

# The Optimization Path of the “Trinity” Collaborative Education of Teacher Education from the Perspective of Educational Governance

Quan Jiang

School of Education Science, Sichuan Minzu College, Kangding 626001, China.

---

**Abstract:** Driven by the needs of the current social reality and the teacher education policy of the Ministry of education, the emergence of the “Trinity” collaborative education model has also become an important form of training normal students at this stage. At the same time, affected by the differences in the organizational fields of local governments, universities and primary and secondary schools, there are still some problems in the process of collaborative education, such as inconsistent conceptual consensus, imperfect system, limited cooperative behavior, cultural differences among educational subjects and so on. Based on this, this paper first expounds the practical problems of the current “Trinity” collaborative education of teacher education, and discusses the optimization path of the “Trinity” collaborative education of teacher education from the perspective of governance.

**Keywords:** Teacher Education; Trinity; Collaborative Education

---

## 1. Practical problems of “Trinity” collaborative education of Teacher Education

### 1.1 Inconsistent conceptual consensus

The main body of teachers’ collaborative education presents diversified characteristics, in which all subjects are composed of groups and individuals. It is difficult to form a consensus on the concept of collaborative education among a large number of individuals and groups. Second, from the perspective of university managers, although many university teachers’ education managers and relevant principals have realized the necessity of collaborative education, due to the lag and vague evaluation of talent training results and poor coordination and communication with off campus subjects, most university managers still lack enough urgent awareness and sense of responsibility of collaborative education<sup>[3]</sup>. Second, from the perspective of college teachers, because teacher labor belongs to the category of individual labor, in the actual teaching process, the talent training activities of ordinary teachers lack a good discipline vision. Most teachers follow the inertia of personal thinking, often only pay attention to the teaching of their own professional courses, and teachers generally lack the concept of collaborative education. Third, from the perspective of local government and primary and secondary schools, most administrative personnel of education departments, primary and secondary school managers and teachers still maintain traditional concepts and inherent cognition. Looking at the current stage of teacher education with the concept of separation before and after service, they believe that the training of normal students is only a simple behavior of colleges and universities, the value and significance of collaborative education for the development of local basic education are not fully understood and recognized.

### 1.2 Imperfect system

At present, many places have gradually formed a “Trinity” collaborative education mechanism. However, from the actual situation, most collaborative education systems only stay at the level of framework cooperation intention. Although they are aware of the value and significance of collaborative education, they still lack practical relevant action plans, which is related to various factors<sup>[4]</sup>. First of all, the parties involved in collaborative education lack an integrated relationship in administration. The administrative subjects involved in collaborative education are mainly municipal and county-level local governments and local education departments, but the colleges and universities training normal students are often directly managed by the provincial government, so they belong to different levels of management systems in administration. Due to this lack of close relationship, colleges and universities usually take the initiative in the process of collaborative ed-

ucation, while local education departments and primary and secondary schools become passive participants. Secondly, it is difficult for local education departments and primary and secondary schools to find a balance of interests in collaborative education. For local education departments, the training quality of normal college students is not directly related to the level of primary and secondary school teachers. Because the enrollment of colleges and universities is not strictly restricted, it often comes from various provinces and autonomous regions of the country, and only a small part of the normal students trained by colleges and universities feed back to the local basic education. This makes it difficult for local education departments and colleges and universities to have a connection in interests. They invest a lot of resources in the education and collaborative education of normal students in colleges and universities. As a result, they get less benefits, showing a situation of “making wedding clothes for others”. For local primary and secondary schools, most managers also believe that participating in the training of normal students is an extraordinary thing. In addition, their own teaching tasks are heavy, and participating in collaborative education can not create direct benefits for themselves, which eventually leads to the lack of corresponding motivation for local primary and secondary schools to participate in collaborative education.

### **1.3 Limited cooperative behavior**

The system is the basis for guiding and restricting the subject’s behavior. At present, the supply of the “Trinity” collaborative education system is obviously insufficient, which makes it difficult for all participants to implement the collaborative education behavior<sup>[5]</sup>. Normal students’ educators, local government administrators and primary and secondary school teachers all act in their own way in collaborative education, and the relevant activities are also limited to their own special fields. It is this state of isolation that seriously restricts the effectiveness of collaborative education. First, the participation of local education departments in the collaborative training of normal students in colleges and universities shows a passive state. There is a lack of close contact between pre service and post service, and it is often limited to relatively isolated links such as the signing of normal professional talent training agreements, and only plays a symbolic role as a leader. Second, although the participation of local primary and secondary school teachers in the internship and curriculum teaching of normal students has made great progress in recent years, there is still a certain distance from reaching the height of synergy. Primary and secondary school teachers usually participate in one-way, and the development of relevant normal student training activities is only based on personal cognition and understanding, which does not effectively reflect the advantages of collaborative training of talents between primary and secondary school teachers and university teachers. Third, although the effective communication between university teachers and primary and secondary school teachers has been promoted through various ways, the current university evaluation system pays more attention to teachers’ personal performance and has an obvious phenomenon of neglecting teaching and emphasizing scientific research, which leads to the lack of enthusiasm of university teachers for collaborative education. Most teachers still carry out professional curriculum teaching tasks independently according to their own understanding.

