

# *A Preliminary Study of the "Whole Process Dual Tutoring System" Talent Cultivation Model for Elementary Education Majors*

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**Abstract:** The "comprehensive dual mentorship system" is an educational model used in primary education to cultivate talents. This model is based on professional development goals and career development goals, combining comprehensiveness and hierarchy, as well as behavioral and generative goals. Implementing this model requires certain supportive conditions, including the appointment and management of professional mentors, the selection and employment of guiding teachers, the planning and guidance of experts, and the support and coordination of primary and secondary school educational practice bases and their education authorities. By implementing the "comprehensive dual mentorship system", it can be anticipated that the professional level of teacher trainees will be improved, their professional emotions will be enhanced, and their professional skills will be enhanced. This model has brought positive impacts to the cultivation of talents in the field of primary education.

## **1. Introduction**

Primary education plays a crucial role in cultivating future talents for society. An exceptional primary school teacher not only possesses solid professional knowledge, but also high education sensitivity, comprehensive qualities, and professional ethics. However, in actual teaching process, traditional education models often fail to meet the requirements for teacher cultivation, resulting in numerous difficulties in cultivating outstanding primary school teachers. Therefore, exploring new primary education talent cultivation models has become an urgent task. This article aims to explore the application of the "dual-tutoring system throughout the whole process" in cultivating primary education talent. The "dual-tutoring system throughout the whole process" is a new talent cultivation model with the main characteristic being combining professional and career development goals, integrating overall and hierarchical goals, and combining behavioral and generative goals. This article will conduct a preliminary discussion on this model from the aspects of its definition, goal design, support conditions, and expected effects, in order to provide some useful ideas and experiences, and to offer constructive suggestions for primary education talent cultivation, so as to improve the teaching capabilities and level of primary school teachers as much

as possible.

## **2. Definition of the concept of "Whole-course Dual Mentorship"**

"Whole process dual tutoring system" is an innovative model for talent cultivation, which combines professional development goals with career development objectives, integrating comprehensiveness and hierarchy, and combining behavioral and generative goals. Specifically, this model emphasizes the establishment of clear talent cultivation goals, the creation of a dual mentorship relationship between students and mentors, the provision of state-of-the-art teaching facilities, and the establishment of an effective teaching evaluation system. In this model, students not only have academic mentors in the traditional sense, but also a mentor who supports their career development. These two mentors work collaboratively to supervise, guide, and support students, facilitating their overall growth and development throughout the learning journey [1]. The implementation of the "Whole process dual tutoring system" requires close collaboration between schools and businesses, integrating practical experience from the industry with the teaching philosophy of the school, forming a unified educational training system. The introduction of this model aims to provide students with a more efficient and accurate way of cultivating excellent professional qualities and career development, enhancing their professional competitiveness and adaptability in the market.

## **3. Objective design of "whole-course dual tutoring system"**

### **3.1. Combination of professional development goals and career development goals**

Under the "Whole Process Dual Mentorship" model, the integration of professional development goals and career development goals is one of its important features. Professional development goals aim to cultivate students' professional competence in terms of subject knowledge, teaching skills, and educational philosophies, enabling them to become outstanding elementary school teachers. Career development goals, on the other hand, focus on students' personal career planning and development, encouraging them to attain higher positions and achievements in the field of education. By combining professional development goals with career development goals, the "Whole Process Dual Mentorship" provides students with a comprehensive platform for learning and development. During their learning process, students not only receive systematic guidance and instruction from traditional teaching mentors to enhance their subject knowledge and teaching skills, but also receive guidance from career mentors to help them formulate personal career plans and develop professional competence and leadership abilities. This integrated goal design allows students to make effective progress in both professional and career development, enhancing their overall quality and competitiveness [2]. The goal design of the "Whole Process Dual Mentorship" encourages students to start thinking about and planning their careers and development paths early on, integrating the process of education with personal career planning, and providing corresponding support and guidance. Through the organic integration of professional development goals and career development goals, this model can better cultivate elementary school teachers with excellent teaching abilities and career aspirations, laying a solid foundation for their future career development.

