

# The experience and enlightenment of the construction of teacher development center in british and american universities

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**Abstract:** The construction of teacher development center is still in the exploration period in China. How to systematically construct the system of teacher development center and effectively promote the work of teacher development is an important topic. This paper takes the University of Michigan in the United States and the University of Oxford Teacher Development Center in the United Kingdom as examples, through the analysis of their strategic positioning, organizational structure, training methods and their characteristic projects, combined with the domestic situation, puts forward the framework design and suggestions for the teacher development system.

**Keywords:** Oxford University; University of Michigan; Teacher Development Center; System planning

Teacher development is the basis for the development of schools and students. The teacher development system is an important part of the modern university system. The level of teacher development is the key to improve and ensure the quality of talent training. In 2011, the Ministry of Education and the Ministry of Finance put forward in their opinions on implementing the “undergraduate teaching quality and teaching reform project of colleges and universities” during the “Twelfth Five Year Plan” that colleges and universities should be guided to establish teacher teaching development centers suitable for their own characteristics, actively carry out teacher training, teaching reform, research and exchange, quality assessment, consulting services and other work, and improve the teaching ability of young and middle-aged teachers in the school, Meet the needs of teachers’ personalized and professional development and talent training characteristics 1.

Since the Ministry of Education promoted the establishment of the Teacher Development Center, all colleges and universities have set up special institutions to promote the work of the Teacher Development Center, and have achieved certain results. However, due to the development period of our teacher development center and the lack of practical work experience, there are still some problems in the system planning, training methods and other aspects. Since the 1950s, American and British universities have successively established teacher development centers (also known as learning and teaching research centers and teacher teaching development centers). After more than 60 years of development, a complete system and teacher development system have been formed. Studying and analyzing the construction of British and American teacher development institutions has important reference significance for the development of domestic university teacher development centers.

## 1. Experience in the Construction of Teacher Development Centers in the United States: A Case Study of the University of Michigan

The development of college teachers and teaching reform are the core of the reform measures taken by American higher education in response to social changes. To guarantee the teaching quality of colleges and universities, teacher development is a key strategy. The University of Michigan is a famous university with a long history in the United States, known as the “Ivy League School of Public Schools”. In 1962, the University of Michigan took the lead in establishing the Center for Research on Learning and Teaching (CRLT), which became the first university teacher development institution in the United States. After 70 years of development, a stable and mature operation mode of teacher development has been formed, with the main characteristics as follows.

### 1.1 Clear strategic mission

At the beginning of the establishment of CRLT, it was positioned to promote the improvement of university teachers’ teaching ability and the development of effective teaching through teaching and learning research teacher development projects, and promote programmed teaching 3. Since the 21st century, after continuous development, the mission of CRLT has evolved into improving the excellence and innovation of undergraduate teaching in the secondary college of the University of Michigan, providing professional support to all members of the teaching community, helping them improve their teaching practice ability, and establishing the teaching culture of the University of Michigan.

### 1.2 Clear institutional setting

The Learning and Teaching Research Center of the University of Michigan is subordinate to the Office of the Registrar. The Teaching Advisory Committee guides the project activities, resource allocation, research priorities, etc. carried out by the Center, and guides and cooperates with other departments and departments of the University. The center has more than 10 full-time personnel and more than 20 part-time personnel, all of whom are experts from various disciplines and generally have doctorates. In addition, there are auxiliary staff, including project assistant, project coordinator, financial administrator, office secretary, etc.

### **1.3 The project classification is clear, and the content and form are diversified**

CRLT has teaching reform funds and awards, induction training for new teachers and graduate teaching assistants, teacher seminars and workshops, graduate teaching assistants seminars and workshops, teaching consulting, teaching evaluation and other projects. The classification of the project is clear, the service objects are wide and precise, covering all kinds of people related to teaching in the school, the content and form are diversified, and the needs of different groups and teachers are taken into account.

### **1.4 Perfection of organizational relationship network**

CRLT has established a good relationship network with organizations at all levels in the school during the design and implementation of the teacher development project to jointly ensure the smooth implementation of the project. At the project planning stage, fully communicate with the management of the school and the department to understand the specific needs of the school and the department; In the implementation stage of the project, a resource pool of famous teachers has been built by using the teaching reform and fund project, which provides high-quality and stable speakers for teacher training. CRLT also closely communicated with the school library, information technology department and other departments for training, used each other's resources, jointly planned projects, avoided duplication of work, and improved service and teaching efficiency.

