

REFLECTIONS ON THE IMPLEMENTATION CONTENT, PRACTICAL CHARACTERISTICS AND EXPERIENCES OF ENHANCED PERFORMANCE MANAGEMENT SYSTEM TEACHING EVALUATION PARADIGM IN SINGAPORE

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Abstract: Since the report of the 20th CPC National Congress pointed out the importance of optimizing the educational evaluation system, the teaching evaluation paradigm has been the focus of academic research. The implementation of Enhanced Performance Management System includes clearly categorized and clearly defined evaluation criteria, a balanced evaluation process of leniency and stringency, and scientific, comprehensive, fair and reasonable evaluation results. The evaluation objectives reflect the integration of teaching and learning, the evaluation results promote effective support and the use of results to optimize performance settings. China's teacher teaching evaluation system has limited practical evaluation objectives, deficient evaluation incentives, performance accountability accounted for too heavy and other issues. Summarizing Singapore's experience, it is necessary to pay attention to the multiple subjects of goal setting, expand the incentive role of goal management, and expand the development function of performance assessment, so as to continuously promote the deepening of education evaluation reform in the new era.

Keywords: Teacher reevaluation of teaching; Singapore; Enhanced Performance Management System

Introduction

Teaching evaluation is a key link in the development and orientation of education. On 13 October 2020, the CPC Central Committee and the State Council issued the Overall Programme for Deepening the Reform of Educational Evaluation in the New Era, which stresses the important role of educational evaluation in advancing the modernization of education and the construction of a strong educational country. The report of the 20th Party Congress states that "talent is the first resource" and calls for "deepening the comprehensive reform in the field of education and improving the school management and education evaluation system". In-depth research and discussion of education evaluation is a necessary way to improve the quality of talent training. Evaluation of teachers in primary and secondary schools in China exists controversies in various aspects such as purpose, subject,

standard and result and the tendency of summative evaluation that emphasizes the result but not the process (Feng & Xu, 2021). The evaluation of primary and secondary school classroom teaching over-emphasizes students' intellectual factors and opposes qualitative and quantitative evaluation (Wu, 2010), the focus of knowledge and competence objectives, the theoretical choice of evaluation framework construction, and the contradiction between the dominant position of teachers' teaching and students' learning have been the focus of scholars' attention (Hao, 2015).

At the same time, China's university administrators focus on performance rather than evaluation, university teachers focus on research rather than teaching, and university students focus on learning rather than evaluating teaching, the teacher teaching evaluation standard is invariably alienated into a tool to bind teaching and a means to manage teachers, deviating from the requirements of objectivity and scientific (Zhao, 2023).

Through tracking and investigating 308 pilot projects of teacher team building reform and 151 exchanges of member colleges and universities of the Chinese Society of Higher Education, the study found that there are problems such as single means of teacher evaluation in colleges and universities, imperfect evaluation standard system, and insufficient developmental functions (Jiao & Shi, 2014). Utilitarian Evaluation Orientation Leads to Lack of Nurturing Function (Wei, 2017), the evaluation content is dominated by basic teaching results also affects the comprehensiveness and specificity of the evaluation (Wei & Tang, 2023). In order to remove the current problems of score-only, promotion-only, diploma-only, thesis-only and hat-only in our country, the academic community has carried out extensive research focusing on the optimization strategy of teachers' assessment and evaluation.

Research Objectives

Other countries in the world have unique practical experience in teacher teaching evaluation, among which Singapore's Enhanced Performance Management System (EPMS), which has been implemented since 2003 and is applicable to all stages of education from basic education to higher education, can provide reference and inspiration for China's primary and secondary schools, colleges and universities to improve teacher teaching evaluation. Singapore has one of the most coherent teacher education and employment systems in the world, and EPMS is an indispensable key link in Singapore's sound system of teacher selection, training, management, and development, and is closely linked to teachers' professional development, career advancement, and remuneration. The system takes competence as its starting point and measures, rewards and promotes teachers' teaching by fully linking competence to performance indicators.

