Exploration and Practice of Teaching Team Building for High-level Professional Groups under the Perspective of Human Resource Management

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Abstract. In recent years, our university carries out the construction of provincial high-level professional group project, combining the construction plan of the project, according to the requirements of the connotative development of higher vocational colleges and universities in the new period, as well as the requirements of the tasks related to the construction of teaching team of the two high-level professional groups, exploring the construction of teaching team of the professional groups under the perspective of human resource management with the driving force of "dual-teacher" teaching team, optimizing the structure of the faculty and striving to push forward the acceptance work of the high-level professional groups.

1. Introduction

(1) Overview of the school. Our school focuses on the core objective of "creating characteristics, improving quality and strengthening brand", takes running a good education to the satisfaction of the people as the fundamental purpose, sets up morality as the fundamental task, accelerates the modernization of education as the main line, and seizes the major historical opportunities such as promoting the "One Belt, One Road" international cooperation and building the Guangdong, Hong Kong and Macao Greater Bay Area, The construction of the Guangdong-Hong Kong-Macao Greater Bay Area and other major historical opportunities. Guided by the national development strategy and regional economic and social development needs, conforming to the reform and development trend of higher education, taking development as the first priority and reform as the driving force, comprehensively improving the quality and efficiency of education, steadily developing the scale of operation, and laying a solid foundation for striving to become a top-ranking higher vocational college in the province [1].

(2) Overview of high-level professional group construction. In 2021, our industrial robotics professional group and computer application technology professional group were set up by Guangdong Provincial Department of Education as the second batch of high-level professional groups of higher vocational institutions in Guangdong Province. The construction and management of professional groups implement the responsible person system, the person in charge of each professional group in accordance with the construction tasks and the relevant management system of the provincial professional groups, combined with the actual situation of the school to formulate the construction program, the organization and implementation of the task, and high quality to complete the task of 58 professional group construction indicators, with a total completion rate of 98.31%.

(3) Teaching team construction. In October 2023, the professional group of computer application technology and industrial robotics passed the mid-term inspection of the Guangdong Provincial Department of Education. Combined with the construction tasks of the professional group in the later stage of scientific research and iconic achievements, we plan to rely on the reform of the teaching mode of industry-teaching fusion courses, and join hands with enterprises, focusing on the construction of the "two-teacher" teaching team to promote the construction tasks of the professional group. It is planned to focus on the construction of "dual-teacher" teacher team by relying on the reform of the teaching mode of industry-teaching integration courses and cooperating with enterprises, so as to promote the construction tasks of the professional group [2].

2. Construction ideas

In order to realize the task of building a high-level professional group in the school and to play a model and leading role for other school-level professional groups. At the school level, the management style is changed, and the task of building "dual-teacher" teacher teams is carried out from the perspective of human resource management, adopting the idea of people-oriented management. Combined with the characteristics of the
vocational school itself, it systematizes the management of salary and incentives, recruitment, training and development of the teaching staff [3].

Based on this, take our school as an example, the school adheres to the development idea of combining external introduction + internal training, and constantly increases investment in human resource costs to introduce excellent teachers. At the same time, the school level continuously improves the teacher training system, promotes the construction of teacher morality, establishes a good quantitative incentive mechanism, strengthens the construction of the teacher echelon of the two high-level professional clusters of the school's related majors, and realizes the task of improving the number of achievements of the professional clusters, and completes the construction of the landmark achievements of the professional clusters [4].

At present, the key task of teacher team construction in higher vocational colleges and universities is to promote the construction of "dual-teacher" quality and "dual-teacher" structure teaching team in accordance with the relevant national policies. However, in view of the high requirements and large capital investment for the construction of "dual-teacher" team, the School of Information Engineering and the School of Intelligent Manufacturing, considering both internal and external aspects, adhere to the principle of "attracting and employing master teachers, cultivating backbones, cooperation between schools and enterprises, and combining specialization with part-time teaching" [5], which includes the following aspects: Several aspects:

