

International comparative study of standards for new teacher's professional development

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Abstract

According to the theory of teachers' professional development, teachers' career development can be divided into five stages: induction, stability, new challenges and problems, professional plateau, renewal or degeneration (Day, Sachs, 2004). From the perspective of teacher's professional career development, new teachers generally refer to teachers who have been qualified for teaching for less than three years (Zhong, 2017). Since the new teacher is in the initial stage of teacher professional development, this teaching philosophy and practice have an impact on the teaching attitude, identity, and teaching methods of the teacher professional development career that immediately begins. When new teachers enter the new environment, they need to interact with the new identity in the teaching context through multiple paths and enhance their understanding and identification of the new identity in professional development. The formulation and implementation of teacher professional standards provide policy support for teacher specialization and teachers as professional workers. Throughout the international field, based on the trend of globalization of teacher education standards, establishing professional standards for different stages of teacher professional development and promoting the reform and specialization of teacher's education system have become the orientation of countries with developed education. Among them, American teacher's professional standards started early, mainly controlled by InTASC from the national level. In 1992, the organization published the model standards for new

teacher licensing, evaluation and development: an inter-state communication document, which put forward ten core standards that new teachers must have and started the development of professional standards for new teachers (Yao, 2007). In addition, Australia, Great Britain and other countries have also made effective progress in the formulation of phased standards. Therefore, the analysis of the existing international standards has reference significance for the integration and improvement of the whole system of teacher's professional standards. This article from the background, purpose, content, characteristics such as dimension analysis and contrast the United States, Australia, the UK (in Scotland, for example) the new teachers' professional development standards, to compare the similarities and differences between different countries the new teacher's professional development standards, to perfect the future new teacher's professional standards, construct the complete system of teachers' professional standards provide the basis.

Keywords: new teacher, teacher professional development, new teacher professional development standard.

Mezinárodní srovnávací studie standardů pro profesní rozvoj nových učitelů

Abstrakt

Podle teorie profesního rozvoje učitelů lze kariérní růst učitelů rozdělit do pěti etap: úvodní, stabilní, nové výzvy a problémy, profesní stagnace, obnova nebo degenerace (Day, Sachs, 2004). Z hlediska profesního rozvoje učitele se jako noví (začínající) učitelé obecně chápou učitelé, kteří jsou kvalifikovaní pro výuku méně než tři roky (Zhong, 2017). Vzhledem k tomu, že se nový učitel nachází v počáteční fázi svého profesního rozvoje, má tato učitelská filozofie a praxe vliv na učitelské postoje, identitu a vyučovací metody profesní kariéry učitele, která bezprostředně začíná. Když noví učitelé vstoupí do nového prostředí, musí se s novou identitou v kontextu výuky stýkat více cestami a posílit své porozumění a identifikaci nové identity v profesním rozvoji. Formulace a implementace profesních standardů učitelů poskytuje politickou podporu specializaci učitelů a učitelům jako profesionálním pracovníkům. V celé mezinárodní oblasti se na základě trendu globalizace standardů vzdělávání učitelů stalo stanovení profesních standardů pro různé stupně profesního rozvoje učitelů a podpora reformy a specializace systému vzdělávání učitelů orientací zemí s rozvinutým školstvím. Mezi nimi začaly americké profesní standardy pro učitele vznikat brzy, z národní úrovně zaštiťovány především InTASC. V roce 1992 tato organizace zveřejnila modelové standardy pro licencování, hodnocení a rozvoj nových učitelů: mezistátní komunikační dokument,

který předložil deset základních standardů, které musí noví učitelé mít, a zahájil vývoj profesních standardů pro nové učitele (Yao, 2007). Kromě toho Austrálie, Velká Británie a další země rovněž dosáhly účinného pokroku při formulování postupných standardů. Analýza stávajících mezinárodních standardů má proto referenční význam pro integraci a zlepšení celého systému profesních standardů učitelů. Tento článek slouží jako analýza představující kontrast Spojených států, Austrálie, Velké Británie (například ve Skotsku) v nových standardech profesního rozvoje učitelů, nabízí porovnání podobností a rozdílů mezi různými zeměmi a jejich nových standardů profesního rozvoje učitelů, zdokonalení budoucích nových profesních standardů učitelů a vybudování kompletního systému profesních standardů učitelů.

