Strategy for Teachers Management in Binhai School in Xiashan District, Zhanjiang

Zhishan Li*
Zhanjiang Binhai School,Zhanjiang,China

Abstract: Focusing on teacher management in private basic education schools in China, this paper makes it clear that the stable development of teachers, as the core resources of the school and the sowers of human civilization, is crucial to the sustainable development of private schools. The authors emphasize that for private schools to achieve long-term development, it is essential to build a team of teachers with strong professional competence and high business standards. Problems in teacher management include insufficient talent pool, unstable team building, unfair salary and remuneration, and unstandardized management system, which originate from the government and social environment as well as the school's own management level. This article proposes guiding principles for teacher management, which are mainly divided into four aspects: teacher tenure system, teacher training system, teacher incentive mechanism and teacher evaluation system. The article concludes that teachers determine the quality of education and the quality of talents produced, and that private schools must develop good guidelines for teacher management in order to achieve sustainable development. For private schools, teacher management is a project that requires long-term persistence and systematic practice, involving various aspects of work. Given the limited number of years available for the study, it is recommended that guidelines for medium- and long-term teacher management in private basic education schools be further explored in the context of teacher development planning.

1. Introduction

Teachers are the central resources and key elements of China's basic education, and their status and influence are particularly important as the seed sowers of human civilization. Therefore, the management strategy of school teachers has always been an important topic in domestic education research.

As the core competitiveness of the school, the research on the issues related to the management of teachers in schools will be directly related to the sustainable development of private schools, which is of great significance. Private schools want to get long-term development, can not be separated from a strong professional ability, high business level of teachers as its most critical support point.

Thus, to ensure the stable development of excellent teachers is an important problem that all private secondary school managers will face.[1-2]

2. Guidelines for Teacher Management in Binhai School

2.1 In terms of teacher appointment system: establish a scientific and reasonable teacher selection and monitoring system.

Teacher appointment system, emphasizing the principle of market economy under the guidance of the school and teachers as employers and workers before the power and obligation relationship, both parties should follow the principle of equality and voluntariness, in the school or the education administration department to develop the appropriate photo plan, including the number of qualifications, qualifications, time and so on arrangements for the prospective teachers to voluntarily apply for the assessment, a level playing field for the winner will be contracted with the school, and the two sides formally established in a legal sense. This system requires that the prerequisite for the establishment of a working relationship between the school and the teacher must be the signing of a corresponding valid employment contract, which means that, on the one hand, the teacher must meet the relevant qualifications and be compatible with the school's work requirements, and on the other hand, the school signs the contract in the capacity of an
independent legal person, which excludes the unnatural relationship between individuals, the signing of the employment contract contains the rights and obligations of both parties, and guarantees the equal status of both parties, which is in reality conducive to the protection of the legal status of the two parties. Equal status, in reality, is conducive to the protection of the legitimate rights and interests of teachers, is conducive to improve the sense of responsibility of teachers, make full use of the human resources of teachers, the establishment of a more dynamic team of teachers, break the traditional system of teacher appointment, enhance the dissemination of the teaching experience of various regions, and improve the autonomy of the school and the motivation of the work of the teachers are of great significance. The teacher appointment system can be divided into four forms: recruitment, renewal, dismissal and resignation, depending on the behavior of the main body of the appointment.[3]

In the author's view, in the recruitment of teachers adhere to the principle of regular, quantitative, basically for each year in accordance with the procedures of the centralized recruitment of a business unit, combined with the requirements of the year's teaching disciplines, sections and the age of the existing teachers, qualifications and other conditions of the development of the recruitment plan, and timely replenishment of young teachers, to ensure that the balance of the teaching force, and stability; adhere to the principle of law and justice, openness and fairness, in the recruitment plan, the recruitment process, and the way. In terms of recruitment plan, recruitment process, method, results and other aspects of timely release of information, open channels of appeal, to protect the legitimate rights and interests of teachers; adhere to the principle of priority of famous and outstanding teachers, teachers who have won the title of famous and outstanding teachers at the municipal level in each region and above will be given priority consideration.[4]

In addition, the author believes that the following four points can be used to standardize the selection and recruitment system of school administrators. First, from the leadership of the selection and recruitment system clearly stipulates that the competition shall follow the principle of meritocracy, moral integrity, justice and fairness, pay attention to actual performance, competition and selection of the best, according to the law, democratic centralized. Second, clear selection of posts and qualifications. Selection of qualifications should be clearly stipulated that bidders must have the following conditions: good political and business quality and conduct; strong organizational and management skills, generally should have been engaged in the middle management of the school, especially good first-line teachers can participate; principal, vice principal should be at least a bachelor's degree or above, secondary school title of one or above, more than six years of education and teaching, more than five years of classroom teachers, the age of the first post is not more than 45 years. The age of the first post should not be more than 45 years old. Third, the public process of its selection and recruitment, there is a special authoritative selection and recruitment work leading group, review the selection and recruitment of qualifications, the organization of the proposition and written examination, the organization of structured interview quantitative assessment, the organization of democratic assessment, to determine the object of the investigation for a comprehensive investigation, write the investigation materials and ultimately announce the results of the selection and recruitment. Fourth, the expiration of the publicity period (generally 7 days) to sign the employment contract.

