Study on the effectiveness of special education teachers' induction in the field of professional development

Chhien Siqiang

Abstract: Induction education plays an important role in enhancing the professional competence and professional level of special education teachers. Present education for special education teachers in the current on issue is: The education system for special education teachers is not robust; Special education teachers lack of participation in social institutions; Special Education teachers education content form lag. Strategies for the effectiveness of induction education for special educational teachers: There are: developing new teachers' guidance Plan for special education, setting Integration, " Dynamic culture system, Build Dual System New concept of education model for special educational teachers. 

Keywords: Professional Development; Special education teacher; Induction Education Effectiveness; Entry boot plan; _ Body Fusion culture system; Dual Education mode

In recent years, Training of special education teachers in China gradually from pre-service education to entry Education and Post Education extension. Continuous development through special education specialty, Special Education Ongoing reform of the course, and the continuous improvement of the training system for special education personnel, Special education teacher pre-service education is gradually maturing. but due to special education in our country show shorter course, Special Education teachers’ entry and post education lags behind, especially for special education teachers on the one-sided pursuit of education for the disabled Effect of the, is difficult, take seriously. Future, The development trend of our special education must be from the rules Model education changes to quality education, Special education teachers are destined to push the weight of this change Force. so, only Explore and study the Education Law of Special education teachers, To establish Perfecting Integrated Training system for special education teachers, Improving special education teachers' specialty knowledge and professional skills, to accommodate the diverse needs of people with disabilities education type.

1. The current status and problems of special education teachers’ employment

Current, Imbalance in the development of special education and general education in China, Special education teacher The training is always on the Edge, until year, Ministry of Education " National Culture Plan " incorporate and integrate special education teacher training, And with the Chinese disabled person Association commissioned special Education Teachers Training Center and related units regularly hold bones thousand Teacher Education training course, bone thousand teacher Blind Education training course, bone thousand teacher with class Training courses series, due to special teacher education development relative lag, special There are many problems in the education of teachers' induction education.

1.1 education system for special educational teachers is not perfect, current, China not yet specialized in establishing and implementing a certificate system for the entry of special education teachers, is not published with Practice in-Class teacher education system, No system-effective training was established schedule, Teacher evaluation and other specific implementation strategies. Even some places direct the special education teaching The into the general Teachers' training system, cause special education new teacher in practice Education and

Copyright ©
This is an open-access article distributed under the terms of the Creative Commons Attribution Unported License (http://creativecommons.org/licenses/by-nc/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.
teaching work, Difficult to guide practice in accordance with the theory of General teachers’ induction of education, so, faces many problems, has a variety of requirements. Second, Special education teacher in Vocational education lack of social institution participation. Current, Most special education teachers’ entry to the college is a school-led, non-academic practice, missing all levels of Federation, the Civil Affairs Department and Rehabilitation Agencies participation. The new teacher who just graduated from normal university cannot get specific Special Education Practice Exercise for the, line. Last, Special Education Teachers’ entry to educational content form lag. Education at special education Teacher Training Center, Blind education, with classes in a series of classes such as, mainly take classroom instruction, Academic reports, topics and so on theory main” Note ” ” ” fill Classroom Education for, These traditional ways of entering education The clearly violates the learning characteristics of new teachers. At the same time, Induction Training for all special education teachers. The contents of the are basically teachers’ professional ethics, Education Policy Regulations, Special Education theory, basic knowledge and basic skills in special education and teaching. In fact, with special education growing fast, the support theory it needs has changed dramatically, Special Education teaching All the more needed is the cutting-edge education concept, Professional Practice Skills, especially scientific technology High Speed development, also quickly penetrate special education research Area, EEG technology, eyes Dynamic technology has become a necessary skill for teachers in the relevant special education field.. 2. Effectiveness Strategy for induction education for special education teachers under the development model of teacher education integration, entry for special education teachers Education should be an important part of teacher professional development. 2.1 developing a new teacher's entry guidance plan for special education The Teacher Management Department of Special Education Colleges and universities should draw up new teachers’ entry guidance meter make, providing support and help for first-time teachers (especially general normal schools, Trade transfer to special education post, to mitigate the difficulties they might encounter when they enter the job confused and frustrated. Schools can be based on the characteristics of the university, Combining special education new teachers Professional Development plan, Develop a school-based entry guidance plan. Investigated, current the General training of new teachers in the various special education colleges and universities is more extensive Division to aid, Project Learning, Induction Services, business practices such as, to provide a new teacher with a reference to Guide and help. Tailor-made guide for new teachers to their professional growth will play a big role in promoting. First, Foster fraternity quality and strong professional thinking want. The purpose of the entry Guide plan is to develop special education for new teachers in special education’ interests and wishes, allow them to accept and incorporate students of all types of disability. Willing to offer in education for the handicapped. Second, Teaching Reflection, integrates into the special education environment. Through entry guide, New teachers pay more attention to classroom content activities and their effects, concern learning experience and individual differences for students with disabilities. Make teachers teach in special education, continually adjusts and reflects on one's own teaching adaptability, integration capabilities and the Students with disabilities evaluation Ability, and to the internal professional structure of the improvement and mention high, To integrate into the special education environment. Last, Training new teachers in special education Responsibility and spirit of cooperation. This is an important part of induction education, as a special education Teachers need not only superb professional skills, more responsibility and cooperation. 3. dimensional fusion Dynamic culture system Induction Education for special education teachers and pre-job, post education is an integrated move State education procedure, three phases complementing, has time persistence and content consistency, docking Fusion for each education phase, continue to push for special education Division of Knowledge and professional development. According to the order and stage of training for special education teachers, " " Integrated merge " " The culture system is divided into three stages: First The
phase is a pre-education stage for special educational teachers, -- University education Stage. at the university related majors such as music therapy, Sign Language translation, Braille, Special Education, Rehabilitation Treatment etc, Learning Learning Special Education related general courses 3-4 year, learning content including education discipline knowledge, Special Special educational knowledge and teaching practice three large chunks of. Completing the "" Course set out in the culture program and qualified for the review, to obtain a diploma. the Primary goal of this phase of the is to foster the "" Special Educational theoretical knowledge and professional skills necessary for normal students in special education. Make sure he 's all available when they graduate _ level of knowledge and ability standard, lay the foundation for future Special education teachers that qualify as .. Phase Two is the induction of special education teachers phase. This is the initial stage of the formal special education post as a special education teacher .. New teachers mostly just graduated from normal University, For them, Special Education is a A fairly complex and challenging process. They often feel overwhelmed, even creates anxiety, affect teaching passion and career development. This period is particularly critical for special education. The education teacher training in particular, It directly determines the professional orientation of new teachers after entry and Disciplinary development. Phase III is the post-secondary education phase of special education teachers, then self more New Focus " phase ". Post-entry education, special education teachers have mastered the specific educational Classroom Teaching rules and administrative policies. as educational experience continues , their concern Wild wider, exploring ideas more cutting-edge, Professional development to higher level. this "" phase of post education is the knowledge of special education teachers, [ skills and teachings ] Read constantly pushing the _ next frontier. Professional Development for special education teachers is a follow ring progressive, An ongoing process. so ,setting up special education under integrated vision Teacher's dynamic culture system , Can better promote the professional development of special education teachers. ㈢ build dual system "" entry education mode make full use of rehabilitation institutions, Social and governmental groups such as the Federation of Disabled and civil affairs at all levels Weaving Industry benefits, Share their educational information and educational resources, Combining school teaching Environmental and educational conditions establish a new mode of education for special education teachers. enhancement The quality of special education teachers cannot be confined to the school interior, need special The frontier theory of education is combined with the front-line practice of special education. only this way, special Education teachers ' concept of entry into the changing times, to accommodate handicapped requirements for career development.