Klíčová slova: nový učitel, profesní rozvoj učitele, standard profesního rozvoje nového učitele.

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Introduction

A new teacher is one who has completed all pre-service education courses, including teaching internships at the student level, has been certified and is employed by a school with responsibilities that are usually the same in kind and degree as those that more experienced teachers must have at the initial stage. The initial stage after induction is called the new teacher stage, in which the new teacher enters the classroom for the first time and is in the stage of accumulation and exploration of educational experience.

Teacher professional development is to expert advice from novice teachers and development stage, is also a teacher in the long-term teaching process continuously according to the change of time updating their knowledge structure, supplement their own knowledge loopholes, to constantly improve their teaching skills, the purpose of in order to meet the needs of students' knowledge. Therefore, the trend of teacher professional development is to improve their professional development career through a variety of ways and means.

The new standard is the basic connotation of teacher professional development: establish corresponding professional development with the new teachers' professional standards, to teachers' specialization to realize teaching professional, will be the new teacher's professional development standards as finish from students to the basic purpose of teacher's role change and transition, from professional training standards to measure different schools of teaching professional. This is the most basic engineering, it involves the initial link of teachers' education quality assurance mechanism and basic conditions.

1 Methodology

This paper illustrates the new teachers' professional development standards in the United States, Australia, the UK (Scotland, for example). During the overall process, qualitative methodology is adopted in this study. It mainly analyses the new standard of an international comparative study of teacher's professional development to improve the future of the new teacher professional standards, construct the complete system of teachers' professional standards to provide the basis. Using the qualitative research method, from the background, purpose, content, characteristics, such as dimension analysis and contrast the United States, Australia, the UK (Scotland, for example) and their new teachers' professional development standards. This paper uses text analysis research methods by analysing the existing international standards for the whole significance of reference to the teachers' professional standards system integration and improvement.

2 The theoretical framework

2.1 American teacher standards resulting from reform services

Since the 1960s, the nationwide education reform movement in the United States began to rise on a large scale. In the process of education reform, the emphasis on the status of teachers' education has drawn attention to the threshold of access for teachers and set standards for qualified teachers. At the same time, due to the serious loss of new teachers in the United States and the shortage of teachers, it has become the focus of teacher education reform to provide corresponding guarantee and support for new teachers, formulate professional standards for new teachers, and provide guidance for the professional development of new teachers (Li, 2008). The first is INTASC publication called "the new teacher licensing standards, assessment and development model: an interstate communication materials, INTASC was then established including math, art, education, special education based on specific criteria, such as promoting the implementation of the standard in the discipline level. INTASC as chief education officials of the state council (CCSSO) agency, by the state educational institutions and national education organizations in 1987 coalition, jointly committed to the reform of teacher training, teacher qualifications and professional development for teachers, with aims to participate in state policy harmony in teaching, that teacher training needs shortboard, teacher evaluation methods and the teachers' professional development measures of communication and exchanges to build development platform (Henson, 2009).

Since the new teacher standard was first put forward in 1993, that is, then new teachers should know, be able to and should be defined as the standards of governing

the rear, the standard is revised every year based on suggestions and feedback, but its overall framework and core ideas are not too different. Now the latest revised version is the revised InTASC core teaching model standard reviewed in April 2011. In this revision, InTASC (Interstate New Teacher Assessment and Support Consortium) removed New from its name to reflect that the standard is no longer only for new teachers but also applies to teachers at different stages of development. After that, it was renamed InTASC (Interstate Teacher Assessment and Support Consortium), which reflected the difference of Teacher professional development stage according to the requirements of teachers in different development stages of each standard (Council of Chief State School Officers, 2011). The standard to ensure students entering the university, and ready to face the challenge of the world today, the teacher should have the ability and quality, are also presented in what is a transitional period of the public education system and effective teaching and learning, to ensure that each student is lead to learning autonomy, focus on the knowledge learning and application of contents and skills in the real world problems, cherish each learner in the learning experience, deal with the differences between at the same time, through the maximum possibility to give learners adaptive form, the learning environment of rapid change. The new teacher standard has given a new perspective to the public education system during the transition period.

