

# *A Practical Exploration of the Trinity on-the-Job Training Mode for Rural Primary School Teachers under the Background of U-G-S*

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**Abstract:** The formation of the “U-G-S” teacher education cooperation mode is not only the guidance of national policies, the opportunity of teacher education reform and other external environmental effects, but more importantly is based on the interests of the three parties’ own development and the common vision of cooperation. The construction ideas of the “interactive generative” training mode for rural teachers based on seed schools are to customize the “curriculum menu” according to the actual needs of rural schools to provide all-round service for the professional development of rural teachers. Based on the “problem oriented” focused theme training and school-based teaching and research activities, it effectively improves the education and teaching ability of rural teachers. Based on practice tracking “one to one” guidance service into the school field, it personalized solves the practical problems of rural teachers’ development. With the course *Career Planning and Employment Guidance* for normal university students as the starting point, it innovates the U-G-S integrated pre-service and post-service curriculum system for teachers.

## 1. Introduction

In order to implement the Rural Teacher Support Programme (2015-2020), promote local reforms for the Rural Teacher Training Model and enhance the effectiveness of Rural Teacher Training. Based on the experience of other regions and the "U-G-S" context, a "Trinity" collaborative training mechanism has been adopted on the basis of the university-government-primary and secondary school cooperation model. The "Trinity" means that the government plays a leading and coordinating role, the universities play a role in organising and implementing the programme, and the primary and secondary schools act as partner institutions and "Training" bases to cultivate rural teachers in Liaoning Province, ultimately pursuing a win-win situation for all parties. The formation of the "U-G-S" model of teacher education cooperation is not only guided by national policies and the external environment such as the opportunity of teacher education reform, but is also based on the interests of the three parties and their common vision of cooperation. This is the driving force behind the formation of the 'U-G-S' model of teacher

education collaboration [1, 2].

## **2. The Content of the Study on the "Trinity" Training Model for Rural Primary School Teachers in the Context of the "U-G-S"**

### **2.1. Nurturing Seed Schools and Radiating Rural Schools**

Using "seed schools" and universities as the two poles, we have built a "unified field of training for primary and secondary school teachers", integrating and penetrating various forms of training to build an "interactive and generative" training system for primary and secondary school teachers. The "seed school" broadens the training avenues for the practical teaching of teacher education accreditation in general higher education institutions [2]. Accreditation of teacher education programs in general higher education institutions is a matter of life and death for teacher education institutions. In the practical teaching part, a "trinity" collaborative training mechanism has been established with local education administration departments and secondary schools, with clear authority and responsibility, stability and coordination, and win-win cooperation, basically forming an integrated community of cooperation in teacher training, training, research and service.

### **2.2. Build a "U-G-S" (University, County and District Education Bureau, Seed School) Collaborative and Innovative "Regional Alliance for Teacher Training in Rural Primary and Secondary Schools"**

Break the model of primary and secondary school teacher training dominated by county and district education administration departments, lead by a team of university teacher training experts, the university-education authority-seed school mutual cooperation as a mechanism, collaborate to innovate primary and secondary school training models, and build a regional alliance for rural primary and secondary school teacher training.

### **2.3. One-to-One Coaching based on Practical Follow-up in the Teaching Field**

University teachers and rural teachers identify and diagnose their own "problems" in rural schools, conduct school-based training in rural schools, and then effectively solve problems and promote the quality and standard of teacher training.

### **2.4. Demonstrate the Results of Professional Growth and Reflect on Improvement**

Thousands of rural teachers have been able to improve their overall quality, especially their ability to teach. Implement a "dual mentor" system in which university teachers and outstanding primary and secondary school teachers jointly guide educational practice. There are systems and measures for selecting, training, evaluating and supporting mentors in educational practice [3]. Firstly, we will establish an experimental zone for innovative rural teacher training based on the "U-G-S" context; Secondly, we will build an "interactive and generative" training model for rural teachers that uses "seed schools" as a carrier and integrates replacement training, centralized training, school-based training and distance training. Finally, we have implemented an innovative model of training for rural teachers, with the full implementation of the "seed school" as the carrier [4], and the "interactive generative" training model system for rural primary and secondary school teachers that integrates replacement training, centralised training, school-based training and distance training.

### **3. Key Issues Addressed by the Trinity on-the-Job Training Model for Rural Primary School Teachers in the U-G-S Context**

#### **3.1. Carefully Select and Create "Seed Schools"**

Through "seed schools" for teacher training, break the administrative-lead model of county and district education departments for primary and secondary school teacher training, with a team of university teacher training experts as the leader and university-education authorities-The regional alliance for teacher training in rural primary and secondary schools is being built through the mechanism of mutual cooperation between seed schools.

#### **3.2. Building a "Trinity" Training Mechanism**

A training management team involving universities, local education bureaus and primary and secondary schools has been set up to establish a win-win "trinity" collaborative training mechanism [5], replacing simple training with "project-driven" training and increasing the scientific research content of rural teacher training.

#### **3.3. Establish the Mechanism of "Two-Way Nourishment and Two-Way Interaction"**

Change the single form of centralized training, adopt school-based training to discover problems, centralize training to analyze problems, return to the field to solve problems, and unify training methods. "Go to the grassroots, go to the field, go to the site of primary and secondary schools" [6], build a mechanism of "two-way nourishment and two-way interaction" between educational theory and educational practice, and establish teacher training in primary and secondary school classes and classrooms.

