

# **School-based Teacher Development on CRC**

**Final Report**

*Cognition • Implementation • Reflection*

**Chinese Team**

**August, 2005**

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## **Final Report**

In co-operation with Lund University, a program covering Child Rights, Classroom and School Management has been developed by Sida. Chinese team as participants contributes *School-based Teacher Development on CRC* as project to improve educational quality and efficiency of teachers in marginalized counties in China.

In order to accomplish the task, the team has been following the concept of *cognition, implementation* and *reflection* both in phase one and phase two.

### **Cognition**

Chinese government carried out the New Curriculum Reform to develop the quality of basic education so as to achieve the education for all (EFA). New curriculum reform of basic education serves for the quality-oriented education, and cultivates the students' personalities and creativities. This practice will help China upgrade the quality of basic education and promote the shift from traditional teacher-centered instruction to student-centered instruction (SCI). This reform will also provide extensive

space and chance for the implementation of CRC. The recommendation and implementation of CRC in China will facilitate the intervention of modern education and instructional theory in China, and complement with the new curriculum reform. This cognition guides us to design the project.

From mid October to late December, we finished selecting project schools, delivering questionnaires, school visits and face-to-face interview to teachers and pupils and parents. After analysis on questionnaires and school visits and interview, we find nearly all the teachers, parents and pupils have some knowledge on CRC, but their understanding on CRC still need to be upgraded from some aspects ( see analysis of phase one).

The team reported the outcomes and analysis of baseline survey to project schools in early January, the headmasters and teachers took the problems appeared seriously. They held the meeting and discussed existing problems at schools. All agree because of aging problem, many teachers are affected by traditional educational concept, top-down teaching methodology has been popular in the class and multi-media is seldom used by most teachers for they have not been taught or demanded how to, the atmosphere in the class is boring. Student-centered instruction can not be promoted for big class-size. Teachers also confess exam-oriented education influenced the egiritarian and deference to pupils, in order to make pupils learn more from books, light corporal punishment and harsh criticism sometimes happen at schools. Parents hope teachers to be strict to

pupils for they need high scores.

Headmasters and teachers' cognition to CRC and new curriculum reform need to go further. In Sri Lanka, team listened to other teams' project report and at the same time asked for suggestion from Dr. Per Wickenberg, other teachers' lecture also gave the team lot help. All these support encouraged us to implement in phase two.

### **Implementation:**

As an old western saying ,“A child is not a thing that we try to produce, but a person who needs to be discovered.” This tells us the truth on the child rights---Adults should adopt a scientific attitude towards children's development.

- **Staff Cognition Enhancement**

The implementation of CRC should be embodied to children's daily life and educational environment that they rely on; the implementation of CRC should also be permeated into educational object of different grade levels and every educational process, this cognition can become the deeper connotation and soul of school-education.

In order to offer guide and reference for all teachers to accomplish CRC and the new curriculum reform in teaching process, the team compiled a reference book from late March to mid April. The book consists of three parts. The first part explains the connotation and spirit of CRC; the second

part selected some documents and works that probed into CRC and basic educational reform and new curriculum reform in teaching process. This part relates to teaching pattern, relationship between teachers and pupils, teaching evaluation etc. In part three, we edited some articles that go further into the route and tactics of school-based teacher development.

The 91-page Chinese version book was printed and sent to project schools: Shui Quan project school 30 copies; Sandaowa project school 30 copies and Ping An Primary School (project school of first Chinese team ) 20 copies(AppendixII)

From April 20<sup>th</sup> to June 30<sup>th</sup>, 2005, we solicited reflection papers, essays or dairies on how to implement CRC, to integrate CRC and the new curriculum reform about teachers' experiences and understanding in teaching process.

We received 15 essays and reflection papers from Sandaowa project school, 22rom Shui Quan project school and 5 from Ping An Primary School. We get 42 copies(See Appendix).

