics and style, and thereby develop targeted personal growth plans to achieve their professional development goals.

4.2 Stimulate the Intrinsic Motivation of Teachers' Professional Development

The process of teacher education accreditation itself is a process of teacher professional growth. During the accreditation process, teachers need to constantly learn, practice, and reflect, which not only improves their professional qualities but also stimulates their intrinsic motivation for professional development. At the same time, the publicity and application of accreditation results can also enable teachers to gain more recognition and opportunities in their career development, further enhancing their motivation for professional development.

4.3 Provide Support for Teachers' Professional Development

Teacher education accreditation not only focuses on the individual development of teachers, but also on the overall construction of teacher teams. During the accreditation process, accreditation agencies provide a series of support measures such as teacher training, academic exchanges, and resource sharing to help teachers improve their professional qualities and educational teaching abilities. These support measures can effectively promote the professional development of teachers and improve the overall quality of the teacher team.

4.4 Promote the Close Integration of Teacher Education and Educational Practice

Teacher education accreditation emphasizes the integration of theory and practice, with a focus on teachers' ability to implement educational practices. During the accreditation process, teachers are required to apply the theoretical knowledge and educational philosophies they have learned to real-world teaching situations. This not only enhances their educational and teaching abilities but also promotes a closer integration of teacher education and educational practice. This integration helps teachers better understand students' needs and developmental characteristics, providing teaching content and methods that are more aligned with students' actual situations.

Teacher education accreditation plays a positive role in promoting the professional development of teachers. It provides strong guarantees and support for teachers' professional growth by clarifying the direction of teacher professional growth, stimulating the inherent motivation of teacher professional development, providing support for teacher professional development, and promoting the close integration of teacher education and educational practice. Therefore, strengthening teacher education accreditation work is of great significance for improving the overall quality of the teaching staff and promoting the development of education.

5 Problems and Challenges in the Process of Teacher Professionalization

With the continuous deepening of education reform, the professional development of teachers has become a core element in improving the quality of education. However, in this process, teachers also face many problems and challenges, which not only involve the professional qualities of individual teachers, but also closely relate to external factors such as the educational environment, policy support, and cultural atmosphere.

5.1 Issues at the Individual Teacher Level

From the individual level, firstly, the updating of professional knowledge lags behind. Due to busy work or personal reasons, some teachers find it difficult to continuously track the latest progress in their subject areas, resulting in lagging updates of professional knowledge and difficulty in meeting the increasingly diverse learning needs of students. The educational and teaching abilities vary greatly. Although most teachers possess basic educational and teaching abilities, some still have deficiencies in teaching methods, classroom management, and other aspects, which affect the teaching effect. Job burnout and lack of innovation. Long-term teaching work can easily lead to job burnout among teachers, and they lack the motivation to innovate and explore new teaching methods.

5.2 Challenges in the Educational Environment

From the perspective of educational environment, firstly, the uneven distribution of educational resources exists in some regions, which makes it difficult for some schools to provide sufficient practical opportunities and resource support, thus limiting the professional development of teachers. Secondly, the imperfection of educational policies and systems, such as the lack or imperfection of teacher evaluation systems and incentive mechanisms, may affect the enthusiasm and

effectiveness of teachers' professional development.

5.3 Challenges in the Cultural Atmosphere

In terms of cultural atmosphere, firstly, traditional educational concepts are still deeply rooted, such as "emphasizing knowledge and belittling ability" and "exam-oriented education", which restrict teachers' educational innovation and professional development. The expectations of society towards teachers' roles are also changing. With social progress and changes in educational concepts, society's expectations towards teachers' roles and responsibilities are also changing. Teachers need to constantly adapt to and respond to these changes.

The problems and challenges in the process of teacher professionalization development are multifaceted, including deficiencies at the individual teacher level as well as the influence of external factors such as educational environment and cultural atmosphere. To address these issues and challenges, we need to approach from multiple perspectives, enhance teachers' professional qualities, optimize the educational environment, improve educational policies and systems, and promote the renewal of educational concepts and the repositioning of teachers' roles in society.

6 Paths for Teachers' Professional Development

The professional development of teachers is a continuous process that involves improvement and learning in multiple aspects.