3.1 Practice-specific education teachers as the goal of training

Special Education teachers are the subjects that directly integrate into the education of disabled students, they face is a group of visually impaired, Hearing impaired, limb Disabilities, Mental Handicap, speech Disability, Mental disabilities and multiple residuals disease students, This requires special education teachers in teaching practice must be able to proficiency in the use sign Language, Lip,", Braille and Special Body communication language. so, culture Practice the Special education teacher of the type is the core goal of teacher professional development. Whether it's a basic course Division, class teacher or professional teacher, All must undergo strict practice entry education, Master Special Education Practice skills in order to embark on special education post.

3.2 cooperation between disabled institutions and schools participation

Special education institutions are intertwined with the Federation of disabled Institutions, is inseparable, This is both because of national policy support, also reflects the growing clamour of people with disabilities in society. Cheng Kai vice Chairman of the Federation of Disabled year 5 Month in China Special Education Development Strategy discussion to indicate: Accelerating development of special education, continuously meet the growing multilevel of people with disabilities times, diversity, High quality education needs are National medium-and long-term education reform and development regulations Draw outline (2010-2020 Year ) and China Disabled Career Development Program Important Services, social justice and Justice, The realization of the goal
of educational modernization, redo must kindiy, education must be a normal teacher. The Chinese Federation of Disabled will continue to support the construction of special education, and development, promote special education to play a greater role in the development of disabled people's careers. in the special education Teacher's induction education process, Disabled at all levels should be proactive in providing internships and Practice posts. Enable special education teachers to truly integrate into the cause of disability in, Accept most appropriate, the most advanced concept and form of disabled person's career.

for new teachers who have just entered special education Jobs, To participate in the induction education, is both is the right is also the obligation, The establishment of the education system of teachers in special education colleges and Universities All also a long, system works. from country to place, from Federation organization to various schools to form a three-dimensional support network, for special education teachers in Education offers conditions and guarantees, Integration of special education teachers into the disability first line Practice, to Promote professional development of special education teachers, improve The overall quality of the special education faculty.

References:

1. Dingyong , Wang hui, etc. A comprehensive study on education of special educational teachers in China in recent years statement (J). China Special Education, 2003,(4).
3. Lyla. In -class teachers in the field of specialization: dilemma and outlet ( J ) Education theory and Practice , A,
5. Xu Xian. Study on the relationship between professional development and training needs of special education teachers ( D ).