

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

Chaoxiaoyun , Han Guijuan

Huaibei Normal University School of Education , Anhui Huaibei 235000

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 found 60% 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 the Consult 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 own Teaching 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 .

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 . , 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 , andstep 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 effectiverehabilitation means , Let special students get good at home even Education and rehabilitation .

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