2.2 Increasingly clear professional standards for Australian teachers

Compared with the United States, Australia started relatively late in the establishment of standards for teacher competence and began to set standards for teachers in the mid-1990s Shiqiong, Longman, 2012). In November 2003, the Australian education, training and youth ministry (MCEETYA) for the first time issued a nationwide professional standards of teachers' professional standards – Australia national teaching framework (ANFPST), the standard of teacher professional development stage shall be divided and planning the development direction of teacher's professional standards, but because of its general macro for each stage of development, lack of micro-level details instruction, at the same time, the standard concrete implement process and state and territory in effective collaboration and communication, the standard of actual effect is not ideal (Australian Institute for Teaching and School Leadership, 2011). For the lack of response has promulgated standards, promote the school education equity and excellence in Australia, in 2008, the Australian government in "Australia's 2020 summit" outline "Australia's 2020" the development of education in Australia and at the end of the year, the federal government to outline, issued the declaration of Melbourne elementary education reform strategy. The following year, the Australian national standards professional team (NSEWG) was set up by the Australian federal government to work with the Australian association of educational research (ACER) on the revision of teacher

professional standards. From February to June 2010, the draft plan was released to the whole country for comments and Suggestions. The submission was returned to the Australian Association of teaching and school leaders (AITSL), and the final report was produced after verification. In February 2011, the Australian national professional standards for teachers (NPST) were formally promulgated by AITSL (Hattie, 2003). NPST not only responds to Australia 2020 and the Melbourne Declaration of Australia's future education development program but also updates the 2003 Australian national teaching professional standards framework (ANFPST). Australian teacher professional standards reflect the far-reaching influence of teacher effectiveness on students and are based on this, throughout the formulation process (Baddeley, 2005). Meanwhile, the aim that teacher quality is the most important factor affecting students' academic achievements is also highlighted in the standards (OECD, 2005).

2.3 Towards a developed and coherent professional standard for UK teachers (in Scotland, for example)

The education system in the United Kingdom of Great Britain and Northern Ireland is independent, while the education system in Scotland and Northern Ireland is the most distinctive. Scotland implemented Teacher standards for the first time in 2005. In the actual implementation of the standards, the standards for Headship, Standard for Initial Teacher Education and Standard for Full Registration were promulgated successively in 2005, 2006 and 2006. The Standard for Chartered Teacher, issued in 2009, comprises. This standard takes professional behaviour as the core and delimits three dimensions of teacher standard from professional behaviour, professional value and individual commitment, professional knowledge, and understanding (Chen Shijian, 2013). In 2010, the Scottish government's education report pointed out a series of difficulties faced by teacher education, and proposed that teacher education in Scotland, as the core of education reform, presented a fragmented and chaotic form of teacher education system. How to deepen the concept of teacher education, enhance the coherence of the education system and improve efficiency is an urgent problem in the education reform (Donaldson, 2011). The Scottish government issued the public service reform act 2011 (Scottish Teachers' Association) in March 2011, marking that the Scottish teachers' association (GTC) became a professional and autonomous body independently responsible for teachers' affairs from the government departments in April 2012. The responsibility of the teachers' association is to promote the quality of teaching and learning and to maintain and enhance the professional standards of teachers. In order to adapt to the change of the nature of the association and realize the purpose of the association, the teachers' association has launched a new round of teacher standard reform (Baumeister, 1993). In the new round of reform, teacher specification is presented as a teacher standard with professional value and individual commitment as the core,

which was approved in 2012 and took effect in the next year. It replaces the three-dimensional teacher standard with progressive levels of knowledge and understanding, professional skills and abilities, and has been implemented since 2005.

