

# Quest for World-class Teacher Education? Global Trends in Chinese Experiences <sup>1</sup>

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**Abstract:** World-class has been extended in recent decades to more broadly characterize anything that is first-rate globally. Although there is no universally agreeable definition about what world-class teacher education means, almost every country has endeavored to follow this global trend for a better teaching force. Since the 1990s, various national initiatives have been maneuvered in China to nurture world-class teachers by reforming teacher education institutions (TEIs) into a world-class system. The Chinese model of teacher education is conceptualized by critically revisiting the developmental trajectory of the teacher education system in China over a century, and re-examining its current provisions and latest challenges more recently. It interrogates the Chinese model of teacher education with two macro lenses: the historical and the comparative. The historical lens looks deeply into the Chinese way of reform with a catch-up mentality in various stages, while the comparative lens locates the Chinese model of teacher education in an international context. The presentation conceptualizes the Chinese model of teacher education with four key core features: (1) the Confucian humanist way for individual and societal development; (2) the practicality of *Zhong-Yong*; (3) institutional openness and diversity; and (4) holistic integration of knowledge and social action. Finally, the speaker concludes that the Chinese model of teacher education with a hybrid system is likely to illuminate new pathways for the development of teacher education and the pursuit of excellence in a globalizing age.

**Bio:** Jun Li is Professor Designate at the Faculty of Education, Western University, Canada, and currently Deputy Director of Education Policy Unit at the University of Hong Kong. He serves as Chairman of the Hong Kong Educational Research Association (2014-17), President of the Comparative Education Society of Hong Kong (2012-14), and also on the CIES Publications Committee (2016-17) and the WCCES Research Standing Committee (2017-19). His recent publications include single-authored *Quest for World-Class Teacher Education? A Multiperspectival Study on the Chinese Model of Policy Implementation* by Springer (2016) and “Ideologies, Strategies and Higher Education Development: A Comparison of China’s University Partnerships with the Soviet Union and Africa over Space and Time” by *Comparative Education* (2017).

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<sup>1</sup> This keynote presentation is developed from the speaker’s following writings: The Chinese Model of Teacher Education: Retrospect and Prospects over a Century by *Frontiers of Education in China* (2012, 7 [3], 417-442); The Chinese Model of Teacher Education: The Humanist Way for Chinese Learners, Teachers and Schools in P. C. I. Chou & J. Spangler (Eds.), *Chinese Education Models in a Global Age: Transforming Practice into Theory* by Springer (2016); and *Quest for World-Class Teacher Education? A Multiperspectival Study on the Chinese Model of Policy Implementation* by Springer (2016).