### **3.2. Integration of holistic and hierarchical nature**

The goal of the "integrated and hierarchical double mentoring" model is to ensure comprehensive development and gradual improvement of learning outcomes for students. Firstly,

the integrated design implies that this model considers students' learning and development as a continuous and systematic process. Throughout their entire learning journey, from the initial stage to graduation, students will receive continuous guidance and support from mentors. Mentors will design personalized development plans based on students' individuality, learning progress, and professional development needs, while also paying attention to the overall performance of students' learning outcomes and personal growth. Through the integrated design, students are able to acquire corresponding knowledge, skills, and abilities at each learning stage, gradually enhancing their overall quality. Secondly, the hierarchical design signifies that this model sets different levels of goals and assessments for students. Students will have different objectives and requirements at different stages, and guidance and evaluation will be conducted in a hierarchical manner based on their development levels in subject knowledge, teaching skills, and professional qualities. This hierarchical design helps stimulate students' learning motivation, allowing them to experience a sense of accomplishment as they progressively achieve their goals, thus laying a foundation for their development at the next level. The combination of integrated and hierarchical goal design enables the "integrated and hierarchical double mentoring" model to better cater to students' development needs and encourages them to enhance themselves through planned and goal-oriented learning. By gradually achieving goals at each level, students accumulate experience and abilities, eventually reaching a high level of professional excellence and career development. Moreover, this design also promotes students' self-reflection and self-evaluation abilities, equipping them with stronger self-directed learning and development capabilities.

### **3.3. Combination of behavioral and generative goals**

The goal of the "whole process dual mentorship" model is to combine behavioral objectives with generative objectives in order to ensure visible achievements in both professional and career development for students. Behavioral objectives refer to the specific behaviors and skills that students need to adopt during the learning process, with clear operability and measurability. By establishing behavioral objectives, students can have a clear understanding of the behaviors and skills they should possess, enabling them to engage in targeted learning and practice. For example, setting behavioral objectives such as the completion of course goals within a semester or the improvement of instructional design abilities can help students plan their learning and practice more specifically. On the other hand, generative objectives emphasize the creative and innovative outcomes that students can produce through practice [3]. They focus on cultivating students' independent thinking and innovative abilities within their professional fields. These objectives can include students completing research projects, engaging in innovative practices, and publishing papers. Setting generative objectives can inspire students' motivation and creativity, while also making their learning more meaningful and valuable. By combining behavioral objectives with generative objectives, the goal design of the "whole process dual mentorship" model aims to enable students to acquire necessary behaviors and skills, as well as cultivate innovative thinking and problem-solving abilities. Students continuously improve their disciplinary knowledge and teaching skills by achieving behavioral objectives, while also realizing generative objectives through practice and innovation, thereby adding more value and effectiveness to their professional and career development. This comprehensive goal design encourages students to pursue holistic growth and development in their studies, laying a solid foundation for their future career paths.

## **4. Supporting Conditions of "Whole Process Dual Tutoring System"**

### **4.1. Appointment and management of professional tutors**

The "Dual Mentorship throughout the Entire Process" model requires each student to have a specialized mentor to support their professional development during their study. Therefore, the appointment and management of these mentors are crucial conditions for implementing this model. Firstly, it is essential to appoint highly qualified mentors. These mentors should possess extensive teaching experience and profound subject knowledge to provide guidance and support in their respective fields for the students. Additionally, mentors should have effective communication and mentoring skills to foster a positive teacher-student interaction. Thus, schools should strictly screen the appointment criteria and standards for mentors to ensure the selection of high-quality mentors. Secondly, regular training and management for mentors are necessary. The education department should organize relevant training institutions to provide appropriate training courses and resources. This will help mentors better understand the philosophy and practical requirements of the "Dual Mentorship throughout the Entire Process" model, while enhancing their mentoring and evaluation abilities. Simultaneously, schools should establish an effective mentor management mechanism to assess and monitor the mentor's guidance behavior and effectiveness. This approach will strengthen mentors' mentoring abilities and drive student development. Lastly, appropriate incentive mechanisms should be provided for specialized mentors. The efforts and contributions of mentors should be appropriately recognized and rewarded to maintain their enthusiasm and passion. Schools can offer measures such as promotion of mentor titles, selection of outstanding mentors, and recognition of teaching honors to help mentors attain professional achievements and social recognition [4]. These initiatives will inspire their enthusiasm and motivation to better serve students. These three points are crucial factors in promoting the appointment and management of specialized mentors in support of the "Dual Mentorship throughout the Entire Process" model. By appointing highly qualified mentors, conducting regular training and management, and providing suitable incentive mechanisms, schools can offer students better professional guidance and support. Ultimately, this will promote their professional and career development.