Singapore's career planning system has evolved in response to the needs of students and teachers. Expectations of teachers in Singapore society have always been high, putting enormous pressure on the teaching profession. Due to increased competition in the market and the fact that

teachers trained in the 1960s and 1970s are beginning to retire, the Ministry of Education (MOE), in an effort to improve the competencies and standards of the teaching force, developed the Educational Services Professional Development Programme (EduPac) in 2001. EduPac consists of three main components: performance evaluation, financial rewards and recognition, and professional development, which work as a coherent system to motivate and retain high-quality teachers. In 2003, the Ministry of Education (MOE) implemented the Enhanced Performance Management System (EPMS) as a system-wide evaluation standard.

Literature Review

Research on teachers' teaching evaluation

The research of scholars at home and abroad on teacher teaching evaluation basically focuses on four aspects, the first is the theoretical research on teacher teaching evaluation. The theory of Contingent Change Management which prevailed in the 1970's believed that the process of management is ever-changing and pursues the harmony and stability of the reforms (Li & Lin, 2009). The fourth-generation evaluation theory formed around 1990s uses the claims and controversies of stakeholders as the focus of evaluation for information screening (Egon & Guba, 2008), and ultimately co-constructed to reach a consensus. Recognizing the importance of building teacher assessment capacity and the limitations of traditional professional development (Klinger, Volante & Deluca, 2012).

Competency theory stimulates teachers to actively seek self-professionalization by reforming the assessment system. Some scholars distinguish between reward and punishment and developmental teacher evaluation systems from the perspectives of performance management and professional management (Wang, 2005); Optimizing teacher performance evaluation in higher education through good governance theory to maximize the benefits of governance (Zheng, 2022). Humanistic management theory fits with the "organized disorder" of university organizations, and advocates the construction of an evaluation system with more participation, autonomy, and access for teachers. A considerable number of theoretical studies on teacher evaluation take a political science and sociology perspective. With the development of management theory at home and abroad, the theoretical perspectives applied to teacher evaluation in higher education have become richer.

Research on the reliability of evaluation tools

The first tool for evaluating the quality of education is student learning outcomes. Although empirical studies have proved that there is a significant positive correlation between student performance and teacher teaching quality, the effects of background factors, sampling choices, statistical methods and other factors have caused hard-to-ignore disturbances in the degree of correlation between the two (Lin, 2009). The value-added method reflects teaching effectiveness through changes in student performance, but it is only applicable to comparing students with similar

backgrounds, and the data are limited in validity by factors such as test content and years of experience (Zhang Yannan, Du Ping, 2017). Classroom observation is also one of the most direct methods of evaluating teachers' teaching, and relatively standardized procedures have been developed for the selection, recording, processing and analysis of data. It has been found that classroom observation can predict student achievement, and a considerable number of observed indicators of teacher teaching behaviour are closely associated with improved learning outcomes, further demonstrating the relationship (Kane et al, 2011).

However, due to the inherent limitations of classroom observation, such as the psychological pressure observers put on teachers and students, the limitations of the tools used, the lack of information outside the classroom, and so on, an approach that in the West has brought teachers the the concern of not being trusted and recognized (Heather et al, 2012). With the shift in the ideology of evaluation, evaluation tools have also shifted from empirical and subjective evaluations to the creation of normative systems. The collection of multiple sources of information is the normative method, including individual self-assessment, student assessment of teaching, and peer review, usually using questionnaires or interviews. It has been suggested that teachers' self-assessment reports are clear and informative, and that this process is more meaningful for their professional development (Davis & Mcdonal, 2013).

The phenomenon of teaching evaluation burnout such as indiscriminate evaluation and abandonment of evaluation by students in colleges and universities has triggered many negative impacts (Zhao & Geng, 2011). With the implementation of peer review in China, problems are gradually surfacing. The "scientific camouflage" in academic peer review is reflected in the imbalance of evaluation rationality caused by the administrative departments of universities and colleges, the lack of institutional safeguards for the self-discipline of academic ethics, and the incompatibility with the state authority system (Cha et al, 2023).

