

# The Retrospection and Elicitation of China's Teacher Education Reform and Opening-Up More Than 30 Years

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Since implementation of reform and opening-up policy, China's teacher education has got significant success on policy design, legislation process, theory research, system reform, model innovation and teaching qualification system building. Teachers' educational background level has been increased. Teachers' professional ethics and teaching capacity has been constantly improved. Teacher group's structure on age, gender, subject, specialty and professional title has been significantly ameliorated. During this process, we got much historical experience and elicitation. We should persist in harmonizing about teacher educations' basic feature and guidance character, pedagogic trait and academic nature, subjectivity and openness, specialty and university nature, comprehensiveness and integration. We should explore development methods of Chinese characteristics for teacher education actively.

*Keywords:* China, teacher education, reform and opening-up, process, elicitation

## Introduction

Since 1978, China's teacher education has experienced more than 30 years of reform and opening-up. The period embodies continuous quests to develop China's teacher education with its own colors. In the present context, it constitutes a subject of realistic significance to give a comprehensive analytic summary, from the perspective of China's overall strategies for modernization, of the achievements and experience of more than 30 years' development of teacher education reforms for the sake of a scientific programming of the education in question, which entails the studies of all sectors of society, especially of the educational circle.

This article will approach the subject from five aspects: the lay-out for a system of teacher education reforms, the practical investigations, the theoretical researches, the major achievements and the historical enlightenments therein.

## The Lay-out for the System of Teacher Education Reform

In the past more than 30 years, the Party and the State have placed emphasis on the zenithal mapping of the teacher education system, stipulated a series of policies and regulations governing the reforms in the field, and consequently, guided and promoted the turn of teacher education from the traditional model to the modern one.

## The Guideline for Teacher Education Reform

The stipulation of policies and the layout of a guideline concerning teacher education reforms have experienced the periods of restoration and reconstruction, reforms and openness, remodeling and upgrading, etc..

**The period of restoration and reconstruction.** In September 1977, Deng Xiaoping, when speaking of righting the wrongs in the educational sector, pointed out, "Teacher education should be well conducted... for without an adequate teacher education, there would be no teaching personnel". In December 1977, the Ministry of Education promulgated "Instructions for Training of In-service Teachers", requiring a timely establishment and perfection of teachers' training setups. In October 1978, the "Instructions for the Reinforcement and Development of Teacher Education", issued by the Ministry of Education, put forward the goal of "setting up a number of normal colleges within three to five years". Aiming at the establishment and perfection of the teacher educational system by means of readjustment, rectification, reforms and improvement, the Ministry of Education hosted "The Fourth National Conference on Teacher Education" in Beijing. In October 1982, the State Council approved the promulgation of "Provisional Regulations for Strengthening the Construction of Normal Colleges" laid out by the Ministry, which standardized the construction of normal colleges. In March 1986, the National Commission of Education issued the "Instructions for the Strengthening and Developing of Teacher Education", which put forward the classification of middle normal schools, three-year colleges and four-year teacher educational institutions of higher learning, which were intended for the cultivation of teaching personnel for nurseries, primary schools and middle-schools apart from in-service training. So far, a fairly complete system for the cultivation and training of teachers had been set up after 10 years' endeavor.

**The period of reforms and opening to the outside world.** The Central Committee's "Decision on the Reforms of the Educational System" (issued in May 1985), which initiated large-scaled reforms in an open way, for the first time, stipulated that, "All the graduates from normal colleges and universities should be assigned to teaching positions, so should some graduates from other institutions of higher learning". "The Schema for China's Educational Reforms and Developments", which came into operation in February 1993, required to "ensure, by every possible means, that teacher educational institutions of various natures and at various levels be well run, and that in the meanwhile, other educational institutions take an active part in the cultivation of teachers for primary schools, middle-schools and vocational schools" and "encourage more excellent graduates from non-normal colleges to teach in primary and middle schools". In December 1996, then the Educational Commission issued "Instructions on the Reforms and Developments of Teacher Education", which called for "opening-up a new horizon of teacher educational reforms and developments by actively advancing the reforms in the conceptual and the managerial systems".