3 Comparative analysis of professional standards of new teachers

3.1 Overall structure comparison

In terms of structure, the dimension composition of the standard structure in the United States, Australia, and Britain is similar. On the other hand, compared with the progressive relationship among the Scottish three dimensions, the parallel relationship between the United States and Australia lacks progressiveness and hierarchy. The April 2011 edition of InTASC core teaching demonstration standards mainly include four parts, namely, learners and learning, content knowledge, teaching practice, and professional responsibilities. It is divided into ten core standards according to three dimensions of behaviour performance, professional knowledge, and core characteristics. The ten core standards are learner development, learning difference, learning environment, subject knowledge, knowledge application, evaluation, teaching plan, teaching strategy, professional learning and ethics, leadership, and collaboration.

The learner and learning section includes learner development, learning difference, and learning environment. Content knowledge includes subject knowledge and knowledge application; Teaching practice includes evaluation, teaching plan, and teaching strategy. Professional responsibilities include professional learning and ethics and leadership and collaboration. The three dimensions of behaviour performance, professional knowledge and professional characteristics are detailed for each standard. From the perspective of length and focus, the American standard especially focuses on the description of behaviour performance. This revision of INTASC has changed the selection of vocabulary and the delineation of objects. Its core standards are common to teachers in different stages of development. Based on the development characteristics of different stages, the core standards are different to meet the characteristics of teachers in the stage of professional development. Australian professional standards for teachers (2011 version) have a similar structure, which is divided into three dimensions: professional knowledge, professional practice and professional participation. Professional practice includes planning and conducting effective teaching and learning, creating and maintaining a supportive and safe learning environment, evaluating, giving feedback and reporting on student learning; Professional participation includes participation in professional learning and professional collaboration with colleagues, parents (guardians) and the community (Education Services Australia as the legal entity

for the Education Council, 2011, 2018). The new professional standards for teachers, approved by the Scottish Teachers Association (GTC) in 2012, can be divided into four stages, namely, admission teacher standards (SPR), full registration teacher standards (SFR), long-term professional learning standards, intermediate leadership standards, and advanced leadership standards. SPR is the standard starting point for teachers' professional development career and the benchmark set by the Scottish higher education quality assurance agency for teachers' professional quality. The main target of SPR is teachers who are admitted before the end of their education. After obtaining the SPR, admitted teachers can continue their professional careers and work towards achieving the standard of fully registered teachers. As SFR is the benchmark for professional teachers, it defines the basic criterion of competence for all teachers. Therefore, the complete professional standards for teachers include competency standards for learners, parents and the profession itself in teaching, so as to build up confidence in the profession of teachers for stakeholders (GTC Scotland, 2012). SFR is mainly composed of three dimensions: professional value and individual commitment, professional knowledge and understanding, and professional skills and capabilities, which are subdivided into eleven standards.

There are differences between Scottish teachers' career development stage and American and Australian teachers. The development of its standards pays more attention to the same level of objectives as the standards of admission teachers, long-term professional learning, intermediate leadership, and senior leadership. In teacher development stage for the vertical axis, as opposed to America, Australia on standard of the same in different development stages of the teacher to make specific provisions to render, Scottish teachers professional standards as access standards as the starting point of teacher's professional standards, as a centre, in the subsequent stages of development in to still include the requirements of the former stage, stage of development for line standard longitudinal structure appears as the form of concentric circles, linear form is different from other countries. In standard dimensions, on the other hand, is divided into horizontal axis, horizontal dimension from the United States, Australia as independent form, and the three dimensions of Scotland with professional values and individual commitment as the centre of the circle, the professional knowledge and understanding, professional skills and ability to present included concentric circles, and the Scottish SFR progressive reflects the close relationship between each dimension, the dimension classification forms in favour of the understanding and interpretation of the teacher's standard, also clearly conveys standard-setters attaches great importance to the professional values and individual commitment of teachers' education concept.

