A case study on professional development of special education teachers with non-professional backgrounds

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Abstract: Most of the first-line teachers in China's special education schools are graduated from normal colleges, Non-special education background teachers, its Professional growth is more difficult. The case of this study is a special education teacher who graduated from normal teachers ’ College, Take an interview approach Cases How to promote your professional development in the context of a No professional foundation.

Keyword: Special education teacher; Professional Growth; Case Study

1. China in Outline of the national medium-and long-term education reform and development program (+2020 year) to indicate that

Care and support special education, Perfect Special education system, Perfect special education safeguard mechanism. for a Accelerate advancement of special education development, vigorously promote special education level, effectively protect the right to education of persons with disabilities, 2014 Year, is divided by the Ministries with launch Special Education Promotion Program (2014- 2016 Year) under National Policy push support, China's special education cause continuously show, However, the professional level of teachers in special education schools does not satisfy me. The need for special education development in the country on items to our country 145 Special Education School Total 3215 name of the current status of teachers in special education Check find, Initial academic qualifications for teachers with special education effective sample, 31.9%, Non-special education professional teachers as valid samples, 68.1% ^, This is Guo Qihua 0, Feng Jianwei H Research results are consistent, 2013 year Statistics for the Ministry of Education show, Our country Approximately panax notoginseng million disabled children in school receive special education, and special Education The number of full-time teachers in a school is 4.5 million + H, Teacher-student ratio for 1 : 8. 2, and internationally accepted 1:4 the teacher-student ratio of is significantly different back to data obvious, Professional teachers in special education schools in China far less, current, lack of university education in China hundred, It is not guaranteed that after graduating from each special education major, is still in the profession, This is not difficult to predict, Future large number of nonspecific Special Education professionals go to the teachers ’ profession, pass collection and collation of existing literature see, native to special education The study of the professional development of teachers in education focuses on special educational schools The present situation of teaching staff and their professional quality level, to detail section such as Research on Professional development path for non-professional special education teachers very rarely, The object of this article is one graduated from normal Normal University College Special education teachers, Explore cases in depth by interviewing the Professional growth in special education schools, and learn from them, provides helpful help for special teachers who experience similar experiences.

2. Case Basics

2.1 Education Experience

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The teacher is a The name has a Excellent special for teaching experience in the year Education Instructor,
1995 year after graduating from normal teacher ' s College ,in the the same special education school work so far . after work , accept related skills training , qualification through self-study exam get regular copy Science calendar .

Pre-entry , The teacher used the other a Special Pedagogy School conducted a semester of school training , following One senior special teacher to learn , This period's pre-service training training let G Teacher's knowledge of the special education industry from unfamiliar to familiar with , from hearsay to deep understanding . G. teacher follow guidance old Division Class , myself ahead of schedule, And then it's a class. , evaluation , for accumulate practical experience , the instructor will G my teacher has an indefinite Try , quickly elevated its capabilities . This period ,G teacher self-study and proficiency in sign language This is essential for communication with deaf students can ,Special Education theoretical knowledge is constantly enriched , Self-teaching organization can The Force is also increasing . G teacher says , pre-service training for your own teachers career significant , from student to teacher is a qualitative process , from learner to educator , only have instructional theory in textbooks is not competent , Most teachers who have just entered the education industry , is Fear-phobic , Pre-pre-employment training can effectively improve this _ Condition .

2.2 Work Achievement

Because most of the school is deaf , G Teacher's initial Entry to teach deaf children the main . with the popularization of the idea of inclusive education , Most special education schools in the country are recruited from single to comprehensive close , G The teacher's subject is deaf , Children with disabilities , Autistic Child Child etc ,Teaching Living Language and life adaptation course . G teacher teaching good grades , multiple times in provincial competitions , Previous grades with Total scores _ Get Provincial " Shishi nova " title , in northern Anhui Area Classroom

  teaching contest won first place ,[ year , for personal Performance Highlights , get "" national jiangong pacesetter " title .

Excellent special education teachers are not _ faces _ The of the overnight achievement , more Besides, it's not from special education. G teacher , These achievementsGet it to her . Affirmation of special education work , show G Teaching experience accumulated by teachers in special education , with non- is often a good reference .

3. Case development experience in special education schools

3.1 discovery period -- Puzzles and Puzzles

There are educational researchers who call the initial stage of teacher development Save Live phase , at this stage teachers are applying teaching theory Yu Jin Positive Teaching Practice , also fit teacher role . from normal school to the teacher , is a huge role transition , lack of actual experience new teachers for Go to a complex , not certain, full of challenging realities ,, often encounters a strong "" Reality shock ", to to feel confused , confusion , Creating a strong sense of frustration 0 .