Research on the problems and countermeasures of the teaching evaluation system

Contradictory problems such as rigid evaluation standards, prevalence of utilitarianism, one-dimensional evaluation subject, and weight over quality have brought great challenges to the evaluation of teachers in colleges and universities in China (Zhang, 2014). The reasons for this are the lack of understanding of the functions of the university, vague standards of teacher quality, lack of clarity of the purpose of evaluation, and uneven distribution of public resources for education (Yu, 2018). Therefore, the construction of the teacher evaluation system needs to adhere to the original position, return to the original heart, strengthen the construction of teacher morality, and focus on the development of teachers, improve the evaluation subject and establish diversified evaluation standards (Cong & Zhang, 2020). The evaluation of college teachers should be aimed at teachers' professional development, providing help and guidance based on the evaluation results, promoting their sustainable

development, and preventing the impact of desires and instrumentalism attacks (Jiang, 2022). In accordance with the policy requirement of breaking the "five only", China should actively promote the reform of the evaluation system of university teachers, adhere to the correct scientific research orientation, promote the transformation of scientific research results, and improve the quality of education.

Comparative Research on Teachers' Teaching Evaluation

Finally, it is a comparative study through the evaluation of teachers' teaching, drawing on the experience of countries with a higher level of educational development. The main form of teacher evaluation in American colleges and universities is "tenure" and "tenure" post-service evaluation, forming a development-oriented diversified, three-dimensional comprehensive evaluation system (Yang, 2021). The teacher evaluation work of British universities has achieved the transformation from reward and punishment teacher evaluation to developmental teacher evaluation, and finally the formation of performance management teacher evaluation, considering the professional development, performance rewards and punishments and remuneration, and significantly improving the level of teacher management (Yang & Sha, 2022). Germany and the 2002 revision of the Law on the General Programme of Higher Education, the establishment of the subject of pluralism, dimensional diversity, hierarchical improvement mechanism (Zhang, 2022). Japan's "tenure system" evaluation, open and fair, scientific and effective, focusing on the use of evaluation results (Chen & Man, 2022). Through the in-depth understanding of the above system, it also brings deeper thinking for the optimization of the evaluation system of teachers in China's colleges and universities.

Methodology

The ontological significance of educational evaluation determines its instrumental nature as a method of school education management. The value of teacher teaching evaluation is to provide evaluative and developmental services (Xun, 2006). Objectives are the important foundation of teacher evaluation, without which evaluation cannot be talked about. In an empirical orientation, observing specific and actionable goals for teaching behaviour presents results objectively and accurately. Such a method is adaptable and transferable throughout the educational process depending on the focus. Due to the uniqueness of the field of education, all personnel in the system share a common philosophy of promoting student growth, and both the evaluator and the evaluated are motivated to optimize the results of their work for the benefit of teaching and learning. Participatory goal setting by administrators tends to be near-term and may adversely affect the long-term development of the organization. However, in the case of teacher evaluation, where the overall evaluation criteria are set by the Ministry of Education, short-term predictable planning by individual teachers is exactly what is needed to enhance the effectiveness of teacher evaluation. Teachers' self-setting of goals and adjustments during the teaching

and learning process, culminating in a self-assessment review, can promote consistency in the management of teaching and professional development pathways. Self-control also potentially encourages teacher ethics and motivates teachers' professionalism. Therefore, this study will analyse the criteria, procedures and feedback of teaching evaluation in Singapore, so as to summarize the reasons for the successful operation of this paradigm over a long period of time and the lessons and inspiration for teaching evaluation in China.

Results

1) Evaluation criteria with clear categorization and pathways

EPMS is a twenty-year tested teacher teaching evaluation system that shifts the focus of teacher evaluation from observational characteristics (e.g., subject matter expertise, classroom management and teaching skills, etc.) to the underlying characteristics or competencies that motivate superior performance (J Chew, 2001). The system combines the development of individual competences and the realization of performance measures for teachers' pedagogical evaluation, professional development, promotion and remuneration. Schools in Singapore have three main roles - teachers, specialists and headmasters. Teachers focus on frontline teaching, specialists tend to favour educational research, and headmasters are committed to growing as school or district leaders. This paper focuses on analyzing the evaluation pathway for teachers. Competencies are at the heart of the EPMS, and MOE officials hired researchers and interviewers from a U.S.-based human resources firm to use model development to link teacher performance on competency scales to the achievement of realistic job goals, specifically the three tools of the teacher competency model: the High-Performance Competency Dimension, Competency Level Target Behaviors, and Rating Scales.