**The period of remodeling and upgrading.** In order to speed up the process of cultivating teaching personnel in an open way, including the continuous education of primary school and middle-school teachers in the system of teacher educational and incorporating the cultivation and in-service training of teachers, the Ministry of Education promulgated "The 21st Century-Targeted Scheme for Operation to Invigorate Education" in December 1998. "The Decision on Deepening the Educational Reforms and Accelerating Quality Cultivation in a Comprehensive Way", which was issued by the Central Committee and the State Council in June 1999, brought forth the aims to upgrade teacher education, substitute by making progressive efforts the new three-leveled teacher educational system for the traditional three-leveled one, broaden the conceptual realm of teacher education by combining pre-service cultivation with in-service training and further the incorporation of teacher education. In May 2001, the State Council issued "The Decision on Basic Educational Reforms and Developments", which for the first time used the term of "Teacher Education". The decision set forth the goal to perfect the open system of teacher education with normal institutions as the mainstay and other institutions as co-operators, which featured the integration of pre-service cultivation and in-service training. "The Schema

for the Educational Development in the 11th Five-Year Plan”, issued in May 2007, once again put forth the goal for constructing “an open, flexible and standardized teacher educational system upgraded in its leveling and quality”, which further promoted, through systematic designing, the turn from the traditional teacher education model to the modern model, thus, bringing China’s teacher education in concert with that of the outside world.

### **The Legislative Protection for Teacher Educational Reform**

The legislation concerning teacher education may fall into the following two phases:

(1) The initiative phase covers a period from the 1980’s to the present. In February 1980, the Standing Committee of the Fifth National People’s Congress passed the bill “PRC (The People’s Republic of China) Regulations of Degrees” at the 13th plenary session, which marked the beginning of educational legislation in the new era of reforms and openness and protected the restoration and development of higher education (including teacher education), especially that of post-graduate education. “The PRC Act of Compulsory Education”, which was passed at the fourth plenary session of the Sixth National People’s Congress in April, 1986 and revised at the 22nd session of the Standing Committee of the Fifth National People’s Congress in June, 2006, had greatly promoted the development of teacher education;

(2) The phase of reform and opening to the outside world covers the 1990s. In October 1993, “the Fourth Plenary Session of the Eighth National People’s Congress” passed the “Teachers’ Law of the PRC”, which verifies teachers’ rights, obligations, qualifications, employment, cultivation, training, assessment, treatment, rewards and legal obligations. Its 10th and 18th article declare,

The state implements the system based on teachers’ qualifications. Any Chinese citizens may obtain the qualifications of teachers, provided that they, abide by the Constitution, laws and regulations, love education, have fine moral virtues, the education background required by the present law (or have passed the national tests for teachers’ competence) and the abilities to educate and teach, which are authenticated. People’s government at various levels and departments concerned should endeavor to make a success of teacher education, and even non-normal institutions of higher learning must take up the task of cultivating and training primary-school and middle-school teachers.

In March, 1995, “The Third Plenary Session of the Eighth National People’s Congress” passed “Education Law of the PRC”, which express provisions regarding the legal status, rights and obligations of teacher educational institutions, the rights and obligations of educators and teachers and the related managerial system, the rights and obligations of governmental departments and social bodies, educational investment system and the guarantee system over prerequisite educational facilities, etc.. In light of the “Teachers’ Law of the PRC”, the State Council issued the “Regulations over Teachers’ Qualifications” in December 1995, which expresses provisions over teachers’ classification, serviceability, qualifications, competence tests and assessments. In August 1998, the fourth plenary session of the Standing Committee of “The Ninth National People’s Congress” passed the “Education Law”, which stipulates in detail the basic systems of teacher educational institutions, the establishment of schools, organizations and their activities, etc..

Besides, the governments at various levels also promulgated relevant regulations and rule and guaranteed their operation by taking such steps as inspections, supervisions, etc..