3.2 Comparison of standard contents

3.2.1 Standard applicable objects and application fields

Compared with the limitation of the application objects of Australian professional standards for teachers, the INTASC core teaching demonstration standards in the United States and the standard for fully registered teachers in Scotland highlight the expansion and continuation of standard objects and fields. The update of INTASC standards in the United States is not only initiated to re-understand learners and the learning process but more urgently, every student should and must achieve high standards of academic achievement. Therefore, the accountability of educators should be raised to a higher level (Council of Chief State School Officers, 2011). Based on this, INTASC changed its name to INTASC. At the same time, the standard targets not only new teachers but all teachers at different stages of development. In the detailed rules, the standard description of teachers at different stages is differentiated. Scotland is also in the concentric circle shape of the distribution of dimensions map for the development of different stages of the teacher different provisions, all standards in the horizontal dimension of professional value and professional commitment to maintaining the core relationship. The three dimensions run through the whole process of teacher development, and none of them exists independently to promote the development of teachers' understanding, practice and professionalism.

While Australian standard set of objects is similar, they are based on professional knowledge, professional practice, professional involved in three dimensions, seven core standards to describe in details the difference between the new teachers, skilled teachers, leaders, experts, teachers four different stages of development of the code of conduct, on the rendering of standard content, discourse organization in the United States and Scotland still reflects the profound meaning and break the boundary of horizon. Taking American standards as an example, in the standard discourse system, the "new" standard object is removed from the organization and standard name, and the application area of the standard is expanded. The "Student" in the standard is uniformly described as "Learner", which reflects the Learner's initiative in the learning process and subverts the old concept of the passive status of middle school students. In the formulation of standards, "learner" means the blurriness of the boundary of standard objects. Compared with "student", learners are also applicable and more acceptable in the informal field. The expression of "learner" is not reflected in the Australian standard. Secondly, "Classroom" was revised as "Learning Environment". Stereotypes in cement block with a border of image in the classroom was broken, in the change of teaching situation, this field should be the flow, the changing, interactive, full of significance, while "learning situation" to describe the location of teaching, break is not just physical boundaries, standard is trying to present a panoramic view of teaching and contains the body of the interactive relationship between also are shown. Although mentioned in

the standard dimensions in Australian standard “to create and maintain mutual support and safe learning environment”, is still in the rules to “make all students participate in classroom activities can make strategy” “has the ability to organize classroom activities and provide clear guidance” form, such as the “learning situation” essentially restricted to the classroom, is not a more generalized sense “learning situation”.

3.2.2 Established objectives of standards

America and Australia tend to emphasize effective teachers and their contribution to students' academic achievements, while Scotland focuses more on reflective teachers and quality improvement of teachers' long-term career development. Over the past three decades, the focus on the “effectiveness” of schools and teachers has been internationally dominant, focusing on government systems, technological achievements, management processes and measured and measurable outcomes as measures of how well education contributes to economic growth. In this oriented ecological environment of education, the focus of teacher education is on practical ability, and the most perfect and sound education system should be devoted to training teachers to be reflective, skilled and quick to explore and research professionals. Professional teachers should not only meet external expectations and have teaching skills but also have the responsibility and ability to fully participate in the interaction of complex teaching situations, adapt to, influence and lead teaching changes (Donaldson, 2011). The goals of SFR in Scotland are based on this concept. SFR is to substitute teachers should have professional quality and ability of the detail, is based on the new teachers to give reliable and continuous development advice and is fully registered teacher should have a career and professional development to improve the detailed description of the quality and ability, also is through the teachers' professional development career the basic principles of professional ability. In the development stage of new teachers, their professional value, professional commitment, and professional attitude have a profound impact on the development of the subsequent stage. By placing professional value and commitment at the core, the Scottish standard can highlight its orientation of focusing on improving the quality of teachers' professional development career.