Singapore's Teaching Competency Dimensions model includes the Core Competence of Developing All Students, as well as four other key competencies. Cultivating Knowledge includes four specific competencies: Mastery of Topics, Analytical Thinking, Initiative, and Creativity in Teaching and Learning; Knowing Self and Others includes Adjustment of Self, Integrity, Understanding of Others, and Respect for Others; and Nurture Hearts and Minds includes Understanding the Environment and Respect for Others Minds) has two competencies, Understanding the Environment and Developing Others; and Work with Others includes Working with Parents, Teamwork. The EPMS specifies the performance of both junior and senior teachers in each competency dimension to motivate teachers who are already performing well to keep improving. The mastery of teachers' competencies is intended to enable students to be trained more in the learning process, rather than relying entirely on teacher explanations. Although the purpose of cultivating the knowledge dimension is to enable students to master the course content they should have, by requiring teachers to master advanced teaching competencies and methods to better guide and help students in their investigations, students in the

teaching process in can reap the benefits of active learning skills and methods, which can be of great help in the formation of their thinking and problem-solving abilities. Specific ability to describe not only the high level of knowledge, comprehensive mastery of teaching methods, teaching wit to attract students' interest, but also effective judgement of the current situation, timely action, the comprehensive use of a variety of conditions to stimulate students to explore on their own, and accurately provide feedback, fully embodies the principle of student-centered evaluation. Operable and observable evaluation standards are also the goal of teachers' teaching improvement, from which teachers can have a clearer and more specific understanding of their own professional growth path, which is conducive to their personal development and promotion.

2) Leniency and tension in the evaluation process

Performance is evaluated on the basis of the total contribution of the staff member, including the degree of fulfilment of work objectives in teaching duties, curricular activities, other duties, projects, etc. and the necessary competence demonstrated in the process, and is categorized into grades A, B, C, D, and E. When evaluating job performance, it is likely that those in higher positions will perform better than those in lower positions due to differences in accumulated knowledge and experience. In the interest of fairness, those in higher positions are also held to a higher standard of performance measurement than would be expected. The management elements of the EPMS include performance planning, coaching, and evaluation, which are complementary and intersectional. The performance planning process occurs annually, with teachers beginning the new year with a self-assessment, setting instructional goals, and planning professional and personal development to ensure alignment with departmental, school, and state goals and benchmarks. Teachers set goals and performance benchmarks in face-to-face discussions with their evaluators.

This regular job review process also enables the principal to provide timely guidance to subordinates and to offer support and assistance. Evaluators often encourage teachers to build on past performance and reach their full potential, and they work with teachers to determine where teachers can obtain additional training, or which senior teachers or department heads can provide optimal guidance to help teachers strengthen their ability to improve student achievement. Evaluation appraisals in EPMS are conducted at mid-year and at the end of the year, and evaluators conduct performance interviews to, based on established goals Review of Accomplishments. Based on the teacher's individual work history and position, this process takes place in ongoing discussion with the evaluator and is supported and modified throughout. The final annual evaluation includes not only a rating of the teacher's current performance, but also an evaluation of the teacher's future potential. Based on a teacher's demonstrated competencies in their current position, the evaluator will gauge the career path for which they are best suited and most likely to better utilize their talents, as well as their maximum potential in that career.

This process uses the concept of Currently Estimated Potential (CEP), which helps

organizations to estimate how far a staff member can go in his or her career; to identify and plan for the possibilities of training and development of personnel; to plan for individual career development opportunities based on the position and the assignment; and to develop a better succession plan based on the competencies of the personnel plans. Teachers' current CEPs are determined in consultation with senior teachers who work with the teachers themselves, department and grade level heads, and evaluators, and decisions are made based on their observational discussions, the results of the teachers' work, and their contributions to the school and community. In order to avoid some heads being relatively more rigorous, to moderate the differences in standards between different heads, and to ensure that evaluations are fair and impartial, the evaluation team meets annually to collectively assess the staff of each team. Teacher promotion is also linked to the current CEP, and end-of-year performance ratings will affect job performance bonuses for that year.

3)Scientific, comprehensive, fair and reasonable evaluation results

Starting from the first year of employment, each teacher is planning one's career and taking the next steps through self-evaluation and mentoring. Although it is the final annual evaluation that is the key to performance bonuses and promotions, everyone takes the entire evaluation process very seriously. In the performance management cycle, teachers need to plan and develop a work appraisal process at the beginning of the year, followed by a specific work plan identified through a Work Review Form (WRF). WRF is divided into five sections in addition to personal and service information, including key result areas, teaching competencies, training and development plans for the period under review, reports on teacher innovations and improvements, and teacher and evaluator reviews and evaluations of performance and competencies.