### **Theoretical Researches in Relation to Teacher Education Reform**

In the past over 30 years, the teachers’ educational reforms have been guided by theoretical researches, and systematic investigations have been carried on over the reformation remodeling of organizational systems,

the disciplinary construction, curricular reforms, etc.. In accordance with the content, those researches may fall into two categories: reforms in teacher education proper and the professional development of primary-school and middle-school teachers.

### **Researches on the Reforms in Teacher Education**

Researches in relation to the reforms in teacher education may be divided into two stages, with the mid-1990s as the demarcation line. The first phase focused on the nature and status of teacher education, and the second on the mode, system, curricula and disciplinary construction.

Having lessons from the “Cultural Revolution” and experiencing the ideological campaign of “Putting Wrongs to Rights”, the Party and the Central Government took successive measures to restore, establish and consolidate the status of teacher education. Meanwhile, the theoretical circle carried on researches from such perspectives as the 100-year development of teacher education, the nature and characteristics of teacher education, the relationship between teacher education and the national education, the status and functions of teacher education, etc.. The researchers held that teacher education is the “machine tool” of education at large and the cradle of educational personnel, and teacher education should strategically have its preference for development and the nature of teacher education, which is to be emphasized, should go hand in hand with its academic nature. Thus, the notions of “Education is of a far-reaching significance”, “Education is the foundation of a nation”, “The teacher is the backbone”, etc., grew more and more popular, and finally, became the consensus of the society.

With the dispute going on over the nature of teacher education and the academics, arose such controversial issues as the necessity to maintain the establishment of teacher education, how to employ for reference the progression and orientation of international teachers' education, how to reform the close-ended type of the teacher educational system and how to construct a teachers' educational system by integrating pre-service cultivation and post-service training, etc.. The concept hit the mainstream of academic discourses that normal colleges and universities should take the road of openness and comprehensive development and maintain, or even advance, the characteristics of teacher education. Hence, the orientation of teacher educational reform and the reforms concerning relevant organizational structures became subjects of deep-going investigations.

Heated theoretical discussions followed around the modes of teachers' pre-service cultivation, such as “2 + 2”, “3 + 1”, “4 + 0”, etc., and around the issues regarding the curricular system, including the curricula of liberal arts, sciences and pedagogy, the proportion of theoretical and practical courses, etc.. The researches on the reforms in teachers' educational curricula were brought to a new height when the 21st century-targeted reforms in the curricular system and teaching content were initiated by normal institutions of higher learning in the mid-1990s of the 20th century.

Since the beginning of the 21th century, teacher education has become a new specialty for talent cultivation, and its construction as an independent discipline has been put on the agenda. On December 8-10, 2006, the “National Forum on the Disciplinary Construction of Teacher Education” was co-hosted by the Central Research Institute of Educational Science and Nanjing Normal University, at which relevant issues were discussed. With the experience of 100-year teacher education, the openness of teachers' educational practice, in addition to the fruit-bearing researches, has constituted a solid foundation for the disciplinary construction of teachers' education, and the appeal for a second-level discipline of teacher education under the first-level discipline of pedagogy has become more and more audible.

### **Theoretical Researches on the Professional Development of Teachers**

Researches on the specialization and professional development of teachers, which started relatively late, now progressively attracted attention in the 1990s of the last century. Researches had been conducted with the introduction of education information of foreign countries. On domestic issues, such as the professional role and qualifications of the teacher, the system of teachers' professional status, the specialization of teachers, teachers' continuous education and professional development.

As to the professional role and qualifications of the teacher, multi-perspective researches had been carried on, and such issues as the social expectation of the teacher's role, the connotation, classification and performance of the role, the change in the role of the teacher at home and abroad, conflicts arising from the differences of roles, etc.. At the same time, such topics as the basic qualifications, qualities and professional morality required of the profession were investigated. Not a few scholars made penetrating researches on the cultivation, the professional enhancement, the professional qualifications and moral qualities of the teacher from the viewpoints of being patriotic, abiding by the laws, loving the position, teaching with the purpose of cultivating talented personnel, being a model in behavior, showing concern for the students, willingness to pursue life-long studies, etc..

