

Shanghai Education Committee
Intensifying training of Ban Zhu Ren at elementary and secondary schools during
China's 12th Five-Year Plan (2011-2015)

To education bureaux in all districts,

In compliance with “*Suggestions on intensifying elementary and secondary teacher training by the Department of Education*” [Teacher [2011] No. 1] and “*Suggestions on teacher training of K-12 teacher training during China’s 12th Five-Year Plan*” [Shanghai Education Committee [2011] No. 35], in order to proceed the implementation of the policy as stated in “*Suggestions on intensifying training of Ban Zhu Ren by the Department of Education*”, “*Commencement of the national Ban Zhu Ren training program at elementary and secondary levels: Notice from the Office in the Department of Education*”, and “*Suggestions on further intensifying team building of Ban Zhu Ren at elementary and secondary levels in Shanghai by Shanghai Education Committee*”, as well as to elevate the overall quality and strengthen teaching and education abilities of Ban Zhu Ren at elementary and secondary levels, for the sake of healthy growing of elementary and secondary students, this document issues the following notices:

1. Guiding principles

The intensified training of Ban Zhu Ren should enhance training quality in all aspects and continuously increase the overall quality and professionalization of Ban Zhu Ren in the city while at the same time sticking to scientific outlook on development, following the core value system of socialism, complying with the long-term education reform and development plan at both nationwide and local levels, and the decisions made in the basic education meeting, centering around the primary task of education reform and development, and targeting at “cultivating high-quality life mentor and fostering students’ healthy growing”.

2. Objectives

- 1) To establish training system for all Ban Zhu Ren at elementary and secondary levels. To create a comprehensive training system for Ban Zhu Ren at elementary and secondary levels and incorporate the system into the overall planning of elementary and secondary teacher training.
- 2) To develop a system of training contents to meet different needs of Ban Zhu Ren at various stages of learning and professionalization. To optimize training resources, intensify training administration, and accentuate stratification and progression.
- 3) To promote professionalization of Ban Zhu Ren at elementary and secondary levels and increase training quality. To cultivate a team of Ban Zhu Ren that are loyal to education, love the profession and students, have excellent political and ideological mind, high-quality professionalization, strong self-development abilities, and have determined career goals and noble vision of education.

3. Training guidelines

In addition to the principles of clear target audience, effectiveness and efficiency, and innovativeness, the training should also follow the principles below:

a. Principle of autonomy development

It should fully exert the autonomy of Ban Zhu Ren for self-development, avoid one-way transmission model of training, utilize platforms of all sorts, provide extensive opportunities for interactive learning, and continuously increase the openness of training in order to foster Ban Zhu Ren's self-learning, self-summary, self-elevation in participatory learning.

b. Principle of research-practice connection

It should focus on studying new issues that arise in classroom teaching. Through specialized research and learning, it should solve real puzzles and problems in the daily work of Ban Zhu Ren, lead them from perceptual experience to rational knowledge, enhance thinking qualities, and enrich cultural deposits.

c. Principle of school-based approach

The school-based approach as the key link in the professionalization of Ban Zhu Ren should stress exploratory practices of classroom building and educating under the guidance of advanced theories, focus on professional team building with diverse organization structures, aim at increasing Ban Zhu Ren's identification with the career and enhancing the ability to apply theories, adopt the practice-reflection-practice as the primary way of learning, actively explore a variety of ways such as observation notes, diagnose and revision, specialized discussion, research project, and product exhibition to motivate the autonomy on Ban Zhu Ren of pursuing professionalization, art of teaching, and practice wisdom.

4. Training types and primary content

During China's 12th Five-Year Plan (2011-2015), there should be a minimum of 30 hours of specialized training of Ban Zhu Ren. The training content should be comprised of three components: teacher morality and quality, knowledge and skills, practice and insights. Training types include pre-service training, in-service training, and lead teacher training. Pre-service training is training for adjustment, to help newly employed Ban Zhu Ren adapt to the new role and tasks, with a particular focus on basic regulations and skills; in-service training is training for competence, to help practicing Ban Zhu Ren develop abilities of classroom management and art of teaching, with a particular focus on analyzing new situation, solving new problems, and developing abilities of application and research in class building and educating; lead teacher training is training for enhancement, to help youth and middle-aged Ban Zhu Ren with great potentials learn in all aspects, with a particular focus on individualized and autonomous learning, to advocate individualized teaching style and specialization, and to encourage them to become a model and leader in the local school district and citywide.

a. Preservice training

Target audiences include teacher interns, Ban Zhu Ren candidates, and those who have taken the role of Ban Zhu Ren within half a year, to follow the principle of “training before teaching”. The training should last 32 hours, primarily in the form of lecture and hands-on workshop. It should include: role specification, responsibilities and regulations, class management and community building, class activities and organization, basic moral education for elementary and secondary students, psychological development consultation, channels and methods of family-school partnership, special education and its relevant policy. The training should be organized by teacher training institutes in the district (or county).