The first part of the key result area is to design the mid-year and end-year appraisal objectives with reference to the relevant job role profiles and the annual work plans of the department and the school, which are categorized into five: promoting the holistic development of students through high quality learning, pastoral care, and curricular activities, etc.; contribution to the school; working with parents; professional development; and other objectives. The mid-year and end-year appraisals will be described in the columns next to each objective. The second section is the Teaching Competency Model discussed in the evaluation criteria above. The third part concentrates on the teacher's personal growth and professional development, with the teacher and the evaluator working together to develop a training and development plan for the year, noting the nature and timing of the training sessions, along with a description of the need for the training, the relevance of the sessions, and feedback on the teacher's performance. In the fourth section, the teacher articulates his or her activities and level of involvement in promoting innovation and continuous improvement at the school, district or national level. In the fifth section, evaluators state their assessment and opinion of the teacher's competencies and performance, along with other information covered during the discussion, including the teacher's

strengths, unique skills, areas for improvement, and challenges related to the job. Teachers may also state their future goals, aspirations, and requirements for future positions. This item will be completed by the evaluator in the mid-year and end-of-year evaluations, respectively. Finally, an education officer with a higher appointment or substantive rank than the person listed in the performance appraisal presents the review, a segment that ensures fairness in the evaluation and leaves room for accommodating other perspectives.

The job review form is part of the performance management process designed to improve the performance and expand the potential of all personnel in the education system. Through the EPMS, educators will work with supervisors, directors and colleagues to enhance their professional competence, training and development to successfully and effectively "mold the future of the nation". Singapore adopts a distributed leadership model. The vice-principal and headmaster are secondary evaluators who carry out evaluations primarily for the head of department and senior teachers and are not responsible for the entire evaluation process for each teacher but can be consulted when problems are encountered. This is another way in which all staff are involved in the process of continuous improvement and culture building.

Discussion

1) Evaluation objectives reflect pedagogical integration

Since the last century, the focus of the teaching and learning process has gradually shifted from teacher-centered to student-centered. EPMS has made a careful and precise approach to balancing the dichotomy of teaching and learning. All educational decisions in Singapore are based on one principle--making the best decisions for students--and a system of unity of thought has been established in management, finance, funding provision, curriculum and instruction, and professional development. Therefore, in the student-centered and outcome-oriented approach to teaching, teachers in Singapore are not evaluated solely on the basis of student achievement, but rather on the competencies and performance that they are expected to achieve in the Teacher Competency Model (TCM). The ideal teacher is one who has the conceptual goal of promoting learning for all students, helping students to learn actively in a variety of ways and forms during the teaching process, modelling good moral and behavioral practices in the school environment and beyond, and communicating effectively with parents and colleagues. The assessment criteria delicately regulate the scale of teacher teaching and student learning, without over-promoting the teacher's teaching, but at the same time providing just the right amount of assistance to students. Such a requirement poses a greater challenge to teachers, requiring them to master more advanced methods and techniques to maximize students' abilities by aiding without completely overriding the thinking process. Teachers are in a naturally advantageous position in dealing with their students, which makes it even more important for them to demonstrate democracy, equality,

respect and co-operation. Teaching is also a learning process, and assessment demands continuous learning and improvement from teachers, not only in the form of additional lessons in the assessment process, but also in the form of a number of special projects and opportunities for teachers. These are discussed in the following sections.

2) Evaluation results promote effective support

Singapore's rigorous teacher performance management system, EPMS, has received a high level of support from teachers, policymakers and government officials. While the formal and informal review process is a critical step in holding teachers accountable for their teaching, the Ministry of Education (MOE) emphasizes that the purpose of appraisal is not to be punitive, but on the contrary, appraisal is a necessary process to enable teachers to receive encouragement, feedback, and guidance, and to help them self-manage themselves to ultimately grow as professionals who can make a more effective contribution to the education system. Teachers support EPMS for a number of reasons. Firstly, the high heterogeneity of competency models derived from studies of good teachers is widely recognized by teachers as an assessment tool. Secondly, the expectations of teachers' competence levels are in line with their work experience, and different goals are set for teachers at different competence levels. Finally, teachers themselves were personally involved in the setting of their own evaluation goals, giving them a sense of control over their careers. Such results in themselves indicate that Singapore's teacher evaluation system for teaching is highly successful.

