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Professional Development for Music Teachers in China: From the Perspective of Mentors' Instructional Leadership

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Abstract

In many countries the mentoring system is adopted for teachers' pre-service and in-service training, such as the United States, China, New Zealand, Singapore and the United Kingdom. As a developing country with a large population, China has a huge education system. In order to ensure this system operate with high quality, the educational administration department has set up a systematic, hierarchical, country-wides mentoring system which is called Teaching and Research System(TRS) to ensure the quality of China's basic education. At present, China has three levels of Teaching-Research Offices at the provincial, municipal, district levels. In all levels of Teaching-Research Offices, each subject has a special person in charge of teaching and research, that is the mentor—— Teaching-Research Officer(TRO). They are frequently involved in the process of teacher teaching and professional development, so they are also teacher educators. This research is a doctoral research and it adopts the exploratory sequential design of mixed method research to explore the elements of instructional leadership of music TROs in the context of Chinese education. The research questions are: 1) what are the connotation of instructional leadership of music TROs? 2) How do music TROs implement instructional leadership? 3) How do music teachers evaluate the instructional leadership of music TROs? The research will be divided into two stages. The first stage is a case study. The collected data are coded and analyzed through observation and interview, and the functional dimension of music TROs is established. In the second stage, questionnaire survey will be used. It is divided into several parts such as revise questionnaire, pilot study, re-revision, formal test and data analysis. This research will help to improve the music TROs' work efficiency, so as to promote the professional development of teachers and the quality of music teaching, and ultimately achieve the indirect purpose of improving students' academic level. At the same time, the research can also provide reference for national policy makers to promote the development of music education in China.