## **2. Experience in the Construction of Teacher Development Centers in Britain: A Case Study of Oxford University**

The construction of Oxford University Teacher Development Center is an integral part of the development strategy and planning of Oxford University. The mission of the Teacher Development Center is to promote Oxford University to continue to make efforts in learning, teaching and research and achieve excellence through professional and professional management and policy development. The main characteristics are as follows.

### **2.1 Clear development goals**

The Teacher Development Center of Oxford University is a separate institution established by the university and is not affiliated to any department. The Teacher Development Center can support the university's macro strategic development planning in a very orderly way. The goal is to achieve the teaching goal of Oxford University in pursuit of excellence, ensure the quality of students' learning, education and teaching, improve the teaching, scientific research level and scientific research strength of Oxford University, and further consolidate the leading position of Oxford University in the field of higher education in the world by promoting the policy formulation of teacher development, improvement of school management, professional improvement, and scientific decision-making.

### **2.2 Diverse team members**

Oxford University Teacher Development Center includes more than 20 full-time teachers, nearly half of whom have doctorates. Some are responsible for course training, project management operation and evaluation, and some are responsible for training course setting, course plan management, etc. The team members graduated from different universities, have different academic backgrounds and subject knowledge, and have rich teaching and teaching management experience. According to the division of tasks, four teams (Professional Development, Educational Development, Research Group and Services Team) are formed to ensure that the members of the Center perform their own duties, form a joint force and help teachers develop.

### **2.3 Teacher oriented**

The training of teachers' teaching ability in the center is really from the perspective of teachers, providing training for different development stages, with flexible training methods and combination of online and offline. Build a learning community platform, promote teachers' mutual learning and exchange, share teaching experience, explore practical methods, and refine academic achievements.

### **2.4 Comprehensive training system**

At the teacher level, the center systematically trains teachers at different stages of their personal career development; On the team level, provide teaching ability training for the team through customized courses and follow-up consultation; At the institutional level, it mainly provides guidance and response related to teaching for committees at different levels in the school.

## **3. Enlightenment to the construction of domestic teacher development center**

Britain and the United States are powerful countries in higher education in the world today, with a long history of running schools and a perfect teaching system. As a large country of teachers, China has also established its own theories and institutions of teacher development in the process of development. Compared with Britain and America, there are still many things worth learning from.

### **3.1 Improve the policy management mechanism and expand the scope of financial support**

The competent education department should give more macro guidance on policies, encourage colleges and universities to independently carry out teacher development activities, and explore the formation of a teacher development system that meets the characteristics and development needs of the school itself; Build a learning community platform, organize the exchange and discussion activities of teacher development demonstration center, and play an exemplary role of the demonstration center; For different colleges and universities, we will increase the construction of demonstration centers for application-oriented colleges and universities, provide financial support, and form a new situation in which a hundred flowers bloom in the development of teachers.

### **3.2 Integrate campus resources and optimize management system**

Domestic teaching related functional departments generally include the Office of Academic Affairs, the Teacher Development Center, the Quality Evaluation Center, and personnel departments involved in teacher promotion and performance appraisal. These departments have overlapping work and business and fail to fully integrate resources. The school development strategy needs to incorporate teacher development into the overall development plan of the school, form a completed organizational framework, work process and communication mechanism, and avoid the phenomenon of multiple leaders and independent management.

### **3.3 Strengthen both introduction and education, and build a high-quality teaching team**

A high-quality teaching staff is a prerequisite for achieving excellent teaching. According to the development needs of school education and teaching reform and scientific research, we should strengthen the introduction of education at the same time, build a talent training ladder according to the characteristics of different disciplines and the needs of talents at different stages of development, achieve the simultaneous development of school talents and introduced talents, and build a team of teachers with sufficient quantity, excellent quality, reasonable structure and vitality, Meet the needs of education and teaching reform and evaluation.

### **3.4 Implement classified management of teachers and carry out training and guidance by levels and classifications**

Implement teachers' layered and classified training. Provide process support for teachers and carry out professional teacher development guidance by levels and classifications, improve teaching, research and service capabilities, clarify career development paths, stimulate teachers' vitality and help teachers grow. According to teachers' teaching experience and professional titles, teachers are trained hierarchically, which can be divided into four stages: preparation period, exploration period, term of office and maturity period. Each stage has targeted training objectives and corresponding training themes and assessment and certification methods. Each training theme is conducted in the way of project-based learning and training. Based on the real problems in teaching time, solutions are provided to facilitate teachers' teaching improvement.

