

# On the Development of Teachers' Core Literacy under the Background of Deepening Curriculum Reform

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**Keywords:** Curriculum Reform; Teachers; Core Quality; Problems and Solutions

**Abstract:** Under the background of the deepening of the new curriculum reform, core literacy is no longer only for students, but also facing unprecedented challenges and pressures for teachers. At present, it is more and more urgent to cultivate teachers' core literacy. As teachers are important guiders and participants in teaching activities, or cultivators of students' core literacy, the construction of teachers' core literacy is as important as that of students' core literacy. Strengthening the construction of teachers' core literacy and promoting the development of the overall quality of the teaching team has become a major problem facing the current quality education. Therefore, based on the deepening curriculum reform, this paper analyzes the problems and countermeasures in the development of teachers' core literacy.

## 1. Introduction

With the continuous advancement of the new curriculum reform, core literacy education is not only for students, but in the current education field, the core literacy is only for students, and the research on core literacy of teachers is rarely involved. In the context of deepening curriculum reform, in order to cultivate the core literacy of students, in order to enable the faculty to develop better. In the future education reform work, the core literacy building of teachers has been added, and the work that is the focus of attention has been mentioned on the agenda. As far as teachers' core qualities are concerned, their development is mainly influenced by their external environment, knowledge structure, psychology and physiology. Therefore, the construction of teachers' core literacy needs to be considered not only in the light of social and personal values. At the same time, we need to follow the development characteristics of the profession of teachers to build. For the cultivation of core literacy of teachers' groups, we only focus on the topic of core literacy to develop the school curriculum system. Meanwhile, we should integrate core literacy into teacher education, construct teacher learning groups, adopt effective methods to promote the development of teachers' core literacy, and construct and improve the evaluation and management mechanism of teachers' core literacy.

## 2. The Development of Teachers' Core Literacy

### 2.1 The impact of external environment

The external factors that restrict the development of teachers' core literacy mainly lie in the environment in which teachers live, including the social, family and school environment. As far as social factors are concerned, the social status of teachers, relevant educational policies promulgated by the state and social expectations for educators have indirect or direct effects on the development of teachers' core literacy. In terms of family factors, family membership and quality of life have a direct impact on the development of teachers' core literacy. As far as the school factor is concerned, the campus culture, the regulations, management and evaluation of teachers will have an impact on the development of teachers' core literacy [1].

### 2.2 Influence of psychological factors

In terms of psychological factors, it mainly includes the motivation and needs of teachers, which

plays a vital role in the development of teachers' core literacy. As the individual subjective will of teachers, it directly affects the level of efforts of teachers in the process of core literacy development.

### **2.3 The influence of physiological factors**

As far as the effect of teachers' core literacy development is concerned, it is directly affected by teachers' own health status. Because people's cognitive patterns are often very different, so there are also differences in physical conditions. People with good physical fitness and good health have more energy to study. Therefore, differences in physical fitness and brain are the physiological reasons for the differentiation of horizontal competence in the development of teachers' core literacy.

### **2.4 Impact of knowledge structure**

In addition to the psychological, physiological and external factors, the knowledge of teachers themselves is also one of the factors influencing the development of core literacy. As far as teachers with good knowledge structure and abundant knowledge are concerned, their knowledge theory for the development of core literacy is easier to understand, and their obstacles in practice are relatively small, whereas teachers lacking knowledge are the opposite.

## **3. Construction of Teachers' Core Literacy Framework**

### **3.1 Advocating the Way of Local Construction**

At present, most of the ways to construct the framework of teachers' core literacy draw lessons from foreign models, lacking the taste of China. As far as the meaning of indigenous construction is concerned, it mainly emphasizes the construction of core literacy on the premise of indigenous problems, which is based on the theoretical system and actual situation of indigenous itself. Therefore, on the issue of teacher core literacy development, it advocates the way of ontology construction and correctly confronts the current practical problems of China's education development. Based on the traditional Chinese culture, and innovating it, the components of the teacher's core literacy framework system have Chinese characteristics [2].

### **3.2 Taking the professional characteristics of teachers as a foothold**

The construction of the teacher's core literacy framework system must be based on the professional characteristics of teachers. The profession of teachers is very unique. It is based on teaching and educating people. Responsibility is not only the transfer of knowledge, but more importantly, the cultivation of the talents needed for the society. As far as working methods are concerned, this profession is different from other staff members and requires teachers to influence and infect students with their own personality charm, wisdom and emotion. By means of communication and communication, students can be helped to grow up and become talents needed by the society. Therefore, in the construction of the framework of teachers' core literacy, in addition to personal, social and student factors, we need to consider the particularity of the profession of teachers, and constantly improve the framework system.

### **3.3 Based on the Stage of Teachers' Professional Development**

As far as the profession of teachers is concerned, its development process is of a certain stage, and the development stage of teachers' core literacy is determined by the growth stage of teachers' profession. This requires that in addition to the theoretical content, the teacher's core literacy framework should be constructed according to the teacher's own career development stage. Effectively plan the development goals of the teacher profession and the level of competence to be achieved into the core literacy construction system.

### **3.4 Taking the unification of social and personal values as the establishment point**

In the process of constructing the framework system of teachers' core literacy, the standards

established should fully reflect the personal value of teachers, which is the premise of respecting the profession of teachers and promoting the development of teachers' core literacy. Secondly, it is necessary to take into account the social value of teachers. This is a necessary condition for teachers' core literacy and social development. The inclusion of teachers' character and ability standards in core literacy construction is not only conducive to the development of core literacy, but also conducive to the social progress of society.