Any power must be subject to supervision and constraints in order to avoid the abuse of power and loss of control. Therefore, in order to better utilize the performance of school leaders in the management of teachers, a strict supervisory system must be established so that they are subject to supervision in their work by multiple subjects in multiple ways and at multiple stages, such as educational administrative departments, experts in educational management, school supervisors, schoolteachers, schoolchildren, and parents of schoolchildren. Supervision system should be clearly stipulated on the assessment of their work evaluation indicators, mainly including political quality, work ability, work style, scientific research level, teaching ability and other aspects, the strict implementation of the assessment of each of the rules, specific and detailed on their individual work plus or minus assessment and comprehensive assessment of the final evaluation of the leadership of the work performance.[5]

2.2 In terms of teacher training system: regular teacher training

The teacher training system of private primary and secondary schools, which promotes the professional growth of teachers through training, should be clearly oriented to all teachers and the goal of comprehensive teacher professional ability. Each semester, a scientific and reasonable professional training plan, content, mode, time schedule and indicators are drawn up by the section group as a unit, and technical support and platforms are provided for the professional development of teachers. The content of the training mainly includes educational policies and regulations, professional ethics of teachers, teaching skills, study and research of curriculum and teaching materials, academic research, and modern educational technology. Trainers are taught by qualified organizations or education teaching experts or education administrative leaders or outstanding front-line teachers. Through face-to-face lectures, video lessons or online courses, teachers are trained in a systematic and standardized way, and a learning achievement evaluation system is established to monitor and promote the systematic and standardized learning of schools and teachers. [6-7] Teachers are not bound by their own studies or teaching specialties, but are free to choose according to their own interests. For example, a school in the teacher's welfare clearly stipulates that every semester each person has his or her own special funds for teacher development, specifically reimbursement of transportation costs during the study period, training costs, room and board, even if the teacher does not have time to go out to study, but also
reimbursement of the purchase of a variety of books, the cost of online class learning, etc., and the school often provides specific information on a variety of large-scale academic exchanges or lectures nationally and internationally, and actively for everyone! The school often provides specific information about various large-scale academic exchanges or lectures at home and abroad, and actively allocates working hours for everyone, and the teachers are highly motivated to learn. In addition, teachers are encouraged to share their learning results and feelings after learning, and discuss how to better carry out teaching reform, so that learning can be put into practice, which not only effectively improves teachers' professional ability, but also promotes the development of the school.[8]

2.3 In terms of the teacher incentive system: improving the teacher incentive mechanism

Teacher management focuses on improving the enthusiasm and initiative of teachers' teaching work, and is committed to establishing a series of mechanisms to motivate teachers to enhance the sense of mission, sense of responsibility, the role of incentives to play a good or bad is directly related to the good maintenance of the school teaching order, related to the atmosphere of the student learning environment, and in the long run related to the development of the school. Specifically, the incentives for teachers include a full appointment system for teachers, when recruiting teachers in strict accordance with the principles of objectivity and fairness, democratic and open, equal competition, merit-based appointment, according to the need to set up posts, strict assessment, contract management, according to the law will be the recruitment process information disclosure, to ensure that the legitimate rights and interests of both parties, in accordance with the law, the employment of faculty and staff. Schools and teachers on the basis of equality and voluntariness, consensus, the implementation of two-way choice signed employment contracts, clear rights and obligations of both parties. It is also possible to implement a comprehensive evaluation system for teachers' performance. Teachers' incomes are distributed by means of a basic salary plus a variable salary, with clear provisions for their respective proportions, and schools may independently determine the distribution of the variable salary according to the duties of the position in which the teacher is employed, the amount of work, the work performance, and other factors, so as to establish a reasonable salary bracket.