On the aspect of the teacher's specialization and professional qualification system, as they showed more concern on the qualification system suited to China, the researchers focused on the issues about how to operate on the basis of a qualification system, such as how to enhance the qualification requirements according to the development of basic education and the demand of personnel construction, how to perfect the qualification system, which includes the core factors of examinations, qualification transfer, the validity of qualification, how to cope with the relations between the qualification system and the teacher's specialization, how to actively implement the system in order to promote the professional construction, etc..

In the field of teachers' continuous education and professional development, some problems had arisen: the mode of pre-service education, when put into practice, was found in conflict with pre-service education, with the demand for primary-school and middle-school teachers and the situation of teaching practice. The trainings were not efficient and pertinent. The researchers systematically analyzed those problems and probed comprehensively into such issues as the specialty-oriented continuous education, the structural construction, the development and sharing of resources, the contingent construction of training personnel, the reforms of the managerial system of training, etc.. At the same time, on the basis of comparative studies of the domestic and foreign theories and practice in the professional development of teachers, they vastly investigated the relationship between teachers' continuous education and teachers' professional development, the status quo, the tendency, the connotations, the orientation, the ways and the strategies of teachers' professional development, as well as the development curve and relevant influencing factors.

### **The Empirical Investigations of Teacher Education Reform**

The past more than 30 years witnessed brilliant practical investigations of teacher education into aspects, such as system reform and transformation, model reform and upgrading, teacher qualification systematization and renovation.

#### **The Reform of Teacher Education System**

Since the mid-1980s, the Party and State, by sticking to the development idea/approach of "keeping an open teacher education system as well as maintaining normal universities as it is the main body", successively published a series of laws and regulations on reform and development of teacher education. In September 1986,

a decree about the implementation of Compulsory Education issued by the former National Education Commission, put forward that, "Those schools of higher education should be active in shouldering the responsibility of elementary and secondary school teacher training, if conditions permit".

In December 1996, the former National Education Commission issued "Some Suggestions on Reform and Development of Teacher Education" which stressed the importance of "Strengthening and improving a teacher education system with independent normal universities as its main body, other universities as participants, and education and training as its two basic instruments linking to each other". In May 2007, the State Council forwarded "An Outline of the 11th Five-year Plan of the Cause of State Education" issued by the Ministry of Education, aiming at "gradually forming a teacher education system which is open, flexible, standard and orderly".

In the process of opening-up teacher education, quite a number of normal schools shifted, expanded or upgraded into multi-disciplinary or comprehensive schools of higher education, by way of internal and external development: coalition between normal schools, merging of pre-job training and in-service training institutes, annexation of a normal school by a comprehensive one or vice versa, transformation and upgrading of normal schools, establishment of departments of teacher education in non-normal schools which play a role in teacher education, or establishment of independent colleges specialized in teacher training by annexing some former normal schools.

As a result, the comparatively independent system of teacher education was dismantled, and a new pattern of teacher education was set up, which had six normal universities<sup>1</sup> with Chinese distinctions under the direct leadership of Ministry of Education and more than 30 key normal universities in the provinces as its main body, and had many other universities as its other participants.

### **The Reform of Teacher Education Model**

Since the 1990s, many normal schools enthusiastically have carried out their reform in teacher education model and curriculum designing.

One of the new models is the model of staged education at the undergraduate level. This model means: taking into consideration the imbalance between urban and rural areas and between Eastern and Western regions, as well as the differences among academic qualifications of primary, junior and senior middle schools, the former low-grade, mixed pre-service teacher training model will be replaced by one where teacher training will be separated from academic training of students, thus, enhancing the professionalism of teacher education. This reform is based on the reality of present teacher training situation, and will not change the four-year length of schooling at the undergraduate level.

From the actual implementation of different normal schools, the model of pre-service staged education at the undergraduate level mainly consists of two typical models: "2 + 2" and "3 + 1". In addition, there are also the "2.5 + 1.5", "3.5 + 0.5", "4 + 0" models, as well as the "2.5 + 0.5", "2 + 0" and "2 + 1" models in vocational schools.