6.1 At the Individual Teacher Level

Pre-service teachers should receive standardized and professional teacher education, which is the starting point for their professional development. This mainly includes pre-service education, providing students who are about to become teachers with necessary knowledge in education, psychology, and subject matter. The goal of teacher education is to cultivate professionals with basic educational and teaching abilities. After induction training, new teachers need to receive certain induction training in the early stages of their careers, including introductions and guidance on school culture, regulations, teaching methods, etc. This helps new teachers adapt to the new working environment and enter their roles faster. At the same time, in-service training is one of the important ways for teachers to develop professionally. Teachers can continuously update their professional knowledge and enhance their educational and teaching abilities by participating in various seminars, refresher courses, academic lectures, etc. Participating in educational research is an important way for teachers to develop professionally. Through participating in research projects, writing papers, sharing experiences, etc., teachers can continuously improve their research abilities and practical wisdom. Teachers can also share their teaching experiences and strategies with each other through mutual observation, lesson evaluation, discussion, and other methods, learn from each other, and grow together. Individual teachers should also actively engage in self-reflection and autonomous learning. Teachers need to examine their teaching practices through self-reflection, identify problems, and seek improvements. At the same time, autonomous learning is also key to the professional development of teachers. Teachers need to constantly update their knowledge system and enhance their professional qualities; actively participate in cross-school cooperation and expert guidance activities. Cross-school cooperation can provide teachers with more learning and exchange opportunities and broaden their horizons. Expert guidance can provide more professional guidance and support for teachers, helping them grow faster.

6.2 School Management Level

School culture has a profound impact on teachers' professional growth. From the perspective of cultural creation, firstly, schools should create a culture of cooperation and sharing. When schools encourage cooperation and sharing among teachers, they can learn from each other, draw lessons from each other, and reflect on each other. Such a culture can promote peer assistance among teachers, jointly solve problems encountered in teaching, and share successful teaching experiences. Schools should create a culture of respect and support. Schools should create an atmosphere that respects every teacher and supports their professional growth. When teachers feel respected and supported, they are more likely to actively explore new teaching methods, try innovative practices, and continuously improve their professional qualities. Schools should create a culture of learning and research. Schools should advocate a culture of learning and research, encourage teachers to participate in educational research, academic exchanges, and professional development activities. Such a culture can stimulate teachers' thirst for knowledge and innovative spirit, promote them to constantly update their educational concepts, and enhance their teaching and research abilities. Schools should create a culture of reflection and improvement. Schools should encourage teachers to reflect on their teaching practices, examine their teaching methods, identify problems, and seek improvements. Such a culture can help teachers learn from experience, continuously improve their teaching level, and achieve professional growth. Schools should create a culture of motivation and recognition. Schools should establish an effective incentive mechanism to give full recognition and rewards to teachers' professional growth. This can stimulate teachers' intrinsic motivation and promote them to be more

actively engaged in professional development.

From the perspective of institutional construction, schools encourage the establishment of teacher learning communities, where teachers can learn from each other, share experiences and resources. Such communities can hold regular seminars, teaching observations, experience sharing and other activities to provide a platform for teachers to exchange and cooperate. Schools can advocate open teaching observations by implementing an open teaching observation system that allows teachers to observe each other's classrooms and understand each other's teaching methods and strategies. Such observation activities can stimulate communication and discussion among teachers and promote the sharing of teaching experience. Schools can encourage teachers to collaborate in lesson preparation, jointly research and design teaching plans. Through collaborative lesson preparation, teachers can learn from each other, supplement and improve teaching content and methods, and enhance teaching effectiveness. Schools can provide professional development support for teachers, such as professional development training, refresher courses and other resources to support their professional growth. At the same time, schools can invite experts and scholars to give lectures or workshops to provide opportunities for teachers to learn and exchange ideas^[3]. Schools can establish a cooperation and sharing evaluation mechanism by introducing evaluation indicators of cooperation and sharing in the teacher evaluation system, encouraging teachers to focus on teamwork and sharing spirit in teaching evaluation. Such an evaluation mechanism can stimulate teachers' willingness to cooperate and promote the formation of a cooperative culture. Schools can create a positive school atmosphere by holding team-building activities, celebrating Teacher's Day, etc., enhancing the cohesion and sense of belonging among teachers. In such an atmosphere, teachers are more likely to form a culture of cooperation and sharing.

In summary, schools can foster a culture of collaboration and sharing by establishing teacher learning communities, advocating open teaching observation, encouraging collaborative lesson planning, providing professional development support for teachers, establishing a cooperative and sharing evaluation mechanism, and creating a positive school atmosphere. This can promote teachers' professional growth. The reasons for the unclear path of teacher professional development involve multiple aspects, including personal factors, school culture and atmosphere, and imperfect education policies and systems. To solve this problem, we need to develop comprehensive education policies and systems, create a good school culture and atmosphere, provide sufficient training opportunities and incentive mechanisms, and support teachers' professional development and help them clarify their career paths. At the same time, teachers also need to strengthen their self-awareness and career planning abilities, set clear career goals and plans, and actively seek development opportunities and resources.

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