Incentives through remuneration packages can motivate teachers to work hard and to take teaching as a key path to improving their income and thus their self-worth recognition. At the same time, the school has formulated a graduation class incentive program, which evaluates the graduation examination results of the students in the class of the teacher who teaches the graduation class according to certain standard grades and rewards the teachers accordingly. At the same time, the school has established a competition mechanism between teachers, the main content of the competition is the practical experience of teachers in teaching management and other aspects of the results achieved, by incentivizing teachers to learn from each other, learn from each other, and learn from each other.

By motivating teachers to learn from each other, learn from successful experience, motivated to improve their own ability to promote the optimization of the teaching force, so that teachers to form the habit of dedication, pioneering and enterprising, the progress of the work itself as the rightful meaning. In the competition can produce higher than the individual consciousness of the power mechanism, for the competition in the teachers to give some spiritual and material incentives, so that the formation of teachers to promote each other, the common growth of the relationship between teachers, in the complementary in the theoretical and practical experience of the comprehensive enhancement. Teachers as a profession is not eternal fixed mechanical labor but continuous learning, continuous progress, and students to meet the new challenges of the sacred role, into the teaching force means that we should always remain modest and cautious, not arrogant and not impatient, and colleagues to establish this mutual learning and competition, and students to make progress together, the only way to continue to accept and overcome the emergence of a variety of teaching tasks and challenges.

2.4 Teachers' assessment and evaluation system: improve the implementation of teachers' assessment and evaluation.

Excellent work performance is an important guarantee for the rapid development of the school and its strong vitality. Regular appraisal of teachers can comprehensively and objectively understand the quality and performance of teachers, and it is also the basis for the construction of the incentive mechanism for teachers. Performance appraisal on the one hand is related to the teachers in the school can get material rewards and spiritual rewards, and teachers' personal interests, on the other hand, can also be found through the performance appraisal of teachers in the work of the problems and shortcomings of teachers to improve their own quality of the important basis. Schools pay attention to teacher performance appraisal is to make teachers as members of the organization can better integrate their own work with the overall development of the organization, the school is organized by the administrator, teachers and students, as the school administrators should pay attention to the performance appraisal mechanism, give full play to the role of strengthening, focusing on the needs of teachers to meet. But at the same time, it should be noted that the school should look at the performance appraisal in a comprehensive way, not only pay attention to the appraisal of the teachers' incentive to give full play to its positive role, but also consider the negative effects of the appraisal, and do their best to avoid the emergence of its drawbacks.

When formulating the appraisal program, scientific methods should be used to carry out the appraisal in an advanced and locally adapted way to change the teachers' working methods and enhance their job satisfaction and
sense of achievement. In order to implement an efficient appraisal, the most important thing is to develop a scientific and reasonable appraisal program for teachers.

When conducting teacher appraisals, schools should select experts with integrity and impartiality to serve as judges, strive to ensure that the appraisal is fair and the procedure is transparent, strengthen communication so that teachers understand the appraisal standards, procedures and processes, and announce the results of the performance appraisal in a timely manner. The appraisal process should combine systematic appraisal with activity appraisal, administrator appraisal with student appraisal, and the main function of the appraisal should be realized in supporting and encouraging teachers to improve their performance, with a view to the development of the teaching profession.

In school management, the teacher appraisal system should be gradually improved and implemented so that it is standardized, institutionalized and regularized. Schools can conduct an appraisal every school year or every semester according to their specific situation and actual needs, in order to understand the performance of teachers in their work and the operation of the school management system. School administrators should be good at using the appraisal results to communicate effectively with the teachers and give timely feedback on the results of the appraisal, so as to help the teachers to improve the quality of teaching.

In a word, China's domestic private schools have made great improvement and development space in school quality, but there are still many deficiencies in the construction of teachers. In order to develop, private schools should work on the construction of high-quality and stable teacher teams, effectively exert their own flexible schooling advantages, recognize the development of social education and the development of their own competitiveness, fundamentally improve the level of schooling and teacher strength, and promote the optimization process of school management.[10]

3 Conclusion

Teachers determine the quality of education and then the quality of people. Teachers, as the main force of the school, determine the quality of talent cultivation, the level of teaching results, the level and scope of social services, and whether the school can develop sustainably. Facing the challenge of the national policy adjustment of private basic education, the urgent task for private basic education schools in China is to develop a good guide for teacher management. This paper focuses on the coastal school in Xiaoshan District, Zhanjiang City, as an example to specifically analyze the current situation of teacher management in local private basic education schools, but teacher management is a project time that needs to be persisted for a long period of time, combining systematic and practical operation, involving various aspects of work. Due to the limitations of the years of postgraduate study, it is also possible to further explore the guidelines for teacher management in private basic education schools in the medium and long term in conjunction with teacher development planning.

Reference


