

Research on Coordinated Development of Part-time Teachers in Beijing-Tianjin-Hebei Region

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Abstract

At present, the part-time teachers of secondary vocational schools in the Beijing-Tianjin-Hebei region face difficulties such as lack of social identity, non-standardized management, and uneven development. Therefore, a model for the coordinated development of part-time teachers in the region is constructed to guide the part-time teachers to improve their professionalism and optimize their faculty in the region.

Keywords

Part-time teachers, collaborative development , secondary vocational schools.

1. Introduction

In recent years, the number of students in secondary vocational colleges has been increasing, and the demand for technical talents with rich experience and operational skills has also increased, which has brought a heavy burden to the work of full-time teachers and also poses great challenges for the growth of part-time teachers. Part-time teachers face the dilemma of management denormalization, lack of social identity, regional development imbalance, and insufficient platform support. The balanced development of part-time teachers in the region and the professional development of part-time teachers themselves are urgent needs of secondary vocational schools. With the development of the collaborative development strategy, it has brought enormous opportunities and challenges to the development of part-time teachers in vocational colleges. However, it is worth exploring that how to realize the industry's skilled craftsmen actively engage in teaching activities, realize the coordinated development of part-time teachers in the region, and optimize the teaching staff of secondary vocational schools.

2. Factors hindering the coordinated development of part-time teachers

2.1 Lack of communication mechanism

There are problems with the source, teaching and communication of part-time teachers in secondary vocational schools. Part-time teachers in secondary vocational schools are generally the target of school-enterprise cooperation, and the source channels are narrow. Generally, the principle of proximity service is adopted to ensure that they can complete teaching tasks on time, but the communication with other teachers is relatively small, which indirectly affects the overall quality of part-time teachers in schools. They are generally responsible for the basic tasks of the teaching tasks, but because of the short time in the school, they rarely participate in teaching and research activities, and lack of deep knowledge of their own students and school colleagues. It leads to communication gaps between students and teachers, full-time teachers and part-time teachers. In addition, the visits of secondary vocational colleges in the region are too superficial, and there are few effective and practical improvement measures to achieve the synergy between the advantages and disadvantages and the concurrent development of part-time teachers.

2.2 Lack of social identity

The limitation of the professional identity of part-time teachers in secondary vocational colleges, the marginality of school identity and the non-sustainability of teacher status are the main factors affecting the quality of teaching [1]. Enterprises and companies emphasize the maximization of employees' creation interests. However, as a part-time teacher of a school, it mainly undertakes teaching tasks, which makes part-time teachers unable to be strongly promoted by the company, which affects the quality and quantity of part-time teachers. Because there is no school establishment, the part-time teachers have less of emotional communication among the teachers and students. As a result, the social status of the part-time teachers cannot be recognized by individuals. The state has formulated policies to encourage long-term cooperation between schools and enterprises to achieve the integration of education and economy. However, the advocacy of the state and the interests of enterprises are contrary to each other, resulting in the fact that part-time work cannot be universally recognized by the society. The part-time teachers have large mobility and poor stability.

2.3 Lack of standardized management

The management of part-time teachers in secondary vocational schools is mainly concentrated in two aspects: teaching evaluation and assessment mechanism [2]. The teaching evaluation of part-time teachers mainly adopts the on-time posts of the Academic Affairs Office to manage the teaching of them. The evaluation method is single and superficial, and it is impossible to effectively supervise and monitor the teaching quality. The assessment mechanism of part-time teachers is mainly focused on teaching assessment, but ignores the content of performance assessment and scientific research assessment. Part-time teachers can only be put into teaching after completing their duties, and assume responsibility as a teacher. They also adopt a single teaching evaluation method, and the less cost of teaching will directly affect the teaching effect. In addition, the loose management, the absence of training, and the lack of clear regulations and systems also restrict the coordinated development.