(1) "Introducing": It is to introduce managers and technicians from the front line of production to take up the teaching of specialized and practical courses, and to intensify the training of teachers through the introduction of talents, master teachers and subject leaders, and the establishment of a teacher's reward fund;

(2) "Hiring and Appointment": it is to hire experts from enterprises and industries as visiting professors, and to hire experts and technicians to give lectures for courses requiring high level of on-site technology and skills, and to ask them to be part-time teachers, to establish a stable connection, and to make full use of the resources of the society;

(3) "Appointment and assignment": it is to select and select some key teachers to further study in the corresponding specialties of key institutions and study for master's or doctoral degrees, focusing on the teachers who are introduced from enterprises with strong practical application ability but relatively weak in theory.

(4) "Going to Enterprises and Sites" is to let backbone teachers go to the grassroots units, including on- and off-campus training bases and related enterprises, to carry out on-the-job training, and to arrange as much as possible for the teachers who do not have practical experience in related specialties to go to the first line of production, construction, management and service for internship, so as to enrich and improve their practical knowledge and practical skills in the engineering field. Practical skills;

(5) "Bringing the old to bring the new, the strong to bring the weak": to provide key support and cultivation for discipline leaders and key teachers, and to use discipline leaders and key teachers as mentors to guide the young and middle-aged teachers, and to provide regular training for the young and middle-aged teachers in internships, practical trainings, curriculum construction, academics, etc., so as to improve the teaching and scientific research level of the young and middle-aged teachers. Level [6].

Through the above construction ideas, we can broaden the source channels of teachers, optimize the teachers, help the construction of "dual-teacher" teachers, and build an excellent teaching team in line with the construction of the professional group.

3. School-level construction initiatives

3.1. Formulating human resources planning for "dual-teacher" teachers

The school adopts SWOT analysis to objectively analyze the current situation of the school, advantages and disadvantages, opportunities and challenges, and formulates human resource planning to determine the quantity and quality of personnel needs. At the same time, according to the relevant documents of the state, province and city, the school formulates the recognition documents of "dual-teacher" teachers, so as to realize the resonance between the individual career planning and the school's development needs.

3.2. Introducing and recruiting "dual-teacher" teachers and talents

Guided by the demand for teaching team construction tasks of the two high-level professional group projects of School of Information Engineering and School of Intelligent Manufacturing, we will improve the management methods for recruiting and introducing "dual-teacher" talents, and promote the double enhancement of the quantity and quality of the professional teaching team related to the professional group. Combined with the reform of the teaching mode of industry-teaching integration courses launched by the university in 2022, we take the course reform as an entry point, fully contact the cooperative enterprises, and employ front-line engineers, technical backbones, skilled craftsmen and industry tutors as instructors for the course reform, so as to enrich the talent pool of part-time teaching team of the enterprises. At the same time, constantly strengthen the introduction of high-level talent, tapping other units of high-level dual-teacher talent, to provide sufficient momentum for the construction of the faculty.

3.3. Training and development of human resources for "dual-teacher" teachers

From the perspective of human resource management, advocate the concept of people-oriented, combined with the needs of the construction and development of school
professional groups, as well as the needs of teachers’ personal career development, design and develop training programs for teachers, highlighting the effectiveness of training, including training content development, training standards, training methods, training quality evaluation. In terms of training methods, school-enterprise collaborative training and mutual recruitment and assignment mobility are adopted, so as to enhance teachers’ theoretical teaching ability and practical teaching ability. In terms of training results, according to the idea of echelon development, different classes of professional leaders, backbone teachers and young teachers are created.

3.4. Optimize the performance management of “dual-qualified” teachers

The school has formulated a performance management and assessment mechanism for "double-qualified" teachers, established an assessment leadership group, and assessed and identified "double-qualified" teachers. The achievements in practical training guidance, technical research and scientific research and achievement transformation, and student skills competition guidance will be assessed and evaluated. Timely feedback on assessment and evaluation to relevant teachers will be used to help and promote teachers to improve their deficiencies and achieve the effectiveness of building a "double-qualified" teacher team.

