

Research on the Effectiveness of Qinglan Project in Promoting the Professional Growth of Secondary Vocational Teachers

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Abstract: The purpose of this paper is to explore the effectiveness of the Qinglan Project in promoting the professional growth of young secondary vocational teachers. Through the empirical analysis of the implementation process and effect, this paper finds that the Qinglan Project has a positive impact on the professional development of secondary vocational teachers, with a view to providing a guideline for the development of secondary vocational education.

Keywords: Qinglan Project; Professional growth; Secondary vocational teachers

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1. Introduction

Secondary vocational education is an important type of vocational education system, after 40 years of reform and opening-up, the development of China's secondary vocational education has experienced the development phases of "peak, decline, stabilization, and resurgence" ^[1]. In recent years, with the government's efforts to build educational infrastructure, most of the secondary vocational schools have made greater progress in the construction of "hard power." However, there are still "soft power" problems such as uneven quality of education and talent training, an imperfect school management system, and a lack of vitality in school development. Therefore, the connotation of development has become the key to enhancing the soft power of secondary vocational schools, and establishing a high-quality teacher team is a top priority in the development of secondary vocational schools. In fact, within five years of teachers taking up the job, the age of teaching and teaching professional growth is on an upward trend, in this process, the first school year of training and education of new teachers is the key period for professional growth of young teachers ^[2]. Nevertheless, there has been a lack of systematic and standardized research on the issue of "how to develop" young teachers in secondary vocational schools, and this study is conducted with the view to providing directional guidance and strategic guidelines for the professional growth of young teachers in secondary vocational schools.

2. Specific practices

According to the actual situation of our school's teaching force, we have launched the Qinglan Project, i.e., the Green-Blue Teacher-Apprentice Pairing Model. The project gives full play to the role of backbone teachers in passing on the role of mentoring, prompting young teachers to adapt to the basic requirements of educational positions in a short period of time, and realizing the simultaneous improvement of the art of teaching and the ability of educational management.

- (1) Objects: The young teachers selected in this paper mainly refer to the beginning teachers who have just graduated from colleges and universities or worked in secondary schools from other professions, or those who have worked in secondary schools for less than five years and have little experience in engaging in secondary vocational education^[3].
- (2) Process: The school sets up the responsible department, the Master Teacher Studio, and writes the implementation plan of the Qinglan Project, the agreement on teacher-apprentice pairing, and the commission of the Qinglan Project. The Master Teacher Studio specifically supervises all the work of young teachers' professional growth, and realizes the professional growth of young teachers through regular training, teaching observation, and practical reflection.
- (3) Evaluation: Questionnaires, individual interviews, and acceptance of standardized classes are used to evaluate the effect of the Qinglan Project^[4].

3. Research effectiveness

3.1. Teaching observation

Under the school's overall arrangement, the author's Qinglan pairing team Ms. Tang (1 year), Ms. Jia (1 year), and Ms. Ran (17 years) signed the Qinglan Project teacher-apprentice pairing agreement to conduct research on the effectiveness of interactive listening and evaluation of lessons under the Qinglan pairing model, as follows: "The Rain-Soaked Bell," "A Comparative Study of Fengqiwu and Qingyu Case," and "Reflections on the Ancient Red Cliff-To the Tune of Niannujiao," a series of lessons on the teaching of poems. The following is a summary of the study of the lessons.

- (1) Teaching observation process

Teaching observation in the Qinglan pairing model mainly adopts the interactive mode of teacher-apprentice pairing and apprentice-apprentice pairing, and the specific process involves collectively discussing the lesson, teaching by the teacher, learning by the apprentice, seminar diagnosis, teaching, lesson evaluation, summarizing and reflecting.