### **4.2. Selection and employment of instructors**

The selection and hiring of mentors are crucial in implementing the "mentorship throughout the entire process" model, as they will play a role in guiding and supporting students' learning and development. Firstly, the selection of mentors should consider their subject expertise and teaching experience. The school should ensure that mentors possess extensive subject knowledge and experience based on the specific disciplinary requirements, in order to provide students with accurate and in-depth guidance. They should stay sensitive to the latest research and developments in the field, so as to impart cutting-edge knowledge to students and guide them in relevant research and practices. Secondly, mentors' mentoring and communication skills are also important factors to consider. They should possess strong communication and relationship-building skills, able to interact effectively with students, understand their needs, and provide appropriate advice and guidance. They should be capable of guiding students in developing study plans, answering questions, resolving confusion, and offering motivation and support throughout the learning process. In addition, the school can also consider mentors' reputation and influence in the academic community [5]. Mentors with a certain level of recognition and influence in the academic field can provide students with more academic connections and resources, thereby facilitating academic exchanges and collaboration opportunities, and creating a broader platform for their academic and career development. When selecting and hiring mentors, the school should establish strict

procedures and criteria to ensure transparency, fairness, and openness. The recruitment committee can assess candidates based on their personal resumes, performance in interviews, letters of recommendation, and other background information, ensuring the employment of talents with professional competence and mentoring abilities. Therefore, the selection and hiring of mentors should take into account their subject expertise, teaching experience, mentoring abilities, and academic reputation, in order to ensure that they can provide comprehensive, in-depth, and unique guidance, promoting students' professional and career development.

### **4.3. Expert planning and guidance**

Experts play a crucial role in the "comprehensive dual mentorship" model, providing industry-oriented and forward-looking guidance to students. They help students understand current and future trends and develop corresponding learning and career plans. Firstly, expert planning and guidance should encompass a wealth of professional knowledge and skills within the industry. Experts should possess extensive industry experience and knowledge, staying updated on the latest industry dynamics and technological advancements. They can help students understand industry demands and trends, current and future employment and career development opportunities, and impart relevant professional knowledge and skills. This enables students to adapt to a constantly changing industry environment. Secondly, expert planning and guidance should also take into account students' individual interests and abilities. Experts should engage in in-depth conversations with students to understand their interests, values, and career goals, and provide personalized planning and guidance based on their personalities and strengths. They can assist students in discovering their potential and strengths, offering appropriate advice and support to help them develop and realize their personal value in fields that suit them best. In addition, expert planning and guidance should include opportunities for practice and communication. Experts can organize student participation in industry projects, internships, or practical activities, enabling them to gain practical experience and elevate their skills and abilities.