3.1.1 external Dilemma

Professional Skills . first communication barrier , in actual teaching imparting knowledge , establishment of teacher-student relationship and class management education All aspects of teaching are inseparable from unimpeded communication . Deaf person Group has its own way of communication , Learn sign language is a barrier-free exchange of First step . Second, knowledge of special child-related education and the skills , such as early intervention , Special Children's various rehabilitation skills .

Professional Emotion . G. the teacher says , when I first entered school, I had this Feelings : " the Teacher's growth has a sense of survival , first entry very confused don't know what to do . the result of the is : " responsible for The teachers in the are serious about teaching . , encountering difficult to resolve ask for experienced predecessors ;without responsible teachers will get confused . . " Emotional identity is the intrinsic motivation of the individual" internal power . Li Yu to in Henan Province Special education teachers Special Industry quality Status survey found , Survey in the field of professionalism in , Henan province for the city
Special education schools 497 Valid Samples , has . 6% The special teacher of the , ", " If you have Other opportunity , choose to leave special education school 0. This says Some teachers only regard special education teachers as a way to make a living Pro , not injected with professional emotion .

3.1.2 Internal Obsession
For internal distress , Professional Theoretical knowledge limits professional development . solution to educational situation in special education , away from Open solid knowledge of special educational theory . G Teacher originally enrolled in General Normal College , access to theoretical knowledge and education objects are all faces To sound students , True Special education scribe belongs to pedagogy , but special The Educational object of education has its own particularity . ,, not with normal Education Objects to be generalized . in Suih Yang and Professor Yang Fuiyi research Survey of Professional development of special education teachers in the country Item ,, also found60% new special education teachers around practice Pre-read Special education course , and 6.7% The teacher for does not have any Professional Preparation [7].

3.2 Stable period -- Passion and growth
G The teacher narrowly breached the plight of the first teacher. when , understanding of Special Children is also slowly changing . , start the fear is gone . , to their feelings gradually become responsible and Guardian .

helping and working with senior teachers in special education schools to help also make the G the teacher benefit a lot . First enter school single burden after ,understand that real teaching is not as simple as you think. single . Although some practical teaching skills have been mastered after pre-service training can , But it's not completely handled. The various issues encountered in the practice of teaching activities in the actual education , This time to the experienced school predecessors theConsult becomes important . at the same time , in the course of teacher professional development , teachers want to get multiple feedback and assistance , To enable to continuously improve their professionalism , because of the teacher's personal independence reflection may deviate due to limited vision , and also hard to go Deep because of limited view , and colleagues by listening to class , Observe , discussion , Communication and other forms of cooperation can play an evaluation of the role , deviations from teachers ‘ independent thinking , helps to make the Self -reflection of teachers to deepen ®.

discomfort with the beginning of teaching in special education schools should be compared , This stage G Teachers are passionate about work , heart the transformation of the state allows her to maintain enough of the special education work Professional emotion . with the constant accumulation of teaching experience , its teaching organization ability and professionalism significantly enhanced . This period G teacher a aspect work Force Learning Theory of special education , with the most advanced special concepts and Thoughts update themselves , Change yourself according to the circumstances of a particular child Teaching Method , make up for the lack of professional effort by the day after Tomorrow , strive to achieve the desired professional development . other _ actively participate in Post- post learning and training ,Update supplemental knowledge and skills . G teachers ’ The school often organizes teachers to attend Off-campus training . , observe The classroom teaching of excellent teachers , Visit other special schools etc , These updates to the ability to teach and to professional knowledge are quite big help .

3.3 Maturity -- results and emotions
On the path to professional growth , G The teacher has been considered to have confident and capable professionals , She forms a _ The sleeve conforms to its ownTeaching Scheme . Care and protection for special students , work for yourself The serious responsibility of is to support her . _ drive down Road .

Yue-fu _ Day Teaching Practice , G Teacher for teaching activities problems common to long groping and trying , gradually form The has its own unique teaching methods . for the hearing-impaired students mentioned in the previous writing questions , She takes a steady training method . first , focus on Basics Training , enforcing syntax learning and repeating practice , more than There are many items in the such as sentence practice . second , Foster student observation life custom , using write-Daily way , such as write a sentence or - Journal , require
students to use the words that they have learned, sentence to write its own See, smell, Sense, develop students' ability to sentence independently. Other, actively create locale, School poster, Notification, notices, and so on. The specification of a word for the, keep students' eyes in mind, Long-term edification, and help improve language level. last, Enhance extracurricular reading guidance, through extracurricular reading, students have access to more written languages.