- (2) Teaching observation content

Ms. Ran's appropriate teaching structure, rich teaching activities, clear teaching ideas, and appropriate teaching language in teaching the Song lyrics are exemplary for the young teachers, especially the spirit of research on classroom design is more infectious. When explaining Liu Yong's life experience and writing background, the teacher used a lot of literature to expand relevant knowledge, and took "Crane Soars to the Sky" as an entry point to lead students to think about the author and the poem. In the new lesson, the teacher perceived the emotional tone of "The Rain-Soaked Bell" in three ways: students reading together, famous artists reciting, and students reading alone. After students understand the imagery and mood of the whole poem, the students are asked to perform a sitcom, make a drawing on the spot, and explain in micro-classes to help students to break through the difficult points of this lesson.

In "A Comparative Study of Fengqiwu and Qingyu Case," Ms. Tang emphasized the use of

diversified teaching methods, combining post-course notes to understand the meaning of the poems, combining pictures or audio-visual influences on perception, and combining the students' real-life experiences to experience the two Song poems. In "Reflections on the Ancient Red Cliff–To the Tune of Niannujiao," Ms. Jia used three teaching strategies: "repeated reading to understand the imagery," "music rendering to create the environment," and "combining with illustrations to enter the country" to guide students to experience the imagery of the poems. It promotes the development of students' intuitive thinking, visual thinking, logical thinking, and creative thinking.

3.2. Questionnaires

In order to further understand the current situation of young teachers' professional growth in secondary vocational schools, the author had developed two questionnaires. The first questionnaire was the "Questionnaire on the Way of Young Teachers' Professionalization and Development," which was planned to be issued after the end of the first phase of the Qinglan Project. The second questionnaire was "Questionnaire on the Implementation of the Qinglan Project," which was planned to be issued after the independent search for teachers among the young teachers in our school. Both sets of questionnaires were targeted at young teachers who would join our school within five years from 2018–2023. The reliability and validity of the prepared questionnaires were analyzed with the help of SPSS21.0 and they were distributed to the new teachers of our school who would join the profession within five years from 2018–2023.

The results of the first survey showed that in terms of the number of teachers, the number of young female teachers in our school is much higher than the number of male teachers, and the number of married teachers is higher than the number of unmarried teachers; in terms of the evaluation of the title, all the young teachers in the past five years have been evaluated as Assistant Lecturer in the secondary series; in terms of the subjects to be taught, the number of young teachers who are teaching in the public courses (language, mathematics, and English) is higher than the number of teachers who are teaching in the professional courses; most of the young teachers have a high degree of preference for and satisfaction with the status of "secondary school teacher," and most of them are able to formulate a complete independent professional development plan according to their career development plan.

The results of the second survey showed that most of the senior teachers in the Qinglan Project are able to fulfill their mentoring duties conscientiously and make follow-up evaluations of the young teachers in a timely manner; the young teachers in the Qinglan Project make efforts to overcome the burnout after joining the program and actively improve their self-worth. After joining the program, they are able to strengthen their professional cultivation in terms of teacher morality, teacher's appearance, teaching experience, and classroom skills, etc. In addition, the investigators put forward some corrective suggestions on the implementation of the Qinglan Project.

4. Review of issues

This study found that the Qinglan Project has significant effects on the development of secondary vocational school teachers. Firstly, it promotes teachers' professional development and improves their teaching ability and professionalism; secondly, the Qinglan Project helps to improve students' academic performance, which further proves the key role of teachers in the education process; lastly, the Qinglan Project strengthens team building among teachers and helps to form a good teacher culture^[5]. However, this study also has certain limitations that need to be scrutinized and reflected upon.

Firstly, the selection of teachers is a key factor in the Qinglan pairing model. Schools usually choose

veteran teachers with rich experience and high teaching standards as teachers, but the willingness and time schedules of these teachers may affect the effectiveness of pairing. If the teachers do not have enough motivation or willingness to mentor the young teachers, or if there are conflicts in time schedules, then the effectiveness of pairing will be greatly reduced ^[6]. Therefore, when choosing a teacher, in addition to considering the experience and level of the teacher, it is also necessary to consider the teacher's willingness and time schedule.

