

# Research on the Path of School-based Teaching and Research Assisting Teacher Professional Development

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**Abstract:** School-based teaching and research (SBTR) is an important way to promote the professional development of teachers, at the same time, SBTR and teacher professional development point to the goal. In China, SBTR has been explored and practiced for many years, and considerable results have been achieved, but there are still realistic dilemmas such as superficial subject cognition, low effectiveness of teaching and research actions, and formalization of system construction. In order to give better play to the value of SBTR to help teachers' professional development, it is necessary to deepen the recognition of SBTR in the subject consciousness; to improve the effectiveness of SBTR in the implementation of action; and to improve the system construction in the organizational guarantee.

**Keywords:** School-Based Teaching and Research; Teachers' Professional Development; Path Research

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The Compulsory Education Curriculum Program (2022 Edition) issued by the Ministry of Education in 2022 puts forward the requirement of "carrying out SBTR on a regular basis, and strengthening the professional support for teaching, research and scientific research"<sup>[1]</sup>. SBTR is an inevitable requirement for teachers in the era of policy. SBTR has been explored in China for more than 20 years, and the effectiveness of the existing practice shows that SBTR has contributed to the development of teachers' professional knowledge and quality, and is also important for promoting the development of schools and education reform. In this paper, we start from the current situation of teachers' participation in SBTR, and hope to put forward the implementation path of SBTR that is meaningful to schools and teachers.

## 1. Identification of the relationship between SBTR and teachers' professional development

### 1.1 SBTR for teachers' professional development

SBTR for teachers' professional development originates from the proper meaning of SBTR, which is reflected in the two layers of connotation of teachers' professional development. The definition basically agreed upon by the Chinese academic circle can be seen: SBTR is composed of three core elements: self-reflection, peer support, and expert leadership. A learning community composed of individual teachers, peers, and experts is formed, and teachers are professionally developed in this learning organization, so it can be said that SBTR undertakes the mission of promoting teachers' professional development. Its role in promoting is reflected in two aspects: the first is the "development" of teachers' profession, and the second is the "professional development" of teachers.<sup>[1]</sup> The former focuses on teacher group development from the perspective of the teaching profession. SBTR promotes the development of the teacher group through various kinds of teaching and research activities by self-peer support, expert guidance and other external forces; the latter focuses on the development of individual teachers from the perspective of their individual growth. SBTR causes individual teachers to reflect on themselves, helps teachers to form the professional concept of "teacher researcher", improves professional skills, and develops the art of education.

### 1.2 SBTR and Teachers' professional development point to common goals

Teachers in the process of professional development through the means of SBTR, and ultimately act on students, give back to the school, and influence the education reform. For one thing, it promotes the development of students. Both SBTR and teachers' professional development are aimed at achieving the fundamental goal of educating people. The direct purpose of SBTR is to solve problems in education and teaching, and the root of the problem is that teachers must have a certain professional awareness of professional ability in order to solve these problems through SBTR to achieve the common goal of the two. Second, to promote the long-term development of the school. Teachers are the main body of the school education work, teachers get professional development ultimately back to the development of the school, which coincides with the school-based research "for the school, in the school, based on the school" concept. Thirdly, it points to the promo-

tion of educational reform. Teachers can only achieve a certain degree of professional development, in order to more effectively around the new curriculum program, curriculum standards and other SBTR, the two together in the education reform.

## **2. Current status of implementation of SBTR**

### **2.1 Superficialization of the subject's cognition**

SBTR is a teaching and research activity carried out at the school level by teachers in order to realize the improvement of school education work, based on the actual problems encountered by teachers in the process of education and teaching.<sup>[1]</sup> In reality, teachers' knowledge of SBTR is characterized by superficiality. On the one hand, many teachers have not been trained in scientific research methods and other related training, and their understanding of SBTR stays in the role of a "pedagogue" and lacks in-depth thinking and critical examination and reflection in the role of a "researcher". For example, some teachers carry out professional dialogues and exchanges with emotional intuition in teaching and research activities, and it is difficult to break through the confinement of personal experience and prejudice<sup>[2]</sup>; on the other hand, the understanding of SBTR stays at the low-level technical level, with the mentality of "quick success and quick profit". Many teachers are influenced by external evaluation standards and assessment systems for teaching and research, and they are more willing to obtain teaching resources with "instant results" and tend to learn technologies that are convenient and operable.

