

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

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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

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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 educationDivision 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 . (⇒)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 .

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