Secondly, there are some formalism problems in the Qinglan pairing model. Some schools pay too much attention to formal pairing and neglect the actual effects. For example, the communication and interaction between teachers and apprentices may not be in-depth enough, or there may be a lack of effective evaluation mechanisms. This may lead to unsatisfactory results of pairing or even a mere formality without substantial impact ^[7]. Therefore, when implementing the Qinglan pairing model, it is necessary to focus on the actual effect and establish an effective evaluation mechanism to ensure that the effect of pairing is fully realized.

Thirdly, there is the problem of burnout of some teachers in the Qinglan pairing model. In long-term teacher-apprentice cooperation, some young teachers may develop burnout and lack the motivation and willingness for self-improvement. This may affect the effectiveness of the Qinglan pairing model. Therefore, when implementing the Qinglan pairing model, it is necessary to focus on the personal growth and development of teachers and provide them with more opportunities and space for self-improvement.

In summary, there are some problems with the Qinglan pairing model in boosting the professional growth of secondary vocational teachers, which need to be examined and reflected upon. In order to better utilize the Qinglan pairing model, it is necessary to focus on the choice of teachers, the problems of formalism and teachers' burnout ^[8]. Teachers' professional development can be better promoted through the establishment of an effective evaluation mechanism, providing more opportunities and space for self-improvement and other measures.

5. Countermeasures

In the Qinglan Project, the Qinglan pairing model is a common talent training method, which aims to promote teachers' professional development through teacher-apprentice cooperation and mutual growth. However, in practice, there are some problems with this model, necessitating the exploration of countermeasures.

Firstly, on the issue of the selection of teachers, schools need to establish a scientific and reasonable selection mechanism, taking into account factors such as teachers' willingness, experience, and level. Older teachers who are willing to teach with the ability and time to guide young teachers can be selected through open competition and democratic election ^[9]. At the same time, schools can set up incentive mechanisms, such as giving certain allowances or rewards to teachers, to encourage them to actively participate in the Qinglan pairing model.

Secondly, for the problem of formalism, schools need to establish an effective evaluation mechanism to provide regular assessment and feedback on the communication and interaction between teachers and apprentices. This can be done by reviewing classes, evaluating classes, teaching seminars, etc., to understand the effects and problems of teacher-apprentice cooperation, and make timely adjustments and improvements. At the same time, schools can set up files for recording teachers' growth history and achievements, stimulate teachers' self-improvement motivation and willingness, and encourage and support teachers to apply what they have learned to practice in order to improve teaching effectiveness.

Thirdly, to solve the problem of teacher burnout, schools can establish a diversified career development platform to provide teachers with more opportunities and space for self-improvement. Teachers can be involved in various educational and teaching activities by organizing training, academic exchanges, and scientific

research cooperation to improve their teaching level and scientific research skill. At the same time, schools can establish a mutual aid mechanism for teachers so that they can support and help each other, and reduce professional pressure and burnout ^[10]. Schools also need to strengthen the publicity and training of the Qinglan Project, raise teachers' awareness and participation, pay attention to teachers' individual needs in the Qinglan Project, and provide customized training programs.

In summary, solving the problems in the Qinglan pairing model needs to start from several aspects, including the establishments of a scientific and reasonable selection mechanism, an effective evaluation mechanism, and a diversified career development platform. Through the implementation of these measures, the professional development of teachers can be better promoted, and the level of teachers and the quality of education and teaching in schools can be improved.

In general, the Qinglan Project plays a positive role in the development of secondary vocational teachers, which is conducive to promoting the professional development of teachers, improving the academic performance of students, and strengthening the team building among teachers. Therefore, schools and education departments should further promote and improve the Qinglan Project to meet the needs of different groups of teachers.

Disclosure statement

The author declares no conflict of interest.

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