2.4 Lack of material conditions

The "Implementation Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" was promulgated, and scientific research institutes, industry associations, and enterprises were encouraged to build a platform for collaborative education [3]. Secondary vocational colleges also need a teacher management platform to achieve online cooperation or effective management. Due to the limitation of time cost and economic cost, the interpersonal communication between part-time teachers is narrow. Therefore, with the help of advanced Internet technology, a platform for the coordinated development of regional part-time teachers will be established to encourage them to actively use and communicate, and to promote the exchange and cooperation of part-time teachers, so as to achieve the coordinated development of part-time teachers.

2.5 Unbalanced quality and quantity

There are 89 secondary vocational colleges in Beijing, with a total of 9824 teachers and 21 part-time teachers, of which 9% are master's degree and above, 53% are undergraduate degrees. There are 73 secondary vocational colleges in Tianjin, with a total of 8421 people, including 30 part-time teachers, of which 10% of the master's degree, 59.7% undergraduate degree. There are 609 secondary vocational colleges in Hebei Province, a total of 58789 teachers, 72 part-time teachers, of which 3.7%, undergraduate degree accounting for 67.6% [4]. The distribution of high-level teachers in Hebei, Tianjin, and Beijing is very unbalance. Hebei Province has the largest number of secondary vocational colleges and the least proportion of high-level teachers, however Beijing is the opposite. In addition, there are differences in teaching resources, teaching media, teaching equipment, teaching level of internal teachers etc.

3. A model of part-time teacher collaborative development

First, we identified the subjects in the region as part-time teachers in Beijing, Tianjin, and Hebei. Now, secondary vocational colleges hope to optimize the faculty, and solve the dilemma of part-time teachers in practical work. Therefore, the model of coordinated development of part-time teachers in the region is proposed. As shown in Fig. 1.

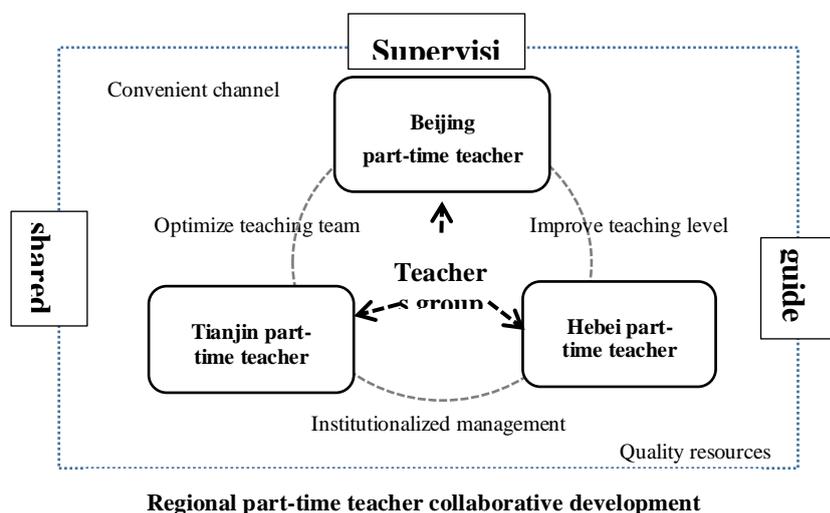


Figure 1 Model of collaborative development of regional part-time teachers

The connotation of the model of regional part-time teacher collaborative development is that the platform serves as the basis for the coordinated development of part-time teachers of secondary vocational schools and provides technical support in the model. Secondary vocational schools in Beijing, Tianjin and Hebei have established effective communication channels under the platform of regional coordinated development, and regularly flowed to clarify their sense of responsibility as a part-time teacher, thus improving the characteristics of secondary vocational schools. The platform for the coordinated development of regional part-time teachers provides technical support, monitors and supervises the exchange of part-time teachers. It can encourage teachers to coordinate preparations, discussions, share high-quality teaching resources, discuss the best teaching methods, and improve the self-cultivation to optimize teaching results. The whole process of coordinated development is including a guide, supervision and share. Guidance means that teachers continue to deepen along the path of coordinated development; supervision is a means of teaching process and discussion and evaluation of part-time teachers; sharing is the basis for the coordinated development of part-time teachers, and the sharing of resources and teachers in the region is realized.