The emphasis of the American InTASC standard and Australian standard on the effectiveness of teachers is reflected in the requirements on the performance of teachers in the description of standard details based on the orientation of cultivating high-achieving students. Taking the Australian standard as an example, the Australian standard aims at the field and describes the abilities that teachers at different stages of development should have. Based on the complex teaching situation, it presents the qualities that an Effective Teacher with consensus should have. In the Australian standard, “effective teacher” refers to the ability to integrate and apply knowledge, practice, and teaching consistent with the description to create a valuable teaching situation.

The focus on “Effective” is also reflected in the standards and rules, such as “plan and carry out Effective teaching and learning” and “Effective teaching communication”. The choice of discourse reflects an emphasis on validity.

3.2.3 Knowledge and skills requirements

In terms of knowledge and skills requirements, the United States has a richer coverage of teachers’ knowledge and skills and interdisciplinary literacy and emphasizes the tendency to focus on the performance of teaching behaviours in the standard content. Australia and Scotland, by contrast, have a smaller range of knowledge and skills requirements. InTASC core teaching demonstration standards set corresponding knowledge and skills standards for teachers at different stages of development, and these requirements are based on a unified standard category. Among them, collaboration, communication, innovation, critical thinking and problem-solving, multiple perspectives and technology are interdisciplinary skills. American standards specify specific knowledge and skills for each subject, while the standards are in different dimensions. The degree of presentation is also directly reflected in the emphasis on knowledge and skills of different subject levels. First of all, the standard emphasizes teachers face is diverse, dynamic and the development of the individual, because of the particularity of practical essence of education and education objects, teachers shall be based on students to point to, consider its psychology, characteristics, and behaviour of individual differences, on the basis of promoting the development of inner qualities, and effective implementation of student achievement. Secondly, the teaching situation is regarded as an ecological environment with rich and interactive factors. Different from other majors, the particularity of teacher specialty determines the diversification of participants and the extent of involvement. Therefore, communication and collaboration with school, family, community and other stakeholders to cultivate and develop communication and collaboration skills are also indispensable qualities in the professional development of teachers. Thirdly, based on the development of science and technology and the application of electronic equipment and teaching technology in teaching, effective use of data to support learning and the understanding and mastery of technology is also the necessary knowledge and skills for teachers nowadays. At the same time, the ability to judge and discriminate information is particularly important in the environment with diverse information paths. Critical thinking from multiple perspectives and problem solving also test the adaptability and learning ability of teachers. In contrast, critical thinking and problem solving, interdisciplinary topics, leadership, and the use of data to support learning are rarely covered in the Australian standards, while the Scottish standards place less emphasis on teachers’ mastery of the skill of using data to support learning.

Conclusion

The United States, Australia, and the UK (in Scotland, for example) all hold the promotion of teacher professional development and teacher professional learning as the standard core.

As the front link of the teacher's professional development career, new teachers are the growth focus of teacher's professional development and teacher's professional learning. Professional standards with each revision are the complexity of teachers' practice and study of teachers' professionalism and pressed. The establishment of standard system tries to draw the outline of a certain stage is not what the teacher should know, or should be, but from a broader development blueprint for macro-level to the requirement of teachers, then make specific protocols of different stages in the micro-level. The description of teachers' professional development career is clearly reflected in the three standards. For example, in the Australian standard, "identification and planning of teachers' professional learning needs", "participation in professional learning and promotion of practical ability", and in the American standard, "teachers' participation in continuing professional learning...", "participation in reflective practice to develop and enhance lifelong professional learning and teaching expertise", etc. Teacher professional development provides teachers with integrated, continuous and detailed learning opportunities to expand and lay a solid foundation of teacher knowledge, while allowing teachers to participate in the ongoing process of professional development, critically examine teaching practices, and explore new and effective teaching methods to promote students' learning. Professional development needs to implement the professional growth goals of individual teachers. At the same time, large-scale organized teacher learning directed to school improvement needs to be considered. The balance between individual teacher development and organizational learning needs to be presented in the formulation of standards. In this process, teachers participate in the community to deepen their understanding of subjects and teaching content, promote the application of teaching skills, and improve their ability to select information and make decisions. The development process is continuous and based on teaching practice, in which teachers' knowledge and skills are tested and fed back in the teaching context and promoted in reflection and peer collaboration. Therefore, standards are particularly important for the control of the core status of teacher professional development and teacher professional learning.