All teachers in Singapore have the opportunity to attend more than 100 hours of additional training and programs each year. By utilizing such opportunities teachers are able to improve their teaching skills and knowledge, and work better with their students. Singapore's education system is coherent and coordinated, with every aspect of it emphasizing an atmosphere of active learning and mutual help. Through professional development programs, observations of outstanding teachers, discussions with other teachers in the same subject and grade at group and school level, and feedback from evaluators, EPMS reinforces each teacher's responsibility for continuous active learning and professional development. It also reinforces the expectation that all educators have a responsibility to help each other improve their teaching skills and help students and schools succeed. New teachers facing difficulties receive solid support with special coaching from the department head, grade level director, or headmaster. EPMS analyses individual teachers' career paths and highest competencies in their end-of-year evaluations, which help teachers to clarify their professional expectations, their understanding of their own career path, and their future career fields. On the one hand, this means that individual teachers' career aspirations can be fully met, and their personal competencies developed through connected pathways of adjustment and advancement; on the other hand, it means that Singapore's best teachers, school headmasters and Ministry of Education (MOE) officials, and education researchers have all risen from the front-line of the teaching profession.

2) Using results to optimize performance settings

Singapore has made excellent use of funds in the education system, not only by using tuition fees and stipends to encourage the nation's best undergraduate and postgraduate students to enter the profession, but also by negotiating with the Teachers' Council to create economic benefits for teaching. Teachers in Singapore are given the opportunity to benefit financially from the EPMS process every year, and a school committee comprising all heads of department, vice-principals and headmasters of schools meets at the end of each year to decide on teacher bonuses based on evaluations of teachers' competence and performance in the end-of-year summary and teachers' self-assessments. The committee will rank each teacher, and the amount of the bonus usually ranges from half a month to four months' salary, with approximately 5 to 10 per cent of teachers nationwide qualifying for the highest bonus. Based on this, the committee will also decide whether to recommend individual teachers for promotion or transfer to a different career track. Promotions to positions and salary scales do not naturally increase with years of service, but rather these awards are only given when significant progress is made in terms of teaching ability and participation in the work of the school. Finally, the school also awards Outstanding Contribution Awards for individual or team contributions to creativity, cost savings, or peer support based on teachers' EPMS evaluations.

As opportunities for teachers to move on to other careers have increased and the private sector has been active in recruiting math and science teachers, Singapore has revised its long-term teacher retention system accordingly. In addition to state-provided programs, teachers are given \$400-700 a year in discretionary spending to choose from a variety of learning opportunities, such as attending foreign language or computer training, purchasing software, joining professional organizations, subscribing to journals, or enhancing cultural awareness. They can also access professional development leave, partly funded by the Ministry of Education, to study part-time or full-time, travel, work in international schools or businesses, and better understand the real-world application of teaching content.

Conclusions

1) Enhancing Autonomy in Goal Setting

Goals are generally determined by the mission and vision of an organization, and the purpose of education is to cultivate the talents needed by society. The report of the 20th Party Congress clearly states that the Party's education policy should be fully implemented, the fundamental task of establishing moral education should be carried out, and socialist builders and successors with all-round development in morality, intelligence, physical fitness and aesthetics should be cultivated. Therefore, teacher evaluation should be a long-term, scientific top-level design by leaders at the highest level, with the overall goal of simultaneously meeting the needs of establishing moral integrity and promoting the

high-quality development of education in China, the needs of schools and teachers for their own sustained development, the needs of students for their personal development, and the balance between short-term goals and long-term needs. On the basis of the overall objectives, different organizations and colleges at all levels within the university can be refined level by level according to their respective functions, and responsibilities can be clearly divided (Tian, 2021).

