

Exploring the Establishment and Practice of Higher Education Teacher Accreditation Standards

Ziyao Zhang

School of Foreign Languages, Lanzhou University of Arts and Science, Gansu Lanzhou 730000

Abstract: Higher education accreditation, as an effective method and way to guarantee and improve the quality of higher education, is crucial to the development of the education system and the learning outcomes of students. Taking the educational accreditation standards as a starting point, this paper discusses the importance of establishing higher education teacher accreditation standards and proposes the corresponding establishment methods and processes in order to achieve the purpose of improving the quality of higher education.

Keywords: higher education, faculty, accreditation standards

Introduction

In today's society, the quality and level of higher education are directly related to the comprehensive strength and competitiveness of a country. And as a key role in the education system, the professionalism and teaching level of higher education teachers directly affect the learning effect of students and the long-term goal of social development. Therefore, the establishment of effective certification standards for higher education teachers has become an important task and challenge in the field of education. And with the continuous updating of educational concepts and the advancement of teaching technology, the requirements for higher education teachers are also increasing. However, the traditional teacher training model has gradually failed to meet the diversified and personalized educational needs of today's society, so it is necessary to establish more scientific and standardized teacher certification standards to ensure that teachers have the professional competence and quality that meet the requirements of the times. Meanwhile, in the face of globalized competition in education, countries are actively exploring effective ways to improve the quality of higher education, among which the establishment of a sound certification system for higher education teachers is regarded as an important means. This paper discuss the necessity of establishing accreditation standards, methods and processes, evaluation and revision mechanisms, etc., aiming to provide useful reference for the improvement and development of China's higher education teacher accreditation system, and contribute to the promotion of the sustainable development of education.

1. Standards for the certification of education teachers

"Education is the centrepiece of a hundred-year plan" and "Teachers are the centrepiece of a hundred-year plan". Countries around the world have attached great importance to teacher education, and have made the transition from "normal education for pedagogy" to "teacher education for ability", with the gradual integration of pre-service and post-service education. Developed countries are carrying out a series of reforms in teacher education, gradually upgrading the qualifications of teachers and improving their training methods. In terms of education accreditation, China should draw

Copyright © 2024 by author(s) and Frontier Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

on the experience of Europe and the United States on the basis of evidence-based concepts as the guide, different from the primary and secondary teacher education accreditation system and standards, follow the evidence, and focus on the “evidence” of the judgement, approval and evaluation, so as to formulate an assessment index system with Chinese characteristics. At present, China’s higher education accreditation only has the China Engineering Education Accreditation Common Criteria (CEAC), which consists of seven core aspects covering students, training objectives, graduation requirements, continuous improvement, curriculum system, faculty and support conditions. In contrast, the U.S. Higher Education Quality Accreditation Standards are divided into two major generic standards, Institutional Context and Educational Performance, which are designed to strengthen and maintain the quality and integrity of higher education in order to enable it to meet public expectations and minimize external controls. The degree to which institutions are recognized and held accountable through the accreditation process measures the freedom and quality of higher education and the extent to which the commitment to excellence is pursued and achieved.

2. Importance of establishing accreditation standards for higher education teachers

2.1 Guaranteeing the quality of education

The establishment of teacher certification standards can ensure that teachers have the necessary professional knowledge, teaching skills and educational literacy in the teaching process. With clear accreditation standards, the qualifications and competence of teachers can be assessed, thereby improving the quality of teaching and the standard of education. This will help safeguard the learning rights of students, ensure that they receive quality education services and enhance the overall quality of education^[1].

2.2 Contributing to the upgrading of education teachers

The establishment of teacher certification standards is not only conducive to safeguarding the quality of education, but can also promote the professional development and enhancement of teachers. The standards specify the professional competencies and qualities that teachers should possess, and provide teachers with a clear direction and goal for development. In endeavouring to meet the certification standards, teachers will continue to improve their professionalism and teaching ability, thus better serving students and promoting the development of education.

2.3 Enhancing the quality of education and social acceptance

The establishment and implementation of teacher certification standards will help to enhance the quality of education and social recognition. Accredited teachers will be able to gain social recognition and trust, and their teaching quality and professionalism will be certified and verified by authoritative bodies, which will enhance the overall reputation and credibility of the education sector^[2]. At the same time, the establishment of accreditation standards can also motivate more teachers to continuously improve their own competence and promote the development of the entire education sector in a healthier and more sustainable direction.

3. Methodology and process for establishing higher education teacher accreditation standards

3.1 Establishment of specialized committees or groups

The formation of a dedicated committee or panel is a critical first step in the process of establishing accreditation standards for higher education teachers. The formation of this committee or panel should be carefully planned to ensure that its members have a wide range of experience and expertise within the profession. The committee should include education experts, academics, practitioners, and government representatives from all relevant fields and stakeholders. They should have an in-depth understanding of the education profession and teaching practices, and be able to provide insights and recommendations for the development of teacher certification standards.