The United States and Australia focus on inclusive education and personalized learning.

Both Australia and the United States are countries of immigrants with a long-standing need for cultural diversity. In the process of multicultural integration, the call to resist ethnic discrimination and racial discrimination has also been voiced in the field of education. Inclusive education was first proposed in the declaration of the world conference on special needs held in Salamanca, Spain, in June 1994. As an educational trend, inclusive education accommodates all students and opposes discrimination and exclusion. The concept of inclusive education has already spread to all aspects of the field of education. As such, Australia's new teacher professional standards in the "learn from the language, culture, religion and social economic background of the students, master in language, culture, religion and social economy under the background of the students' ability of learning and requirements, and take effective teaching strategy" from the language, culture, religion and social and economic background difference manifests the fusion, understanding for aboriginal and Torres Strait islander teaching strategies: Grasp and understand a lot about aboriginal and Torres Strait islander students in their culture, cultural identity and language background knowledge "from the ethnic background of aboriginal and Torres Strait islander fusion", support to improve the students' learning and fully participate in the teaching activities of teaching strategy: to master and understand a lot of support to improve the students' learning and fully participate in teaching activities teaching strategies and related legal requirements, these ideas can be reflected from different angles with Australia's new teacher professional standards for teachers in terms of inclusive education in the early years of the entry. And the new American professional standards for teachers, "teachers understand individual differences, cultural diversity, and community, and ensure that every learner in an inclusive learning environment meets high standards." From the standard discourse, the importance of diversity and diversity is emphasized, as well as the importance of the guaranteed high-quality education for each learner in the "inclusive learning environment".

At the same time, the United States and Australia are also concerned about personalized learning for diverse learners. The goal of teacher professional development is to promote the development of students. The professional standards of teachers in both countries give top priority to caring for students, understanding students and protecting students' interests, and emphasize that communication and teaching strategies for different students should be diversified. American standard "the teacher to understand individual differences and cultural diversity and community in order to assure to promote each student to achieve high standards of inclusive learning environment", in the Australian standard "are there differences in ability of the students' specific learning needs to adopt different teaching strategies, are there differences to understand and master the ability of all the specific learning needs of students, and adopt different

teaching strategies" have reflected the attention to individual diversity. Scotland's focus on diversity is also reflected in the fine book, but less than in America and Australia.

The United States, the UK (in Scotland, for example) highlight the importance of teacher leadership improvement and the teacher leadership in the standards.

Australia, on the other hand, is more focused on participation in professional activities. The umbrella term "teacher leadership" openly covers a series of multi-level activities, including coordination and cooperation, curriculum setting, participation in school management, parent and community interaction, self-guidance in professional development, assistance in peer professional development, participation in the appointment and training of new teachers, etc. [23] The emphasis on teacher leadership in the American and Soviet standards also reflects the improvement of the professional status of teachers in the international level. Leadership performance in multiple levels in American standard, the standard ten "leadership and cooperation" as "teachers acquire appropriate leadership role is responsible and opportunities for students to learn, and learners, family, colleagues, and other school professionals and members of the community cooperation, to ensure the development of learners and promote professional development". This description not only shows the multi-faceted nature of teachers in education but also reflects the interactive relationship between teachers' leadership and the participating members. Teacher leaders aim to play a role in the professional community and promote the development of the school while promoting the growth of students.

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