The second model is the post-bachelor education model. This model, following the trend of international teacher education development, and taking into consideration the actual needs of elementary education, prolongs the schooling length of teacher education and upgrades it into post-bachelor education. Meanwhile, it

<sup>1</sup> The six normal universities under the direct leadership of the Government of the PRC Ministry of Education are: Beijing Normal University, Northeast Normal University, Central China Normal University, Southwest Normal University (now called Southwest University) and Shaan'xi Normal University.

separates academic training from teacher training, by way of specialized teacher training programs like teacher training theories and field teacher training in addition to traditional general and academic studies, so as to ensure the position and quality of teacher training. The “4 + 2” Model of Beijing Normal University, the “4 + 1 + 2” Model of East China Normal University and the “3 + 3” Model of Shanghai Normal University are good examples of this kind.

### **The Reform of Teacher Qualification System**

More than 30 years' implementation of teacher qualification system has roughly gone through three stages of development:

(1) The first stage is the initial stage. The 13th Item of “Law on Compulsory Education of the PRC” issued in April, 1986 stated that “The State sets up the system of teacher qualification, and qualified teachers will be issued a certificate”. It was till then that the founding of teacher qualification system began to have legal support and the management of teachers began to be law-based. In September 1986, the former National Education Commission issued “Tentative Regulations on Qualification Certificate of Elementary and Secondary School Teachers”, which laid a solid foundation for strict teacher qualification system;

(2) The second stage is the Stage of Regulation. Laws and regulations made detailed stipulations on the practice of teacher qualification system, including the classification and application of teacher qualification, the conditions of qualification, the qualification examination and identification, and the issuing, managing and numbering of teacher qualification certificates. These laws and regulations are “Teachers' Law of the PRC” issued in October 1993, “Education Law of the PRC” issued in March 1995, “Teacher Qualification Regulations” issued by the State Council in December 1995, “Transitional Regulations on Identification of Teacher Certificate” issued by the former National Education Commission in December 1995, “The Implementation Measures of Teacher Qualification Regulations” issued by the Ministry of Education in June, 2006, and so on;

(3) The third stage is the stage of implementation. “Teacher Qualification Regulations” explicitly put forward the implementation of teacher qualification certificate system which has been carried out on an overall scale since September 2000. The Regulations made it clear that “The certificate for teacher qualification is the legal credential for teacher qualification”, so every Chinese citizen who became a teacher after the date January 1, 1994 and who satisfied the requirements for teacher qualification, must go through the legal procedure of teacher qualification identification before he/she could get the certificate. In August 2001, the Ministry of Education, based on “Teacher Qualification Regulations” and “The Implementation Measures of Teacher Qualification Regulations”, issued “Operational Regulations on Teacher Qualification Certificate”, thus, effectively standardizing and improving the practice of teacher qualification system.

### **Major Achievements of China's Teacher Education Reform**

The past more than 30 years saw tremendous achievements in reform and opening-up in teacher education in China. The achievements are especially reflected in two aspects: the fast development of the cause of teacher education itself, and its service to basic education by quality teacher training on a large scale.

#### **Rapid Development of the Cause of Teacher Education**

Rapid development of the cause of teacher education is embodied in the following aspects: the restoration and reconstruction of teacher education system after the Third Plenary Session of the 11th Central Committee of the Communist Party of China, the expansion of teacher education size, the improvement of teacher

education conditions, etc..

In the field of pre-service teacher training, there had been a continuous expansion of elementary and secondary teacher education, from the late 1970s to the late 1990s, as a result of which, a large number of qualified teachers were turned out for pre-school education and elementary education. At the same time, there was a steady increase in the size of schools of higher education and a steady increase in the school running capacity. Compared with that in 1980, the number of enrolled students in 2006 increased by 6.3 times, and the number of graduates increased more than eight times. Compared with that in 1992, there was a drop of 71 in the number of schools of higher education in 2005, yet there was an increase of 39 in the number of normal universities at the undergraduate level. This reflected that there was adjustment and upgrading in the structure of teacher training at schools of higher education.