Teachers' essays and reflection paper state their point of view on CRC and the new curriculum reform. They realize the importance and significance on integrating CRC and the new curriculum reform. Mr. Ji Fenguo's *Change My Role and Be a Lovely Headmaster (Sandaowa project school)* expressed his understanding on CRC from a headmaster's viewpoint; Mrs. Du Xiuyan's essay *Challenge Is Everywhere(Sandaowa*

*project school*) told her teaching experience for ten years from top-down teaching approach to integrate CRC and the new curriculum reform in the classroom. Pupils are more conscious of their rights, teachers find they should raise quality to keep pace with the demand of school and society. *Flowers are blossoming* is a short reflection paper written by a young teacher Liu Guiyu (*Shui Quan project school*), she said Respect is a good way in class teaching.

Teachers' cognition on CRC and the new curriculum reform have a good circle in teaching procedure.

- **Headmasters' Leadership**

The headmaster as the legal person in the school plays a leading role in school-based teacher development project. The headmasters' attention on CRC and the new curriculum reform would influence teachers' understanding and implementing CRC and the new curriculum reform in the class. Educational Department of Inner Mongolia Autonomous Region and Tong Liao Educational Bureau took Headmasters' Training program seriously. In early April and early May, they successively held three municipal and city leveled meetings to help headmaster improve their knowledge on the New Curriculum reform and teachers' morality. The team got some connection with the sponsor and Ji Fenguo ( headmaster of Sandaowa project school) and Dong Yanhui (headmaster of Shui Quan

project school) were invited to attend the meetings. These meetings strengthened their confidence to spread the connotation of CRC and the new curriculum reform to teachers. Headmasters of these two project schools organized teachers to read through the reference book compiled by the team, and had discussion accordingly. They encouraged the teachers to write essays and exchanged their ideas openly, in this way to respect and protect teachers to do the research positively and creatively.

Both of the leading groups of project schools carried out “no critical day, no critical week and no critical month” series of actions in order to give children more chances to speak, to express bravely in public. Pupil’s evaluation system supervises some teachers to treat the pupils equally and friendly in and after class.

20 teachers of Sandaowa project school went to Inner Mongolia University for Nationalities to join the new curriculum reform training program taken personal charge by the headmaster Ji Fenguo; Shui Quan project school took the advantage of distance educational resource, the teachers began to learn how to launch to the website, how to search for the teaching information from the net and how to do CAI. This training item led by Dong Yanhui (headmaster of Shui Quan project school) evoked researching atmosphere of teaching and learning and common share of information between marginalized counties and cities by modern facilities---computers.

- **Teachers as subject in Teaching Research**

In school-based teacher development on CRC project, teachers are subjects of research. In this project, teachers find problems in practice, solve the problems in practice. Only when more and more teachers regard CRC and the new curriculum reform with researching attitude in the class, the average quality improvement can be reached.

More and more project teachers change their teaching attitude and methods in the class. They take themselves as children, use child's eyesight to observe the world around, the keep pupil's curiosity and learning desire. Luo Xianyi's *Teachers should take themselves in the place of Children* is a vivid example. As a 30-year teaching experienced teacher, Mr. Luo realized corporal punishment is not so useful in the class, the handling of CRC and the new curriculum reform in the class make him and his pupil feel happy and relaxed when learning new knowledge. Nearly 50% of the teachers learned to use multi-media, Cartoon picture and group evaluation to raise pupils' interest in the class. Compared to phase one, from the questionnaire for teachers, only 5.05% teachers can use computers. The class is no longer a boring place.

Teaching and learning from each other is useful for teachers to improve knowledge. Two project schools set friendly relationship with Tong Liao Educational Research Agent with the help of the team, the experts Yang

Shuqin and Wu Xiaohai of the agent went to two schools to give professional lectures on the new curriculum reform and teachers' morality.

- **Teacher-Pupil Development**

The common concern of school-based teacher development project is to stimulate Teacher-Pupil development finally. A school is not only a place for teachers to reveal his teaching abilities, but for pupils to grow up in body and sound.

Teachers' cognition and implementation hold pupils' interest in the classroom, the efforts of CRC and the new Curriculum reform are effective.