b. In-service training

Target audiences include all the in-service Ban Zhu Ren at elementary and secondary levels. The training should last 40 hours, following the principles of expert guidance, peer assistance, and research-practice connection, primarily in the form of specialized discussion, case study, combined ways of theory learning and application, to stress the application. It should focus on real issues that arise in the daily work of Ban Zhu Ren, which includes modern community building in class, design and practice of education reform and development plan, creation of “warm classroom”, guide on romantic relationship and puberty education, prevention and treatment of internet addiction, techniques and wisdom of dealing with unexpected class accidents, art of family education, attention to and guide on campus fashion culture, collection of critical incidents in teaching, and case writing for Ban Zhu Ren, with a particular focus on enhanced training of Ban Zhu Ren’s mental and psychological health. Each school can develop school-based training program according to each school situation while referring to the above contents. In-service training should primarily take the form of school-based training. Suburban schools that are small in scales and weak in human resources can collaboratively develop training programs. Teacher training institutes in the district (or county) should be responsible for professional consultation. Newly hired Ban Zhu Ren should attend both pre-service training and in-service training, which should be organized by each school. Credits will count towards in-service training.

c. Lead teacher training

Target audiences include in-service Ban Zhu Rens that have at least 5 years of Ban Zhu Ren experiences, outstanding work performance, awards related to Ban Zhu Ren work. It should last for 42 hours. The training should stick to the principles of high standards, high starting points, high efficiency, primarily in the form of theory learning, demonstration and exposure, research project, and teaching while mentoring. It should include: introduction to classical moral education theories at home and abroad and its significance to date, basic components of professionalization of Ban Zhu Ren and ways to achieve the goals, concepts of democracy in classroom management and its realization with the vision of citizenship education, study of hot issues in Ban Zhu Ren work and coping strategies, youth crisis interference and Ban Zhu Ren’s mental adjustment, extracting features of excellent Ban Zhu Ren work, research on moral education and so on. The training for lead Ban Zhu Ren usually occurs once per year. The district-level training should

be organized by training institutes in the district (or county). The training at city level should be organized by Shanghai Ban Zhu Ren research and practice center, Shanghai Ban Zhu Ren leadership office, and Shanghai student moral education development center. Lead Ban Zhu Rens should actively participate in in-service training, taking the leadership and making impacts. Credits count towards lead teacher training.

5. Requirements

a. Precise positioning and seizing of the key issues

Each district or county should place the Ban Zhu Ren training in the context of basic education reform, stress the role identification of “life mentor” from the perspective of making every student satisfied and happy, stress “spiritual care and humanistic quality” from the perspective of sticking to career goals and enhancing teachers’ moral aspects and capabilities, care for professionalization of each Ban Zhu Ren, and continuously promote the vision of education and professionalism of Ban Zhu Ren.

b. Overall planning and assigning responsibilities

The training of Ban Zhu Ren at elementary and secondary levels is a key component of the overall teacher training program at elementary and secondary levels. The municipal education administration offices are responsible for macro guidance and quality control of the training of Ban Zhu Ren and organizing training for Ban Zhu Ren trainers. Each district or county should attach adequate importance to the training, make training plans, strengthen leadership, assign responsibilities to relevant offices, and carefully organize in-service training of Ban Zhu Ren and lead teachers. Each school should make school-based Ban Zhu Ren training plan and implement the plan in orders. Costs for all sorts of Ban Zhu Ren training fall within budget plan for district/county education and adequate funding should be ensured.

c. Content-focused and quality control

Each district/county should comply with “Training guideline for Ban Zhu Ren at elementary and secondary levels in Shanghai” (see the attachment), respect professional development rules, make full use of local resources, explore training models that fit Ban Zhu Rens at different learning stages, strengthen Ban Zhu Ren trainer team building, and build a lecture group of lead Ban Zhu Ren. The districts/counties, if possible, design and develop training curriculum and textbook accordingly, to share training resources and increase training effectiveness and efficiency.

d. Intensifying administration and increasing efficiency and effectiveness

The administration of Ban Zhu Ren training should be intensified and the performance evaluation system should be perfected. The municipal education administration offices should incorporate the performance evaluation system for pre-service training of Ban Zhu Ren and lead teacher training into the overall

performance evaluation system for teacher training at elementary and secondary levels. The district/county education administration offices conduct evaluation for in-service training of Ban Zhu Ren in each district/county.

Attachment: Guidelines for training of Ban Zhu Ren at elementary and secondary schools in Shanghai

Shanghai Education Committee
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CC: Office of lead Ban Zhu Ren in all districts
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