#### **3.4. Establishing Partnership between University Teachers and Primary and Secondary School Teachers [7]**

The university has set up a special pre-service and post-service integrated education institution for teachers, the "Teacher Training College", which takes the form of open-door schooling, joint schooling and project-driven schooling, and sets up a pool of training experts to give full play to the university's function of serving local basic education.

### **4. Innovative Breakthrough Points in the Trinity in-Service Training Model for Rural Primary School Teachers in the Context of U-G-S**

#### **4.1. Innovative U-G-S Packages of Teaching Conditions Needed for Integrated Pre-Service and Post-Service Basic Teaching Skills Training for Teachers**

These include a unique series of teaching materials, a rich store of resource materials and a platform for conducting the modular teaching model. The establishment of these teaching conditions effectively ensures the realisation of the modular teaching model. Design and develop standardised and standardised procedures for basic teaching and learning skills training for pre-service and post-service teachers. A standardised teaching process and an effective process monitoring mechanism have been developed to achieve a two-way interaction between classroom knowledge transfer and extra-curricular project study, theoretical learning and practical experience in the classroom, which improves the relevance, purposefulness and effectiveness of students' learning. The standardised and standardised modular teaching model procedures provide new ideas

for the transformation of our country from traditional to modern teaching. Updating and creating a distinctive teaching case base for integrated pre-service and post-service teacher training. By constructing an evaluation index system for the research-based learning teaching model and a comprehensive, whole-person, whole-cycle evaluation principle, the modular teaching model achieves a long-term effect that enables students and teachers to progress. Development of problem-oriented information-based curriculum resources. The form and content of the basic teaching skills development learning model with undergraduate characteristics is constructed with the two-way transformation of the knowledge system and teaching system, practical problems and theoretical problems, and classroom and subject matter, reflecting the characteristics of the teaching model of teacher education learning [8].

#### **4.2. Innovate an Integrated Pre and Post Vocational Course System for Teachers with U-G-S Support**

Construct a course model of *Career Planning and Career Guidance* for senior teacher students based on the concept of career development - employment services - professional orientation-market demand. In view of the practical problems such as insufficient connection between the course and career guidance work and the actual needs of students, lack of practical operation in the course content, low construction effectiveness of the course and unreasonable structure of teaching materials, innovate the *Career Planning and Career Guidance* for senior teacher students in various forms, specifically including:

First, a hybrid online and offline teaching model

Develop school-based online open courses, with a focus on online theoretical modules and offline practical guidance modules. Fully mobilize the long board of online and offline teaching, integrating online student "learning", offline teacher "teaching" scientifically. Teachers use the classroom observation model in the online classroom to understand students' learning effectiveness, progress and problems, and then modify the teaching plan and provide consistent guidance on problems in the offline classroom, ultimately promoting the effectiveness of classroom teaching and learning, and ensuring that teachers and students are consistent in the "teaching" and "learning" process, thus benefiting the student body.

Second, an integrated teaching model inside and outside the classroom

In order to solidly promote career planning and career guidance education in higher education, on the basis of ensuring the implementation of teaching activities within the classroom with clear objectives and systems, importance should also be attached to social practice, social activities, student club activities and other kinds of activities inside and outside the school, as a supplement and extension of classroom teaching, to build a collaborative education mechanism and to establish an integrated teaching mode inside and outside the classroom. In the first place, the integration of career education in the training activities of the various professions is combined with the study of professional courses and the specialised apprenticeships, seminars and practical training sessions to increase the opportunities and scale of student experience and observation. Secondly, students are motivated to participate in various administrative and service work in conjunction with school functions, such as job fairs, graduate employment fairs and professional navigation in orientation education, to inspire students' enthusiasm for inquiry and develop their career awareness. Thirdly, in order to maintain the continuity of the course, in the 2nd, 3rd, 4th and 5th semesters, for freshmen, sophomores and juniors, the course, in collaboration with the Academic Affairs Office, the Admissions and Employment Office, the Academic Work Department of and all colleges, regularly develops specialised professional elective courses, general elective courses, public service courses and group counselling activities, and includes the above-mentioned aspects as elements of

coursework in the assessment of the course, so as to highlight the "three-wide education" character of the course for students in higher education. The course will include the above-mentioned aspects as part of the course work and will be included in the assessment of the course, highlighting the "three-pronged education" of the career planning and guidance course for senior students.

## 5. Conclusions

In the context of the "U-G-S", a "trinity" collaborative training mechanism based on a university-government-primary and secondary school cooperation model has been adopted. The "trinity" means that the government plays a leading and coordinating role, the universities play the role of organisation and implementation, and the primary and secondary schools act as partner institutions and "training" bases to jointly train rural teachers, ultimately pursuing a win-win situation for all parties. The formation of the "U-G-S" model of teacher education cooperation is not only guided by national policies and the external environment, such as the opportunity of teacher education reform, but is also based on the interests of the three parties and their common vision of cooperation, which is the driving force and root cause of the formation of the "U-G-S" model. This is the driving force behind the formation of the 'U-G-S' model of teacher education cooperation.

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