Implement teaching portfolio management. The teaching portfolio can provide rich teaching evidence and resources, and is an important evidence of curriculum teaching and teacher evaluation. It can comprehensively display teachers' teaching achievements and teaching thinking, make teachers' development visible, and improve the internal drive of teachers' development. The specific methods are as follows:

The first is to determine the core content of the teaching portfolio, including basic information, growth plan, teaching philosophy, teaching methods, teaching materials, teaching innovation, teaching promotion activity records, teaching effectiveness, etc., by referring to the construction standards of teaching portfolio at home and abroad. Teachers are encouraged to record their entire teaching process in detail, comprehensively display their own teaching field and teaching quality through documents and materials, reflect on their own teaching achievements, promote personal growth and development, and assume responsibility for teaching and students.

Second, referring to the 721 rule of enterprise staff training, the school and secondary colleges jointly regularly give guidance and feedback on the construction of teachers' teaching portfolio, promote the continuous improvement of the portfolio, and ensure the specification and quality. At the same time, we use the information platform to manage the teaching portfolio in a data way. By visualizing teachers' teaching growth trajectory, we can understand the situation on the one hand, diagnose, and accurately push training and guidance on the other hand, so as to provide targeted support and services for teachers' development.

The third is to reform the existing teacher evaluation and teaching evaluation, incorporate the construction of teachers' teaching portfolio into the curriculum teaching evaluation and teacher performance assessment, and make a more objective and comprehensive evaluation of teachers' teaching work.

### **3.5 Build a teacher learning community and a good teaching culture**

Encourage and support teachers to participate in domestic and foreign teacher development conferences and exchange activities, teaching innovation seminars, teaching salons, etc. to broaden teachers' horizons; Organize community learning, build a platform for sharing, dialogue and collaboration among peers, build a teacher learning community, support teachers to explore, reflect and share practical wisdom in teaching, research teaching problems, provide a platform for teachers' professional growth and development, and create a good

teaching culture.

### 3.6 Promote teaching academic research and improve the quality of talent training

As an academic form, teaching scholarship aims to develop and improve teachers' teaching practice and promote students' learning and development. Teaching scholarship is an important means and way to promote SC reform, and improving teaching academic ability is one of the important contents of college teachers' professional development.

First, actively participate in the academic activities of teachers' development organizations at home and abroad, closely contact with highly specialized teacher development centers, carry out in-depth cooperation, track organizational development trends, and pay attention to the cutting-edge theories, latest action plans and practical cases of international teacher development. Encourage teachers to strengthen cooperation with international academic organizations, pay attention to cutting-edge academic developments, broaden international horizons, and improve teachers' academic research capabilities.

Second, extensive academic research activities in school teaching. Teachers are encouraged to combine teaching research with teaching, take teaching as the research object, and teach with a research attitude. Grass roots teaching organizations widely carry out teaching academic research activities centered on specialty and curriculum design through lecture presentation, teaching research meetings, workshops, case study sharing and other ways. The goal and attribution of teaching academic research is to solve learning difficulties and promote students' effective learning, and the improvement degree of students' learning effect is the basic evaluation standard to test the effectiveness of teaching reform.

The third is to set up a special teaching academic research project to support and encourage teachers at the frontline of teaching in the whole school to combine their own teaching practice and carry out action research around curriculum, students, problems in classroom teaching, students' learning effectiveness, so as to constantly improve their teaching effectiveness, create excellent classrooms, and promote the implementation of curriculum system reconstruction.

### 3.7 Strengthen the linkage mechanism between schools and colleges to jointly create a group of high-quality outstanding teachers

In combination with the teacher development goal, on the basis of the existing general training, select a group of teachers with rich teaching experience and educational feelings from the school's teaching supervision and off campus expert team, form a stable and high-quality teacher development team, guide and consult teachers' classroom teaching in combination with the curriculum reform, provide effective teaching strategies, and help front-line teachers solve the problems in classroom teaching, Promote the quality of classroom teaching and students' learning.

The Teacher Development Center organizes general teaching ability and teaching reform training at the school level. The secondary colleges, in combination with the needs of front-line teachers, provide guidance on teaching design, teaching methods, teaching skills, classroom management and other aspects directly related to the subject curriculum, to help front-line teachers improve their teaching ability.

The construction of teacher development center in China is still in the exploratory stage, and there is a large space for development in terms of its positioning, project content, project form, and effect evaluation. The teacher development activity is a cross departmental, cross professional and cross group collaborative project. Only on the basis of fully understanding the needs of schools, secondary colleges and teachers can teachers actively participate in the activity, effectively improve teachers' teaching ability and academic level, establish excellent teaching culture, promote teaching reform, and improve the teaching quality and school running level of the school.

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