### **4.4. Support and cooperation of primary and secondary education practice bases and their education authorities**

The support and cooperation of practice bases and education authorities play a crucial role in the implementation of the "dual-mentoring process" model. By establishing practice bases in primary and secondary schools and enhancing communication and collaboration with education authorities, more practical teaching resources and comprehensive support can be provided to help teacher candidates fulfill their educational tasks more effectively. Practice bases are important sources of high-quality educational resources, as well as essential venues for teacher education practice, teaching, and training. These bases should be established with the approval of provincial educational administrative departments and possess optimal educational practice and teaching conditions to ensure suitable internship environments and practical opportunities for students. Education authorities should play a role in endorsing and supporting teacher candidates' internships at practice bases, assisting and guiding students in arranging learning courses and problem-solving with the practice bases. The support and cooperation of education authorities are also key to the successful implementation of the "dual-mentoring process" model. Education authorities should strengthen their recognition and support for the model, organize experts to evaluate and assess the teaching quality and guidance provided by the practice bases[6]. By establishing constraints and evaluations for practice bases and mentors, education authorities can ensure that teacher candidates face challenges in both theory and practice, enabling them to better apply their learned knowledge. Additionally, education authorities should manage and supervise the support and collaboration



between practice bases and teacher candidates. This includes monitoring and guiding the educational process in practice bases, inspecting the communication and collaboration between the bases and teacher candidates, and coordinating and guiding the resolution of relevant policy issues. In the implementation of the "dual-mentoring process" model, education authorities will provide support and guarantees for practice bases and teacher candidates, which is crucial for establishing a virtuous cycle in education and improving the quality of teacher education. In conclusion, the establishment of practice bases in primary and secondary schools and the enhancement of communication and collaboration with education authorities are vital for the successful implementation of the "dual-mentoring process" model and the guarantee of teacher candidates' professional development. Practice bases will provide internship opportunities for teacher candidates, while education authorities will provide management and supervision services, promoting a comprehensive improvement in the quality of teacher education.

## **5. Expected effects of the "Whole-course Dual Tutoring System"**

### **5.1. Improvement of teacher trainees' professionalism**

The implementation of the "comprehensive dual mentorship" model is expected to significantly enhance the professional competence of teacher education students. By providing personalized guidance and support throughout their learning journey, with each student being paired with a professional mentor, this model helps them fully realize their potential and achieve comprehensive improvement in their expertise. Firstly, the professional mentors can assist students in establishing a solid foundation in their fields of study through personalized guidance. They can tailor individualized learning plans based on each student's abilities and interests, and through targeted instruction and tutoring, help students master the required knowledge and skills. The mentors' experience and instructional guidance can aid students in better understanding complex professional concepts and applying them to solve real-world issues. Additionally, the professional mentors can offer practical teaching experience and guidance. They serve as crucial supporters and mentors during students' internships or practical experiences, helping them integrate theoretical knowledge with actual teaching practice and enhancing their pedagogical abilities. The mentors can guide students in engaging in authentic teaching activities, such as classroom instruction, curriculum design, and assessment, thereby nurturing their teaching skills and educational backgrounds. Moreover, professional mentors provide support for career planning and development among teacher education students. They engage in discussions with students about employment prospects and trends in the education industry, identify students' career interests and goals, and develop corresponding career plans and pathways. Mentors can also introduce opportunities for students to participate in education research, academic exchanges, and pedagogical reforms, assisting them in broadening their horizons, accumulating professional experience, and preparing for future careers in education. In conclusion, the implementation of the "comprehensive dual mentorship" model can elevate the professional competence of teacher education students. Through personalized guidance and support, students can establish a solid foundation in their fields, gain practical teaching experiences and guidance, and receive assistance in career planning and development. These effects will lay a firm foundation for their future careers in education and pave the way for their success in the field [7].

### **5.2. Enhancement of teacher trainees' professional emotions**

The implementation of the "comprehensive dual mentorship" model is expected to enhance the professional sentiments of teacher trainees, nurturing and igniting their passion and sense of responsibility towards the field of education. Through interaction and guidance from experienced mentors, teacher trainees will be able to gain a deeper understanding of the significance and value