The selection of committee members should follow the principles of justice, fairness and transparency to ensure that

the interests of all parties are treated equally. In determining the list of members, full consideration should be given to the representation of the interests of all parties, so as to avoid biased interests or imbalance of power. At the same time, the committee should establish a clear work plan and division of responsibilities, and clarify the duties and tasks of each member to ensure the efficient promotion of standard-setting work.

After the committee members are identified, relevant training and communication should be carried out so that they have a clear understanding and awareness of the standard-setting process and objectives. In addition, effective communication channels and collaboration mechanisms should be established to promote information exchange and cooperation among members to ensure that the standard-setting work can be carried out smoothly.

3.2 Standard-setting process and procedure

The process of standard-setting is a systematic and scientific one, and the key is to ensure that the standards eventually formulated can meet actual needs and be practical. Firstly, the committee should carry out extensive research and data collection, covering relevant standards and the latest research results at home and abroad. Such research and collection should include literature studies, field visits, expert interviews, etc., and through specific research-targeted methods such as the Delphi method, the Commission should fully apply the rooted theory to form the policy support, system, and standards of accreditation, in order to comprehensively understand the relevant situation and development trend of the certification standards for education teachers.

Next, the Commission should analyse and collate the information collected in detail to identify the key elements and core indicators of teacher certification standards. This involves comparing and weighing different standards, taking into account factors such as national education policies, actual school conditions, and students' needs, to ensure that the standards developed are both scientifically sound and practically instructive.

After clarifying the basic framework and elements of the standards, the committee can organize expert seminars, symposiums or workshops, etc., inviting experts and relevant stakeholders inside and outside the industry to discuss and exchange views on the specific contents of the standards. The collision and integration of expert opinions and academic views will help to further improve the standard and enhance its scientific and applicability.

Finally, the committee should prepare and publish the preliminary draft standards and widely solicit comments and suggestions from the public, educational institutions, teachers' groups and others. The feedback collected should be carefully analyzed and evaluated, and appropriate adjustments and modifications should be made in accordance with the actual situation, so as to finalize the official accreditation standards. This process needs to take full account of the interests of all parties to ensure that the standards are fair, scientific and practical, and provide a solid guiding basis and guarantee for the certification of education teachers.

3.3 Mechanisms for evaluating and revising standards

The mechanism for evaluating and revising the standards is an important part of ensuring the continued validity of the accreditation standards, and their effectiveness has a direct impact on the quality and sustainability of the education teacher certification process. Once the standards have been formally issued and implemented, the relevant departments or agencies should establish an effective monitoring and evaluation mechanism to ensure that the implementation of the standards is monitored and checked in a timely manner.

First of all, the monitoring and evaluation mechanism should be centred on the core content and indicators of the standards. The content of the assessment should include the applicability, effectiveness, fairness and scientific rationality of the standards, in order to gain a comprehensive understanding of the situation of the standards in practical application. Through regular evaluation and inspection, problems and deficiencies in the implementation of standards can be identified in a timely manner, providing a strong basis and guidance for subsequent revisions.

Secondly, the results of the assessment should result in a special assessment report and be openly and transparently communicated to relevant stakeholders and the public. The assessment report should objectively and accurately reflect the implementation of the standards and put forward targeted recommendations and suggestions for improvement. This helps

all parties to understand the situation and effects of the implementation of the standards, and promotes the formation of consensus and the strengthening of communication. In response to the improvement proposals put forward in the assessment results, timely revisions and adjustments should be made. An open, democratic and transparent mechanism should be established in the revision process of the standards to fully listen to the opinions and suggestions of all parties to ensure that the revision work is fair and equitable, scientific and reasonable^[3]. The revision process should focus on communication and cooperation with relevant stakeholders in order to reach a consensus and finalize the revised content.

Thirdly, revised standards should be re-validated and reassessed to ensure their effectiveness and applicability after revision. This requires that the revised standards be verified and monitored so that possible problems can be identified and resolved in a timely manner and so that the revised standards can truly serve as a guide and a norm.

4. Conclusion

In summary, the establishment and practical exploration of higher education teacher accreditation standards is a long-term and complex task, but it has important practical significance and far-reaching historical significance. Therefore, in the future research and practice, attention should continue to be paid to the updating and improvement of higher education teacher certification standards. Only by continuously improving the accreditation system and upgrading the quality of teachers can the sustainable development of education and the overall progress of society be truly realized.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

[1] Wang Yandan, You Yuan, Xie Hongquan. Research on the role positioning of teachers under the concept of engineering education accreditation[J]. Shanghai Education Evaluation Research. 2017; 6(04): 10-14.

[2] Deng Rong. Teacher quality training in colleges and universities:based on higher education accreditation standards[J]. Journal of Chifeng University (Natural Science Edition). 2017; 33(07): 224-225.

[3] Yuan Dongmin, Peng Bo. Teacher professional development under the perspective of higher education professional accreditation[J]. Journal of Sichuan College of Arts and Sciences. 2014; 24(06): 139-142.

Project: Innovation Foundation for Teachers in Higher Education of Gansu Province (2024B-205)