## **2. Optimization path of “Trinity” collaborative education of teacher education based on the perspective of governance**

### **2.1 In depth interpretation of policies, unified ideas and consensus**

The promotion of collaborative education cognition is an important basis for the formation of concept identity. In the governance theory, it is proposed that no actor can have enough knowledge and ability to independently dominate a specific management model. In recent years, the collaborative education of teacher education has always been highly concerned by the party and the state. A series of policy documents have been issued to vigorously promote the process of collaborative education of teacher education, which also clearly puts forward that every teacher and education administrator should reach an ideological consensus on the concept of collaborative education<sup>[6]</sup>. Therefore, for the participants of colleges and universities, local education departments and primary and secondary schools, it is necessary to implement the spirit communication of relevant documents and vigorously publicize the connotation and value of collaborative education. As the main position for training normal students, colleges and universities need to make full use of their theoretical advantages, further help local educa-

tion department administrators and primary and secondary school teachers understand the connotation and value of collaborative education through special lectures and seminars, accurately grasp their own positioning and specific responsibilities in teacher education governance, and clarify their responsibilities and obligations<sup>[7]</sup>. The formation of the values of collaborative education is the highest stage of achieving conceptual synergy in teacher education governance. The common values mentioned here mainly refer to the unified cognition of the basic problems such as the expected vision, operation mechanism and implementation methods of collaborative education within the teacher education governance system. If we want to achieve this goal, we need to rely on the carrier of college normal major in the teacher education governance structure, actively create an atmosphere of collaborative education concept through the joint efforts of different aspects, actively publicize the natural picture of collaborative education, and further strengthen the guidance and formation of internal collaborative education concept.

## **2.2 Strengthen contact with provincial governments and promote institutional coordination**

In the governance theory, the contract rules and related systems are used to ensure that different stakeholders equally participate in organizational decision-making and action, strengthen the supervision of different subjects' behavior, and build a long-term and reliable cooperative relationship. The cooperation of all actors is not cooperation under natural circumstances, but based on perfect mechanisms or "rules of the game". Therefore, there are inevitable obstacles in the construction of collaborative education system with the participation of multiple subjects, which requires the effective coordination of the relationship between different education subjects with the help of relevant systems and rules<sup>[8]</sup>. Provincial governments and education departments play an important role in the national top-level design and local implementation. Except for some subordinate normal universities and comprehensive universities, most local subjects involved in teacher education governance belong to subordinate organizations of provincial governments. Therefore, it is necessary to strengthen the planning and design of teacher education governance system from the level of provincial government, further implement the macro policies at the national level into practical and operable action plans, and not only coordinate the "Trinity" collaborative education relationship. First, establish a sound supervision, responsibility, evaluation, reward and punishment system, further clarify the rights and obligations of all subjects of teacher education collaborative education, and incorporate the construction results of local teacher education governance system into the evaluation indicators of education development performance of cities and counties in the province. Second, constantly improve the allocation mechanism for teacher education, provide sufficient special school running funds for the training of normal students in colleges and universities, and fundamentally solve the problem of insufficient funds for the construction of "Trinity" collaborative education in teacher education governance. Third, further reform and innovate the current management methods of primary and secondary school teacher staffing. For primary and secondary schools participating in collaborative education, reasonably increase the quota of teacher staffing, and speed up the overall planning of pre service and post service talent training.

## **2.3 Promote the interaction of all parties and realize coordinated action**

Governance theory emphasizes that multiple subjects can maximize the promotion of public interests through joint action. Educational governance is a long-term and systematic project, which covers multiple educational subjects and relevant organizational departments. It is necessary to strengthen the collaborative interaction of all subjects and give full play to the joint effect of collaborative education. Teacher education governance is related to the boundary experience of each subject, which mainly refers to relevant joint activities or joint activities. Such activities help to form a sense of community and enhance the ability of all parties to participate in the boundary of the subject<sup>[9]</sup>. Therefore, this requires the provincial government to establish on the basis of the overall perspective, actively change the leading role of colleges and universities in the training of traditional normal students, and form a teacher education governance system jointly led by local governments, primary and secondary schools and colleges and universities.

## **3. Epilogue**

To sum up, the "Trinity" collaborative education mechanism subverts and innovates the traditional teacher education system, further

speeds up the process of teachers' professional development, and promotes colleges and universities, local governments and primary and secondary schools to become a closely linked whole. However, in practical operation, it still faces deficiencies in concept consensus, system and behavior, resulting in difficulties in the in-depth cooperation of all participants. Governance theory focuses on multi-agent participation and the coordination of rights, responsibilities and interests. Its theoretical and logical connotation is consistent with the "Trinity" collaborative education mechanism, which provides new ideas and paths for the development of collaborative education. Therefore, it is necessary to take teacher education governance as the guidance, constantly establish and improve the "Trinity" collaborative education mechanism, strengthen the contact with provincial governments, promote institutional coordination, promote the interaction of all parties, and realize collaborative action, so as to effectively solve the problem of "Trinity" collaborative education and promote healthy and sustainable development.

## References

- [1] Hu YL, Cao RJ. Optimization of "Trinity" collaborative education of teacher education from the perspective of governance [J]. Research on teacher education, 2021,33 (2): 17-22.
- [2] Xiao JC. Problems and quality improvement path in the construction of "Trinity" collaborative education model of Teacher Education [J]. Primary and secondary school teacher training, 2021 (7): 6.
- [3] Wen Y. Research on the optimization of practical teaching path of teacher education specialty [J]. Science and education guide, 2020 (25): 3.
- [4] Lin YP. A preliminary study on the optimization path of teachers' educational behavior in regional activities [J]. Famous teacher online, 2018 (11): 1.

## About the author:

Quan Jiang (1975-), Male, from Santai, Sichuan; Associate Professor; master; mainly engaged in teacher education research.

## Funded project:

This article is the research achievement of the path to improve the teaching quality of rural primary schools in Ganzi Tibetan Autonomous Prefecture under the background of the "double reduction" policy of the research project of Sichuan Minzu College (project number: XYZB2204SA).