4. Strategy

4.1 Strengthen the teacher management system

The scientific teacher management system is an effective measure to maximize the teaching of part-time teachers in secondary vocational schools. First, regulate admission system. Due to the diversity and complexity of the background, the quality of the part-time teachers in the secondary vocational schools in the region is uneven. Therefore, the secondary vocational schools need to be released Announcement and strict recruitment process in time. Second, strengthen the daily management. It also regularly tests the classroom effect of part-time teachers by listening to classes, checking classes, and communicating with students. In addition to daily teaching assessment, they should also pay attention to collaborative development of research projects. Finally, improve the welfare. The government and schools can establish a good welfare system to stimulate the professional competition

of part-time teachers. It should also establish an effective supervision mechanism to help them standardize teaching and teaching links.

4.2 Shared resources and platforms

The advanced goal of collaborative development is to achieve the integration of disciplines and development. First, build a rich repository of education resources. Part-time teachers in the region can share the resource pool to achieve a fair starting point in teaching resources, and then integrate the spirit of collaborative learning and win-win cooperation into the professional concept of part-time teachers in the process of completing the project. Second, effectively use the communication platform to share the teaching process. They record and share their teaching experience on the platform daily, provide excellent teaching cases, and realize mutual help learning. Finally, secondary vocational schools organize regular visits, exchanges and interviews. Part-time teachers can not only share experiences, but also look at the growth process of the profession from a new perspective, and then build their own interpersonal relationship groups to achieve the goal of coordinated development.

4.3 Optimization of the teaching staff

The construction of part-time teachers in secondary vocational colleges should adhere to the basic principles of independence, school-enterprise integration, and school-school circulation [5]. First of all, independent autonomy means that all secondary vocational colleges can strictly regulate the admission system when they hire part-time teachers to ensure the establishment of an excellent part-time teaching team. On this basis, the teaching and research activities of specialized by professional or faculty are regularly organized to ensure the effective integration of practical experience and teaching theory. Secondly, school-enterprise integration means that part-time teachers and full-time teachers in schools can rotate internships, improve the internal deficiencies of full-time teachers and part-time teachers. Finally, the circulation of schools refers to ensure the direction of the part-time teachers in the district. Whether it is visiting between different majors or different schools, we must ensure that the part-time teachers in the region exchange and flow periodically, and optimize the secondary vocational school. It can not only optimize the structure of teachers, but also lay the foundation for the coordinated development of regional teachers.

4.4 Synergistically improve teaching level

The improvement of teaching level is the core goal of coordinated development. First, establish effective communication channels in the region. All schools need to establish teaching mutual assistance platform and interconnection channels to achieve the goal of communication that is from face-to-face communication to anytime and anywhere, laying a physical foundation for the coordinated development of part-time teachers. Secondly, encourage teachers to rotate internships and promote the effective development of school-enterprise cooperation. Part-time teachers can use winter and summer vacations to internships in enterprises, integrating advanced concepts and excellent cases into classroom teaching; and improve students' practical skills. Finally, actively participate in training activities. Part-time teachers actively participate in teaching contests, academic conferences and other activities, and give full play to the creativity of part-time teachers, thus achieving the dual improvement of teaching and practice.

5. Summary

The part-time teachers of secondary vocational schools undertake a large number of teaching tasks, and the first-line work experience and professional skills conveyed in the teaching process are irreplaceable advantages of them. However, what should not be overlooked is the dilemma in actual teaching and the urgent need for the coordinated development. Nowadays, the most important for achieving coordinated development is to expand the advantages of part-time teachers, narrowing down the disadvantages, speeding up circulation, and teaching precision.

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