4. Second-level college construction and reform results

According to the school's development goals and the overall idea of human resources management, combined with the requirements for the "high-level professional group" construction project, pilot projects will be carried out in individual secondary colleges with priority in points and areas. The main results are:

4.1. Cultivate famous teaching teachers

The school has formulated the "Management Measures for the Cultivation of Famous Teaching Teachers". According to the professional development requirements, 1-2 key teachers are selected and carefully selected for each major, and the training is intensified. Five famous teachers in the school are selected every year. In recent years, the school has vigorously supported the construction of teachers in high-level professional groups, focusing on recommending key teachers related to professional groups. Among them, 2 professional leaders were recommended as outstanding teachers in South Guangdong, 8 key teachers were recommended as Dongguan Excellent Teachers, and 6 were recommended. A number of key teachers were awarded Guangdong Provincial Excellent Private Teachers. The famous teaching teachers are all representative and can play a leading and exemplary role.

4.2. Carry out the construction of famous teacher studios

Through the joint construction of studios between schools and enterprises, student skills training is carried out in the studio, and students are led to complete social services, horizontal projects, etc. There are a total of 76 competition projects participating in the 2022-2023 Guangdong Provincial Vocational College Student Professional Skills Competition. There are 97 teams and 238 participants. A total of 55 projects won 70 awards, including 4 first-prize projects, 14 second-prize projects, and 52 third-prize projects. Won 5 provincial third prizes for “Challenge Cup”; 3 provincial-level general projects for “Climbing Plan”.

4.3. Training of key teachers of professional groups

The school formulated and issued the "Teacher Training Management Measures" to encourage key teachers of professional groups to participate in national training, provincial training, and industry training, so as to supplement, update and improve the professional knowledge and business skills of key teachers of professional groups. A total of 78 people participated. Through Huawei's ICT teacher training certification, 31 teachers have won various awards at all levels.

4.4. Implement the mentor training system for young teachers

The school has formulated and promulgated the "Measures for the Mentorship System for Young Teachers" to carry out the role of mentoring and mentoring for young teachers. In 2023, under the leadership of veteran teachers, young teachers organized applications for 15 categories of scientific research projects and obtained 26 project approvals; including 9 scientific research project approvals from the Guangdong Provincial Department of Education, 6 Guangdong Provincial Education Science Planning Projects, and Guangdong Provincial Philosophical Society There is 1 scientific planning discipline co-construction project, 8 society projects, 2 Science and Technology Bureau projects, and 1 special project approval in key areas of general universities in Guangdong Province. The types and numbers of scientific research projects have been continuously improved. In terms of project level and project category, Make new breakthroughs. Obtained 22 patents, including 2 invention patents, 18 utility model patents, and 2 appearance patents; obtained 25 computer software copyrights, and completed the technology transfer of two invention patents owned by the school.
4.5. Carry out teacher teaching ability competitions and demonstration classes by famous teachers

The school attaches great importance to teaching ability competitions and always follows the principle of "promoting teaching through competition, promoting learning through competition, promoting reform through competition, and promoting construction through competition", and improves the teaching ability of teachers through teaching competitions. Won 1 first prize, 2 second prizes, and 7 third prizes in the 6th Guangdong Province College (Higher Vocational) Young Teacher Teaching Competition; the teacher team won 1 first prize, 2 second prizes, and 7 third prizes in the 2023 Guangdong Vocational College Skills Competition Teaching Ability Competition and won the third prize. At the same time, every semester, each major hires outstanding teachers and award-winning teachers in the school to provide 1-2 demonstration classes for all teachers in the major, so as to achieve the goal of common improvement for everyone.

5. Conclusion

In order to achieve leapfrog development, our school has provided practical and operable safeguard measures for the teaching team building tasks of two provincial-level high-level professional groups. From the perspective of human resources construction and management, we have promoted the "double-level" The recruitment, introduction, training and development, and performance management of "teacher-type" teachers will help create an excellent teaching team and promote the construction and high-quality development of two high-level professional groups.

Acknowledgments

This article was funded by the provincial high-level professional construction project of Guangdong education department (NO. GSPZYQ2020039, GSPZYQ2021046).

References