The objectives of teacher teaching evaluation not only include the top-level will and the requirements of leaders at all levels, but also need to be personalized according to the differences in specific courses and student groups. The modernized governance of higher education puts forward the value demand of multiple subject co-governance for university teachers' teaching evaluation. Drawing on foreign experience to systematically reflect on optimizing the construction of China's teacher teaching evaluation and supervision system, we can refer to the indicators of Singapore's Teaching Competency Model in the specific assessment of teachers' teaching behaviors, competencies and levels, and design evaluation indicators of teaching competencies that are in line with China's classrooms and teachers. In contrast, it is more practical and feasible for teachers to set their own assessment objectives within the scope given by the school, which can effectively mobilize teachers' enthusiasm for self-management and self-improvement and reflect the humanistic care of evaluation. Studying the experiences and breakthroughs in teaching evaluation in other countries will help China learn from the past, draw on the strengths of the past and continue to promote the high-quality development of education.

2) Expanding the Motivational Role of Objective Management

The essence of business management is economic efficiency, while the performance of school management is the quality of training. The basic function of enterprises is marketing and innovation so as to provide products and services and gain benefits. Schools as social non-profit organizations for the country to cultivate social resources, its managers through the management of teachers and students to achieve the purpose of education, and at the same time to play an organizational function to achieve the school's influence. Therefore, teachers' management upholds the principle of nurturing, which can effectively reduce the differences in goals caused by hierarchical management and form a synergy that promotes students' growth. Bottom-up management is conducive to teachers giving full play to their initiative and participation, reflecting their real needs through "upward communication", which not only effectively improves the quality of cultivation and helps teachers' professional development, but also demonstrates their teaching ability and realizes their passion for education. In order to meet the evaluation criteria, teachers will actively exercise self-control in the teaching and learning process and measure their performance and outcomes against targets. The collaborative relationship between Singapore teachers and their support system of positive interaction, mutual trust, and joint promotion of teacher development has strongly stimulated the development of teachers and encouraged them to

climb up the career ladder.

Reflecting on China's teacher teaching evaluation from Singapore's experience, we can strengthen the feedback and use of evaluation results and turn them into a ladder for teachers to climb on the road to development. At present, China's colleges and universities are facing the conflict of interest caused by the rational choice of all parties, the legitimacy of the mechanism of the institutional environment caused by the constraints and path dependence on the formation of habitual obstacles and other dilemmas, which ultimately reflected in the peer evaluation of the enthusiasm is not high, the authority of the lack of formality is prominent and other issues. Our country conducts teacher management and updates the teacher teaching evaluation system, which helps to motivate teachers to self-control and pursue performance improvement. The updating and optimization of the implementation rules for the evaluation of primary and secondary school teachers' titles also promotes the establishment of a scientific, fair and title-linked teacher evaluation and incentive mechanism.

3) Expanding the developmental function of performance appraisal

In Singapore, the promotion of teachers is based on teaching enhancement and competency development as the main considerations, coupled with performance appraisal evaluation linked to salary, which stimulates teachers' self-improvement and professional development to a greater extent, and achieves a virtuous cycle of teaching optimization and substantive rewards. Teachers' acceptance of the promotion mechanism in Singapore is built on trust in the evaluation system, and trust in the educational zeal and impartiality of each evaluator. Teachers, experts, and headmasters each have different performance dimensions, and the evaluation process focuses on the professional development and personal growth of educators, and the results of the assessment are expressed directly with bonuses, which are more attractive.

The theory and practice of teacher salary performance management in China are still in exploration, there are problems such as performance generalization, utilitarian behaviour, lack of fairness, limited scientific nature, etc., which need to be constantly groped for improvement in the specific practice, and to achieve the transformation of performance appraisal to performance management. Administrative power strongly restricts the evaluation of college teachers' work, teachers are in a passive position, becoming bystanders rather than participants in evaluation activities, and the degree of autonomy within the organization is weak. Linking teachers' teaching evaluation with performance appraisal and salary system, and reasonably balancing professional development and performance assessment orientation, can expand the influence and use of evaluation results, improve their motivational effect, and enhance the management efficiency of the school. When optimizing teachers' salary and promotion assessment, we need to continuously improve the teacher reward system, effectively combining material rewards and spiritual incentives to improve teachers' treatment. The current research on teaching evaluation paradigm needs to be further deepened, and more researchers

are expected to continue exploring in this field to promote the reform of teacher evaluation in China.

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