The singing competition "I love my homeland" in Shui Quan made all the pupils open up their mind to sing a song for their county even it is still poor; the maths competition in Sandaowa is not a headache thing for the pupils because every participant can get reward. Abacus Group and Reciting Group become popular in the schools, the Cartoon picture competition "A good teacher in my mind" reflects pupils' love for teachers and heartfelt wishes for teachers.

English is a difficult subject to pupils in remote places for most good teachers prefer not to teach there. Miss Wang Yuyin, Shui Quan's only English teacher, with the guide and help from Yan Shuqin ( Director of Tong Liao Educational Research Agent) and the team, competed for

Skillful English teachers in Primary Schools in Tong Liao District, she got second-rate reward. This encouraged her to teach her pupils and her pupils are having more and more accurate intonation and pronunciation.

### **Reflection:**

- **Self-reflection is not a positive action for teachers**

Most teachers' theoretical level and researching ability still need to be upgraded. In questionnaires we find only 6.12% project school teachers got undergraduate education background, and 46.94% teachers' teaching experience are over 20 years, that means their age sometimes decide their understanding on CRC, it is hard for them to change teaching attitude and methods in such a short time.

For a long time, schools are under administrative decree control, teachers haven't formed self-research and further-research ability. Teachers are used to the role of teaching, but they are not in a state of research. Research depends on the theoretical guide, and the theory must melt into the teachers' mind. For years, many teachers teach by teaching experience, they can not teach pupils with the support of educational theory. Teachers are often in the wings of headmasters, they are puzzled when giving the opportunity to teach individually. This will lower teachers' new trails on CRC and the new curriculum reform.

- **The parrot phenomena is serious at schools**

Just like parrots, most teachers are afraid of being considered saying worthless and losing face in the public, they dare not express their own idea and only repeat what the headmaster said or experts said. On the other hand, most teachers took CRC or the new curriculum reform into memory, or kept them into notebooks carefully. Teachers can not receive the new concept with critical point of view, they believe what experts tell are correct, and no new opinion to look forward.

This parrot phenomenon is detrimental to unfold CRC and the new curriculum reform further. Old problems were solved, new contradiction appears. If teachers are more positive and critical to CRC and the new curriculum reform, and form the cycle of problem-cognition-implementation-reflection, this is what the team is looking forward to.

Things take time, we hope the connotation and spirit of CRC and the new curriculum reform can go further in project schools.

At last, many thanks to Sida who gives team the chance to cooperate with other nine countries to exchange CRC knowledge and educational information. It is a harvest for all of us to learn in Lund university. We really appreciate all those who help us.



## **Appendix I:**

### **Sandaowa Project school**

- Change my role and be a lovely headmaster*.....Ji Fengou
- Challenge is everywhere*.....Du Xiuyan
- Flowers are blossoming*.....Liu Guiyu
- CRC and the new curriculum reform*.....Li Hu
- Theoretical study and teaching practice*..... Chen Qingzhong
- The golden Harvest*.....Huang Yanyang
- Grow up with the pupils*.....Chen Danting
- I, want to behave best*.....Hou Qiuyun
- 25 years' teaching experience in retrospect*.....Chen Yankun
- We appeal for respect in the class*.....Lin Yuzhen
- School-based research is my stage*.....Pan Chunlin
- CRC gives me a blue sky*.....Liang Jinhong
- A thing related with the child right*.....Ye Maosheng
- Go into the class with smiling*.....Dai Yilong
- Cooperation with experienced teachers or new teachers?*.....Shi Zhixin

### **Shui Quan Project school**

- The child right to protection at school*.....Dong Yanghui
- Analysis of Education is for full development of individuality*

