



Research on School-based Training System for Novice Teachers in Colleges

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Abstract: Improving the quality of teachers is the key to the development of schools and the quality of teaching. There is widespread agreement among researchers and practitioners that teachers are the most significant component in the quality of education in schools, and it is therefore obvious that supporting the professional development of teachers makes a key contribution toward improving educational systems and the learning outcomes of students. "School-based training" refers to a type of in-school vocational training that is initiated, organized and planned by schools, with the goal of improving teachers' educational teaching and research capabilities, as well as to promote school development through educational teaching and educational research activities. As one of the forms of on-the-job training for teachers, school-based training has experienced a long period of development and has gradually become an important form of on-the-job training for teachers. However, the quality of development achieved will be heavily influenced by the help they get at each stage of development. To achieve this, we should not only focus on the lifelong development for all teachers, but have to investigate how to successfully help the novice teachers to develop themselves. In this study, the writer tries to analysis the current problems of school-based training program and tries to improve the operation system of school-based training for novice teachers from the practical level of colleges

Keywords: novice teacher, school-based training

1. Introduction

School-based training began with the "ability-based teacher education" in the United States in the 1960s. It advocated that teachers should be taught in schools to address the problem of separation of educational theory and practice caused by college education, and that they should eventually become a teacher. It was first brought to China in the mid-1980s, and as the major form of a new round of continuing education and new curriculum teacher training, it has been identified as a key study issue in China's ongoing continuing education initiative for primary and secondary school teachers. However, the application of "school-based training" in primary and secondary schools is relatively mature at this stage in China, and there are still some vacancies in the research and practice of "school-based training" in higher vocational colleges, undergraduates and other colleges and universities, and continuous exploration is needed.

Cao Mingyue(2012) stated that we have to make great efforts to remove the administrative factors and establish a scientific and rational organization and management institutions to ensure the academic exchanges return of the university teachers' school-based training activities. The authors propose that the starting point of the school-based training institutions is not how to control people, but to create an environment and atmosphere for the teacher's autonomic participation in the smooth development of school-based training.

Chen Qixin, Zhang Yaowu & Gao Xiaoqin(2014) found that the training content is not targeted enough, the lack of training system guarantees, and the training is mere formality.

Xiao Hongyan(2014)believed that the current teacher training guidance system lacks general training for groups at different levels, and college teacher training is required by the administrative order of the government department. This model only conducts general training for teachers in accordance with administrative orders, but does not carry out a variety of individual training according to their own characteristics, ignores teachers' interests and hobbies, and cannot mobilize teachers' enthusiasm.

Although several studies have attracted attention to teachers' professional development through school-based training for college and undergraduate teachers in China, a large number of researchers focus on the management mechanism and model construction of school-based training. There are relatively few studies on school-based training cases, and most of the researches on school-based training are aimed at whole teachers' training. Besides, the present techniques of school-based training are mostly lecture-based theoretical instillation instruction, meanwhile, the novice teachers seems have little interests in such kind of training form. In most cases, most novice teachers do not volunteer for such training. It appears that additional research is needed to design a complete training program to help the novice teachers to engage and learn to

develop their professional teaching skills and research capabilities.

In this study, the writer tries to promote an effective way to train the novice teachers through school-based training program based on exploring current problems of the programs in colleges.

2. The current problems of the school-based training program in colleges

2.1 The purpose of the training is not clear

The trainers are uncertainty with training topic and purpose before attending the program, and whether the training is fit for novice teachers.

2.2 The training content is not comprehensive

In addition to regular training content such as school philosophy, education policies and regulations, modern teaching theory and teaching thought, modern teaching methods and teaching thought, theoretical and practical knowledge of the subject, it lacks of related areas like class management and mental health education, they are also necessary for novice teachers when they first teaching and meet students in a eventually new environment.

2.3 Lack of diversity in training formats

Majority of private colleges usually practice training through lectures or remote training, these training ways lack of practical training activities to support the training effect.

2.4 The training program has not achieved a closed loop

There is no effective evaluation method to test the training effect. The related departments always do the evaluation through attendance or the experience report submitted by the trainees.

3. Establish a school-based training system based on the development of novice teachers

Based on the investigation and literature review of the current situation of novice teacher training in colleges, it is necessary to optimize the training of novice teachers in terms of training concepts, training programs, training methods and evaluation.

3.1 Optimize the training concept

The development of novice teacher training should establish a holistic view and a long-term view of teacher training, that is, teacher training cannot be completed by short-term training, but should run through the entire professional life of teachers. Similarly, the training of new teachers cannot be completed by short induction training, but should be based on the stage of new teachers.

A novice might be someone who is teaching something new for the first time or who is entering a new cultural context for the first time. According to some previous researchers, a novice is always defined a teacher with less than five years of teaching experience (Pinar KARATAŞ & A. Cendel KARAMAN,2013). According to the theory of teachers' professional development, a novice teacher was defined as a teacher who has less than three year of teaching. These three years should be a process for novice teachers to understand and change their role as teachers, adapt to the school environment, strive to improve their teaching ability, and stand firm on the podium. Therefore, it is necessary to systematically plan the training of novice teachers with a time axis of about 3 years.

3.2 Optimize training methods

The training methods should adopt more participatory training such as discussion, observation and seminar, micro-teaching, trial lectures, corporate practice exercises, etc. The novice teachers should learn to combine the learning content with understand, practice and reflect under the guidance of the trainer, and then internalize it into new knowledge, ideas and experiences, and provide impetus for subsequent transformation and improvement of educational and teaching activities with resources.

3.3 Enhanced assessment to achieve PDCA

The colleges should focus on the developmental nature of evaluation. After ending with the training, the satisfaction surveys on training objects such as contents, training forms are strongly suggested to be made. Besides, the imperfection of the evaluation system makes it impossible for the school-based training of novice teachers to form a PDCA closed loop, to provide strong support for the continuous improvement of training, and to lead the in-depth development of new teacher

training into regular teacher training.

4. Conclusion

At present, teacher training are getting more attention for promoting higher education development, enhancing teacher professional level and improving teacher comprehensive quality. School-based training as a way of teacher training plays an important role to improve teacher's quality, professional skills, scientific research capacity and promoting the professional development of teachers.

School-based training should be aimed at teachers of all ages, levels and professions, and various factors affecting the results, formulate different training strategies, and conduct professional and humanized training for teachers, so that novice teachers can be familiar with the working environment as soon as possible, and constantly adapt to education, position, keep moving towards mature teachers, continuously improve comprehensive ability to approach excellent teachers, and provide them with a broader space for development.

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