Moreover, there was also a steady increase in the size of vocational schools for teacher training, including six independent vocational schools, six national exemplary units of professional skill training for vocational teachers, 54 national training bases under key construction and more than 130 training bases at the provincial level.

In the field of in-service teacher training, a large number of teacher training institutes made historic contribution to improving academic qualification of the elementary and secondary school teachers and headmasters. Since the late 1990's, normal universities and comprehensive universities have joined them in career development of teachers. Meanwhile, a new form of teacher career development, MEd. (Master of Education) in education came into being: in April 1996, the 14th Conference of the Academic Degrees Committee under the State Council discussed and passed "The Report on Setting Up and Piloting MEd. in Education", since then, altogether 57 schools of higher education have been enrolling postgraduate students pursuing this degree. In 2004, this program began to have postgraduates oriented toward rural areas, aiming at training in-service teachers in rural areas to a higher level of proficiency.

In the aspect of teacher education condition improvement, a system with government support and multi-channel investment is becoming more efficient. The investment on teacher education is increasing. Near the end of the 20th century, the basic conditions of normal universities reached the standards set by the State. During "the 10th Five-year Development Program", the State fastened its step in upgrading the former education facilities, by investing large sums of money on multi-media facilities and online education. Emphasis was put on the improvement of faculty members of normal universities: During the 10 years from 1991 to 2001, full-time teachers increased from 75,484 to 104,900, with a six-fold increase in the number of full professors and a double in the number of associate professors. To encourage more excellent youths to hold teaching as their life career, in May 2007, the State Council decided to set up a pilot program of tuition-free education for students in normal universities directly affiliated to the Ministry of Education. The tuition will be covered by special programs of Central Financial Departments. It is a very important measure of giving favorable policies and improving teacher education under new situations.

### **Optimization of Elementary Education Staff**

On the one hand, the percentage of academic qualification of teachers is rising. According to the criteria at that time, which required that the academic qualification for primary school teachers was graduation from secondary normal high schools, that for junior middle school teachers was graduation from colleges of teacher training and that for senior middle school teachers was graduation from normal universities, it could easily be

seen that there was a steady increase in the percentage of academic qualification.

Till the year 2007, the academic qualification percentages of elementary school, junior middle school and senior middle school teachers were 99.1%, 97.2% and 89.3%, respectively. Those of full-time teachers with academic qualification in junior middle schools in cities, counties and countryside were 99.4%, 98.44% and 98.9%, respectively. Those in senior middle schools were 91.11%, 80.49% and 70.94%, respectively.

On the other hand, there was a steady increase in the upgrading of academic qualification of teachers. In 2007, the percentage of full-time teachers in primary schools with a college education background and above was 66.9%, as compared against 2.6% in the year 1991. The percentage of teachers in junior middle schools with university education background was 47.3%, as compared against 12.7% in the year 1980. The percentage of teachers in senior middle schools with postgraduate education background was 2.2%, as compared against 0.6% in the year 2001. The percentages of full-time primary school teachers with college education background in cities, counties and countryside were 78.01%, 67.17% and 47.49%, respectively. Those of junior middle school teachers with university education background were 62.44%, 34.5% and 24.34% respectively, and those of senior middle school teachers with postgraduate education background were 1.88%, 0.84% and 0.42%, respectively.

In addition, there was steady improvement in the moral attainment, teaching ability and teaching skills, as well as obvious amelioration in the age, sex, discipline, major and title structures of teachers as a whole.

### **The Historic Inspirations of China's Teacher Education Reform**

In the past more than 30 years, teacher education in China has made a historic leap. The experience and inspiration of more than 30 years teacher education are extensive and far-reaching. However, some deep-rooted problems which were accumulated over time have yet to be explored and resolved. The problems can be listed as follows: coordination between comprehensiveness and characteristics, coordination between subjectivity and opening policy, unification of pedagogic nature and academic nature, integrity between the disciplines of arts and sciences and the discipline of education, interaction between the instruction of theories and the cultivation of practical abilities, perforation of pre-service training, in-service training and post-service training, coherence between teacher educational system and teachers' qualification system, etc..

The following proposals are made with a view to solving the above-mentioned problems.