.....	Yang Qingxiang
<i>Reaction to Teachers' role orientation in new curriculum reform</i>	
.....	Li Fenguo
<i>Analysis of Chinese lesson's Appreciation Teaching in Primary School</i>	
.....	Xue Hongmei
<i>Analysis of the new curriculum reform and the relationship between teachers and pupils.....</i>	
	Zhang Fenyuan
<i>For Children's all---to create new type of teacher and pupil relationship</i>	
.....	Xiao Shufen
<i>Scanning on the reference book CR and the new curriculum reform</i>	
.....	Guo Danxia
<i>Teachers should take themselves in the place of children.....</i>	
	Luo Xianyi
<i>Four Steps under the new curriculum reform.....</i>	
	Dong Jianjun
<i>Pupils' participation makes learning English happy.....</i>	
	Wang Yuyin
<i>My understanding to CRC.....</i>	
	Zhang Jun
<i>A memorable criticism by my pupils.....</i>	
	Lin Xiaoyan
<i>Is teacher's profession a golden bowl? . .....</i>	
	Li Jinhua
<i>Self-reflection is a good way on teaching.....</i>	
	Shi Wentao
<i>Give pupils more time to think and speak freely.....</i>	
	Huang Haiyan
<i>Torment and happiness.....</i>	
	Ye Huosheng
<i>New Curriculum reform, you make me grow up.....</i>	
	Li Zhihong
<i>Suggestion box is a bridge for teachers and pupils.....</i>	
	Hong Yiting

<i>Sunlight comes out after storm.....</i>	Su Mujing
<i>CRC may attach color to your class.....</i>	Yang Kaihong
<i>My gratitude to my pupils.....</i>	Huang jiabao
<i>How to consider pupils' interruption in the class.....</i>	Wang Yongsheng

**Ping An Project school**

<i>The Art course and I.....</i>	Pan Binbin
<i>My first lesson.....</i>	Zhao Zhijie
<i>Change Harvest Hope.....</i>	Su Qiushun
<i>CRC and teachers' management.....</i>	Yang Jianzhong
<i>Is teacher not right this time? .....</i>	Zheng Xiaolong

## **Appendix II:**

### ***CRC and New Curriculum Reform Reference Book***

<b>Part One: Connotation and Spirit of CRC</b> .....	1
1. <i>Child right: We should know and obey CRC</i> .....	1
2. <i>Right to protection: problems and meditation</i> .....	11
<b>Par Two: CRC and the new curriculum reform</b> .....	14
1. <i>Pupils are the owner of study</i> .....	14
2. <b>Education should make happiness</b> .....	16
3. <i>Teachers' role orientation in the new curriculum reform</i> .....	17
4. <i>Class needs room</i> .....	19
5. <i>Be favorite teacher</i> .....	21
6. <i>How to make equal and democratic relationship between teacher and pupil</i> .....	24
7. <i>How to organize harmonic and effective class</i> .....	28
8. <i>The art to form new type of teacher-student relationship</i> .....	29
9. <i>New curriculum reform and new type of T-S relationship</i> .....	31
10. <i>Chances and tactics in class discussion</i> .....	32
11. <i>Forming in mutual action and develop in forming</i> .....	34
12. <i>Chinese lesson teaching under the new curriculum reform</i> .....	38

13. <i>What should teachers do in the student-centered class? How to do?</i>	39
14. <i>A study to Chinese appreciation teaching method</i>	44
15. <i>Evolution and meditation of teaching design</i>	46
16. <i>“ Hold watermelon and overlook sesame ” in the classroom</i>	48
17. <i>Let county children’s composition be colorful</i>	49
18. <i>Make pupils be real researcher</i>	51
19. <i>Participation and training of students’ researching ability</i>	54
20. <i>Self-study, self-development in primary school’s maths</i>	56
21. <i>How to involve natural teaching with educational reform</i>	57
22. <i>A study on narrative morality</i>	59
23. <i>What kind of student evaluation we need in the new curriculum reform</i>	63
24. <i>Let evaluation be near to pupils</i>	65
25. <i>Establish process file, develop students’ individuality</i>	66
26. <i>Reform of maths test method, consolidation of evaluation function</i>	68
<b>Part Three: Paths and Tactics of school-based teacher development</b>	
1. <i>A study on teaching reflection tactics</i>	70
2. <i>School-based research and teachers’ professional development</i>	73
3. <i>School-based study and teachers’ professional development</i>	77
4. <i>Unfolding school-based research and stimulating teachers’ professional development</i>	79

5.An effective school-based teacher development function.....82

6.A basic study on school-based development under new curriculum reform.....87

7.A typical lesson is an important tactic in school-based teacher development.....88

8.Shamefulness and reflection for teachers as action researcher.....91