### **2.2 Ineffective teaching and research actions**

School-based teaching and research is generally presented as two or more rounds of action research, showing a spiral<sup>[1]</sup>. Due to the reasons that the main body of teaching and research does not have a deep enough understanding of school-based teaching and research and does not pay enough attention to it, there is a phenomenon of separation of teaching and research in the implementation process of school-based teaching and research in China, which leads to the inefficiency of teaching and research actions. Specifically embodied in: first, the lack of preliminary theoretical preparation, some teachers belittle the leading role of theory, did not carry out solid theoretical research preparation, "swallowed in one gulp" type of research practice problems; second, the lack of two rounds and above the action, many teachers stayed in the surface research, did not go deep into the essence of the problem of the abstraction and generalization, stopping in the existing Secondly, there is a lack of two or more rounds of action, with many teachers staying at the surface level of the study, not going deeper into the essence of the problem to abstract and generalize, and stopping at the current results of their experience without further improvement and reflection, which does not constitute a complete action research.

### **2.3 Formalization of institution-building**

The system is an effective guarantee for the smooth implementation of SBTR. In reality, many schools have not established a perfect guarantee system for SBTR. On the one hand, there is a lack of a perfect cooperation system. Some schools only focus on the situation of their own school, not with similar schools, higher education, etc., lack of inter-school vision of the school, do not understand what their counterparts are doing, which will make the school lagging behind ; there are also schools in the same school teachers also lack of cooperation, usually to the subject or section of the division standard "their own way". On the other hand, the constraints and flexibility of the system are not realized. For example, in order to urge teachers to carry out teaching and research activities, schools do not consider the needs of teachers, and the proposed system increases the workload of teachers and hinders the development of personalized and innovative SBTR work.

## **3. The path of SBTR to help teachers' professional development**

### **3.1 Awareness of the subject: deepening the knowledge of SBTR**

To realize the important value of SBTR for teachers' professional development, the prerequisite is to form a correct perception of SBTR. First of all, schools should pay more attention to teaching and research activities, actively implement the national curriculum policy, and explore SBTR activities in line with the school's traditions and characteristics; secondly, schools should pay more attention to the professional growth of teachers, create a good atmosphere for teaching and research activities, change teachers' "utilitarian" teaching and research

concepts, and stimulate teachers' enthusiasm for teaching and research. In addition, the most important thing is that teachers should change their educational concepts, break through the inherent prejudices, enhance their understanding of the connotation of SBTR, and generate a sense of identity for teaching and research activities.

### **3.2 Action implementation: enhancing the effectiveness of school-based teaching and research**

School-based teaching and research includes both teaching and research. During the implementation of teaching and research activities, the concept of symbiosis between teaching and research should be set up to highlight the professionalism and research of school-based teaching and research and to enhance the effectiveness of school-based teaching and research. First of all, the school should actively organize training meetings about teaching and research, avoiding the traditional grandiose theoretical knowledge, obscure research methods and other lecture-based training, and should arrange for practical and operational case studies, and then invite experts to the school in-depth leadership and guidance. The time, the school should also do a good job of co-ordination, the formation of systematic and orderly school-based teaching and research activities. Specifically, the school should take a clear theme as the direction to lead, carry out systematic and orderly thematic activities, carry out timely evaluation and reflection, and finally generate teaching and research results to standardize the process of teaching and research actions and enhance the effectiveness of school-based teaching and research.

### **3.3 Organizational safeguards: improving institution-building**

The system plays a safeguarding function for the effective implementation of teaching and research activities. Schools should improve the institutional construction of SBTR from the material and spiritual levels. At the material level, the school has set up a sound teacher learning mechanism, teaching and research evaluation mechanism and teaching and research incentive mechanism. Specifically, the school should follow up on teaching and research activities in real time, provide material support to problems at any time, and then consider the actual needs of teachers, collect teachers' feedback and suggestions, and gradually improve the system in the process of dynamic change. At the spiritual level, a natural system of cooperative culture is sought. This involves dealing with conflicts within the teaching and research community and between individuals and the collective, uniting the teaching and research community with a common vision, so that the wisdom of the teachers' groups mingles with each other to achieve the goal of mutual promotion and development.

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