of the teaching profession, deriving satisfaction and a sense of accomplishment from it. Firstly, professional mentors can inspire a love for education in teacher trainees through leading by example and effective communication. As veterans in the industry, mentors' teaching experience and educational philosophies can influence and inspire teacher trainees. Through active engagement in student learning and development, mentors share their own educational experiences and insights, showcasing their passion and dedication to the field of education, thereby stimulating the emotional identification and commitment of teacher trainees to the teaching profession. Moreover, professional mentors can assist teacher trainees in building positive professional sentiments through emotional support and care. Mentors establish a good teacher-student relationship with trainees, listening to their thoughts and concerns while providing encouragement and support. Mentors demonstrate genuine interest in the growth and development of each student, offering guidance and advice that helps teacher trainees recognize their importance and value in the field of education. This nurtures their emotional connection to student growth and teaching efficacy. Furthermore, professional mentors can provide practical opportunities for teacher trainees to personally experience the joys and challenges of education work. Mentors guide trainees into real educational environments, involving them in authentic teaching activities and facilitating interactions with students to solve educational challenges[8]. Through firsthand experiences and reflection, teacher trainees gain a deeper understanding of the significance and importance of the teaching profession. They develop a heightened concern for student learning and growth, fostering a profound emotional connection to the field of education. In conclusion, the implementation of the "comprehensive dual mentorship" model can enhance the professional sentiments of teacher trainees, enabling them to approach the teaching profession with love and a sense of responsibility. Through mentor motivation and support, teacher trainees can cultivate a profound understanding and emotional connection to the education field, further developing their professional sentiments and fostering passion and motivation for future teaching endeavors. Such positive professional sentiments will empower them to become exceptional educators, making a positive contribution to student growth and development.

### **5.3. Enhancing the professional skills of teacher trainees**

The implementation of the "comprehensive dual mentorship" model is expected to enhance the professional skills of teacher trainees, equipping them with solid teaching abilities and professional knowledge. Through interaction and guidance from professional mentors, teacher trainees will be able to continuously develop and improve their teaching skills, thus preparing themselves for future teaching positions. Firstly, professional mentors can assist teacher trainees in improving and enhancing their teaching skills through personalized guidance and feedback. Mentors will focus on and evaluate students' teaching performance, including aspects such as classroom instruction, teaching design, and assessment. They will provide guidance and suggestions tailored to the teaching styles, effectiveness, and feedback of teacher trainees, helping them improve their teaching skills and formulate specific improvement plans. Mentor feedback and guidance will enable teacher trainees to recognize their strengths and weaknesses, and continually strive for improvement and perfection through practice. Secondly, professional mentors can provide teacher trainees with practical courses and teaching internship opportunities, enabling them to apply and develop their teaching skills in real teaching environments. Mentors will guide students into actual classrooms, allowing them to personally design and deliver lessons while providing timely guidance and feedback. Through such practical experiences, teacher trainees will sharpen and enhance their teaching skills, deepen their understanding of education work, and further develop their ability to interact with students and improve teaching. Additionally, professional mentors can collaborate with teacher trainees in researching and exploring cutting-edge issues and emerging practices in the field of education. Mentors can involve students in academic research, teaching reform projects, or educational practice activities, enhancing teacher trainees' research and innovative capabilities in

education[9]. The mentors' professional knowledge and guidance will play a positive role in the professional skill development of teacher trainees, assisting them in strengthening their understanding and application abilities of educational theories and methods, and elevating overall educational standards. In conclusion, the implementation of the "comprehensive dual mentorship" model will greatly enhance the professional skills of teacher trainees. Through personalized guidance and feedback from professional mentors, practical courses and teaching internships, and participation in educational research and innovation activities, teacher trainees will continually develop and improve their teaching abilities and professional knowledge, making confident and successful contributions to students' learning and growth in future educational endeavors.

## 6. Conclusion

Through the preliminary exploration of the "comprehensive dual mentorship system" in primary education, we can see that this model has played a positive role in cultivating the professional emotions and skills of teacher trainees. The motivation and support from the professional mentors, as well as the cooperation and support from the practical bases and educational authorities, provide teacher trainees with a platform for comprehensive development. This model lays a solid foundation for them to become outstanding talents in primary education by fostering their sense of responsibility, passion for education, teaching skills, and professional qualities. Although further research and practice are still needed, the "comprehensive dual mentorship system" undoubtedly serves as an innovative and effective approach to promote the cultivation of talents in primary education, injecting new momentum and vitality into the development of primary education.

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