Fully aware of the fact that special educational needs exist for special children and value, actively create conditions to meet their special education needs, to maximize their potential, is special educators should work Force pursues the goal. for special students, only Learning text book Cultural knowledge on does not meet their needs, should not break improve their life adaptability, and continuing rehabilitation training. Improve the ability of special children to adapt to life. Rehabilitation Training your insistence, off and off, especially not. to improve this condition, G Teacher set up parent committee, with special students' parents keep in close contact, Timely feedback Children's performance at school, also keep abreast of children's training at home, patiently answer parents' problem, Ensure children can also complete training at home. other, G old Teachers regularly provide rehabilitation classes to the parent committee. Also allow to communicate with parents, Share proven rehabilitation training side law. The behavior of the is unanimously endorsed by parents.

interview at the beginning of the, I asked G teacher, without contact special Children's time, What's the view for them, her back I've got a lot of answers. I believe that's what most people recognize. knowledge. She said at the beginning, Because these children don't understand, have some fear for them. For example whether they have aggressive, not scary? But in subsequent contacts, slow Slowly learn that they are actually very cute children. She said, as Special education teacher, most important guardian and love, The Love is fine Heart's, Patience, run fine silent, The is embodied in the on the child's insistence relentless change accepts them, Understanding them, love them, to really walk into them, help them. Special teachers' feelings bosom, The is all about waiting for the flowers to open.

4. based on the case list

as a special educator for unprofessional origins, G Teacher's Education is not a good job, But looking at the growth of its professional development Rd, Learn about today's non-professional teachers of special education There are still problems with, based on the education of the case itself analysis, The has the following considerations for resolving these issues.

4.1 support for the school system 3.1.1 organize pre-employment training

pre-service Training must focus on training the necessary Expertise, emphasizing the double foundation of educational expertise and skills, Strengthening teaching practice training applying instructional theory to practice, to new Curriculum Change dynamics and new course standards to learn and master. for on unprofessional Origin, Normal School in special education field and statement, participation in pre-employment training not only can you quickly accumulate practical teaching skills can, More in-depth understanding of the special education industry's specificity, to the beginning The workers who enter the education industry have far-reaching effects. case also the experience of pre-employment training, Solid Learning expertise Ability, to continuously enrich your professional reserves.

4.1.2 to set up a school's Apprenticeship

not hard to find in modern education, Normal education in just a few years no may produce excellent teachers, end of normal education does not mean The end of the entire teacher-training process, It will take longer when Apply the theoretical knowledge of learning to practice, and accept The practice for validation. so, beginning teachers in schools guide, let experienced teachers and novice teachers Pair with teach " pair of novice teachers " a Individual Tutorials for. non-professional Background Special education teachers, one aspect of its own expertise Insufficient storage, on the other hand lack of teaching ability, School building Apprenticeship can improve the situation to some extent.

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4.2 Teacher's self-professional promotion

4.2.1 Develop a teacher professional development plan, Promote professional quality

Teachers must understand their current level of development, Analysis Professional requirements for development, Consider your strengths and weaknesses at the same time, When you know the Foundation of Professional Development develop your own professional development rules go %, for special education teachers, just know special education knowledge is far from enough, related professional requirements such as sign language, Braille, Recover means, Behavior correction techniques and evaluation methods all are special education workers. The important part of the is, so, Special Education teachers need to develop your own professional development plan, Update and enrich your own special professional knowledge The Reserves of knowledge and skills, with persistent learning Spirit, open from the Road to professional growth.

4.2.2 maintain career expectations, Develop professional emotions

to maintain a high level of professional expectation first of all to have a recognition, teacher with good development identity to their career show better, higher expectations, This expectation is inspired by special teachings education teacher active at work, serious power. career Expectations low Teachers Form dawdle "" working status, case G teacher There have been many teachers who have experienced the first special education teachers confusing and confusing. But it's more about the duration of the special teacher's career stay and self-consistent enterprising spirit, It's this career expectation and enterprising to keep her on the road to professional growth of teachers Progress.

4.2.3 keep close contact with parents, Feedback The student situation to each other The communication between teachers and parents can strengthen the school and the the family contact, Improve the effectiveness of special child education. Special children Children's education and rehabilitation, is a no no, Persistent thread, teachers and parents need to keep in close contact, Timely feedback students conditions, guaranteeing special students' education and rehabilitation at Phase On Stable level, and step in the right direction. cases Teacher set up parent committee, parents not only with teachers in time ditch

Pass, also facilitates mutual exchange of experiences between parents, Regular Health re - Knowledge forum also enables parents to get Some of the effectiverhabilitation means, Let special students get good at home even Education and rehabilitation.

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