First, it is necessary to stick to the unification of foundations and orientation. The basic principle of pedagogy is that good education relies on the teacher. In this sense, the teacher is the essential force in developing education and is the first resource in the educational cause. So, the teacher education is seen as the foundation for the whole education development. In order to have a great human resource, we need to be in line with the principle of putting teacher education in the first position, having priority in developing it and utilizing teachers' resources, so that the national educational development can be provided with abundant human resources. At the same time, we must keep to the socialist distinction to train teachers for basic education, improve the comprehensive quality of teachers and the optimization of the teacher contingent and enhance the teachers' professionalization and their personal development. And hence, the excellent socialist educators with noble professional ethics and refined practice would be available.

Second, it is called to stick to blend the purposes of teaching and researching. The issue of teaching and researching has existed for a long time and it is also a matter ever existing in teacher education. We need to handle the relationship between these two in a dialectic way to strengthen the purpose of teaching, and then

combine it with researching. This is the general guiding principle to set up curricula for teacher education, scientifically design academic programs of art and science and pedagogy, allocate the percentage of students' credits and their credit hours in terms of the courses of theory and practice and reasonably choose the modes of the hierarchical and periodic training, or the modes of the blending and comprehensive training. All these are the necessities for the teacher educational development. Undertaking the responsibility of imparting knowledge and educating people, the teacher needs to know what and how to teach. Teacher education as the first thing of the educational cause has to reflect this complex requirement, which means to connect and harmonize the aims of teaching and researching in setting up the disciplines and the majors, arranging the courses, and so on.

Third, it is required to stick to the unification of subjectivity and openness. The historic significance of the 30-year teacher educational reforms is to make the teachers' schools as the subjects and advance the openness of teacher education gradually. In a long period in the future, the teachers' schools are the main forces in teacher education in China. However, to emphasize the subjective position and the function of the teachers' schools is not to shut up the door of the openness of teacher education, but to build the teacher contingent with high quality as the general objective. In this sense, we should, under the principle of combining the directionality with the undirectionality, and of developing teacher-training both inside and outside the teachers' schools simultaneously, place emphasis on making full use of the advantages of the traditional normal schools and accelerate its comprehensive development. At the same time, we should also try to expand the channels for teacher education with a purpose of absorbing fully and integrating efficiently all kinds of the resources for teacher education so as to open its system in all dimensions.

Fourth, it is demanded to stick to the combination of educational specialization and university transition. Looking back at the process of the teacher educational development, we can get a basic law that it always goes hand in hand with the elementary educational development. Surveying the history of teacher education in the world, we can also discover a general rule that the school-university transition of teacher education is always associated with the upgrading of the compulsory education. It can be seen that more attention to the teacher education is the inevitable trend of the teacher educational development around the world. Therefore, we need not only to improve the modes of teachers' training, but also to promote the teacher's academic degrees as well as their professional capacities, not only to shift from the simplistic and directional teachers' training to the hierarchical and classified teacher education, but also to change from the low-level training of combining specialty of art and science with the specialty of education, to the high-level professional teacher education with the two kinds of specialties assigned in stages.

Fifth, it is requested to stick to combining comprehensiveness and integration. The modern teacher education is neither the traditional one-off education, nor the teacher's pre-service and post-service training which are separated, but the lifelong education. This kind of education is of service to the practice in both the pre- and post- service periods. So it is necessary to make an overall plan on dealing with the relationship between the general and special education, the relationship between humanities and social sciences and natural science, the relationship between the academic education and teachers' professional training, the relationship between the study of theories and the experience of teaching practice, etc.. Our final aim is to achieve the comprehensiveness of teacher education and set up a system of an integrated modern teacher education through the effort of shifting the low-level and simplistic teacher education to the high-level and multi-directional teacher education.

China's teacher education has stepped into a new stage. In order to see objectively the main achievements

of teacher education and sum up its basic experience, we need to look back at the development of teacher education in the past more than 30 years. Only in this way can we get rich historical experience and inspirations on the way to exploring teacher education with Chinese characteristics.

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