#### **4. Teacher core literacy development strategy**

##### **4.1 Adopt a progressive development model**

Because teachers' personal psychological and physiological development has certain stages and continuity, it is considered in combination with the value orientation of teachers' core literacy. If the core literacy of teachers is to be developed in a benign manner, it is necessary to conform to the laws of teachers' physical and mental development in order to maximize the value of teachers' core literacy. Therefore, the development of teachers' core literacy is also characterized by stage, continuity and continuous development and improvement. In the process of constructing teachers' core literacy, teachers' lifelong development should be taken as the overall goal of the construction, and then the core literacy should be nurtured in different stages and levels to formulate the specific objectives of the development stage of teachers' core literacy [3].

##### **4.2 Developing Curriculum System Based on Core Quality**

At present, many countries will take core literacy as the basis of curriculum design. This is because curriculum as an important carrier of school education can be carried out smoothly, but also determines the shape of students and cultivate what kind of people, so the development of curriculum system should only focus on core literacy. Because of the close relationship between teachers and curriculum, teachers' behavior directly affects the implementation effect of curriculum. It can be seen that in the construction of the curriculum system, in addition to focusing on the core literacy cultivation of students, it should also be added to the cultivation of teachers' core literacy, so that the core literacy of teachers and students should be the goal of common development. Secondly, before entering the job, teachers mainly receive formal education through normal colleges and universities, which lays a solid foundation for their education after they join the job. Therefore, when carrying out the core literacy cultivation of teachers, they should also be integrated into the curriculum system of teacher education in normal colleges, focusing on cultivating their literacy such as innovation, science, humanities and communication skills [4].

##### **4.3 The establishment of teacher core literacy management evaluation mechanism**

In the process of building the core literacy of teachers, in order to promote their benign and healthy development, it is necessary to strengthen the construction of teachers and evaluation. First of all, the education department and schools should follow the people-oriented democratic scientific management concept to construct the teacher management mechanism, and the management methods adopted can be diversified. In addition to paying attention to the performance of teachers, it should also join the part of humanistic care, pay attention to the value development of teachers and highlight the status of teachers. Secondly, the evaluation mechanism of teachers is improved and improved from methods, subjects and contents. In terms of evaluation content, it should be changed from the previous single and immediate evaluation to the long-term and value-added evaluation. This requires that when evaluating teachers, students should not only be considered as the sole criterion for evaluation, but should be evaluated in light of the development and improvement of students' ability level. Thirdly, as far as the subject of evaluation is concerned, the evaluation of teachers in the past is usually carried out by principals and teaching directors. Under the background of the new curriculum reform, it should be transformed into the participation of school leaders, teachers themselves, society, students and parents. Fourthly, as far as evaluation methods are concerned, we should change the previous criteria of quantitative test and evaluation

from students' and teachers' performance to teachers' qualitative evaluation. It is worth noting that in the process of evaluating teachers, it is not appropriate to adopt the summative evaluation method, but to adopt the developmental, expressive and formative evaluation methods. Thus, it is beneficial to grasp the true situation of teachers and enhance their professional confidence.

#### **4.4 Constructing Teacher Learning Community**

One of the most important ways to cultivate teachers' core literacy is to construct teachers' learning community. Teacher learning community refers to the spontaneous formation of teacher groups based on the common interests and goals of teachers. The members mainly include school leaders, educational experts and teachers themselves. The aim is to promote the development of core quality of teachers through sharing, cooperation and dialogue. First of all, the premise of building a teacher learning community is to get the support and assistance of school leaders, which is embodied in: caring for teachers. Teachers should be given more rights in teaching reform and help them reduce the pressure of teaching. To provide a place for the construction and operation of teacher learning community and facilitate teachers to carry out learning activities, besides providing support for normal operation, relevant evaluation and competition mechanism of the learning community should also be established. Secondly, in the process of construction, the practical characteristics of the school itself should be taken as the starting point for the construction of cooperative teacher culture. Teachers should strengthen their sense of cooperation among the groups. Schools should organize training on relevant cooperative skills for teachers' learning groups, and regularly carry out group activities among teachers, so that the cohesiveness of teachers' groups can be improved. Thirdly, as far as teachers are concerned, in the process of building a learning community, they should have the consciousness and common will of group building, be brave in the group, have a strong sense of responsibility, and work hard for the common goal of everyone. Efforts to study and learn in the group, enhance communication and communication skills with other people, and cooperate and share through group activities, so that the teacher learning community can really play its role, thus realizing the development of the teacher's overall core literacy [5].

#### **5. Conclusion**

In summary, in the context of the new curriculum reform, it is not only necessary to strengthen the cultivation of students' core literacy, but also the core literacy construction for teachers. Only by strengthening the core literacy of teachers can the overall quality of the faculty be improved, and students can be better educated. In the future teaching process, schools should not only focus on the cultivation of students' literacy, but also put the cultivation of teachers' literacy on the agenda, and provide strong support for the construction and development of teachers' core literacy. Through continuous practice and summary, we should adopt scientific, reasonable and targeted ways to improve the deficiencies in the process of core literacy construction, so as to achieve the overall improvement of teachers' and students' core literacy.

#### **Acknowledgement**

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