

Problems and Solutions of the Management Reform of Elementary and Secondary School Teachers' "County Administration and School Recruitment"

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Abstract: The management reform of "county administration and school recruitment" for primary and secondary school teachers aims at promoting the balanced disposition of urban and rural teacher resources. The teachers in primary and secondary schools are facing with such problems as unreasonable team structure, unbalanced distribution of resources, urgent improvement of overall quality and improvement of management system and mechanism. By establishing the basic principles followed in the reform, we should determine the responsibilities of relevant departments and specific implementation measures, and optimized the current management system of primary and secondary school teachers, thus promoting the development of education.

1. Introduction

The reform of primary and secondary school teacher management system is an important measure to deepen the reform of educational system and mechanism. The management reform of "county administration and school recruitment" for primary and secondary school teachers aims at promoting the balanced disposition of urban and rural teacher resources and promoting the developing of education. Currently, some regions in the whole nation and part regions have been implemented. How to draw lessons from and plan the municipal reform plan in light of the actual situation is an urgent problem for the administrative department for education to solve.

2. The present situation and reform of the management system of primary and secondary school teachers

China's current educational management system is formed under the planned economy system and the political system with much power. Since entering the new period of reform and opening up and socialist modernization, with the gradual deepening of the reform of economic and political system, the original educational management system has been unable to adapt to the demand of the development of the situation, and the shortcomings of the internal management system of primary and secondary schools are increasingly rising. Under the leadership system, the power of the central government is too centralized and overruling. And corresponding party committees and governments controls schools too strictly, and schools lack the autonomy and cannot carry out their work according to their actual situation, thus resulting in low administrative efficiency and potency. In the cadre system, the cadre can go up and cannot go down, forming the lifelong system of the cadre post, and lacking the strict performance merit system. They appear "No cross, no crown", and sit "iron post". On personnel system, the person only enters, and the talents cannot flows normally. Some schools crowd talents, and are overstaffed; however, some schools are seriously short of teachers, and it is difficult to complete normal education and teaching tasks. There is no freedom to choose a teacher in school, and no freedom to choose a career for teachers. In distribution system, they have not really broken the big pot. They are used to the equality in distribution, and they do the same thing, more or less. Their treatment is separated from their job performance and they lack incentives. In the work management system, it lacks of strict evaluation system, unclear responsibility, mixed reward

and punishment, and the management costs and work efficiency is inversely proportional. However, these disadvantages lead to the lack of vitality of the internal management of primary and secondary schools. In order to change this situation, the most fundamental way out is the reform.

For the full implementation of spirit of Outline of National Medium-and Long-Term Program for Education (2010-2020), the rural teacher support plan (2015-2020) published by general office of the state council , The exchange of opinions among principals and teachers of compulsory education schools in counties (districts) of the ministry of human resources and social security of the ministry of education and the ministry of finance to promote and ideas on further strengthening the county compulsory education school principals and teachers to exchange on the implementation of rotation work in Guangdong Province, education department further deepened the reform of education system and mechanism, promoted the balanced distribution of urban and rural teacher resources, and the education administrative department planned to carry out the management reform of "county management and school recruitment" of teachers, thus optimizing the present management system of primary and secondary school teachers and promote the development of education.

3. The problems that primary and secondary school teachers face in the reform of "county administration and school recruitment"

In recent years, a series of measures been has taken to promote the construction of primary and secondary school teachers vigorously in Shaoguan, and achieved significant results. For instance, the education level of teachers is obviously improved, the team structure is gradually optimized, the team of outstanding teachers is constantly growing, and the village teachers are willing to teach. However, primary and secondary school teachers still face such problems as unreasonable team structure, unbalanced resource distribution and urgent improvement of overall quality.

Firstly, the problem of the structural shortage of teachers is more prominent. Qualified teachers in preschool education cannot be supplemented effectively for a long time, and the rate of teachers with certification is lower. Rural teachers in some areas are overstaffed on the whole, but there is a lack of teachers in rural areas. Primary school teachers over-staff as a whole, and senior high school and vocational teachers are below strength. Primary school teachers in Chinese, mathematics and other subjects are relatively surplus, while teachers in physical education, music, fine arts, science, information technology and other subjects are generally lack of supplement difficulties.

Secondly, the distribution of teacher resources is still unbalanced. The scale of high-quality and high-level teachers is relatively small. Compared with rural and weak schools, the number of high-level teachers in urban and high-quality schools is still relatively concentrated. It is difficult for high-quality teachers to flow to rural and weak schools. The aging trend of rural teachers is serious, and some rural schools cannot be supplemented for a long time, thus emerging short supply among teachers.

Thirdly, the overall quality of teachers needs to be improved. There is still a gap between the educational level of teachers and the target requirements of "strengthening teacher project". Particularly, there is a bigger gap between the proportion of primary school teachers with bachelor's degree and the working target, which lacks in 6.7 percentage points. The proportion of senior high school teachers with postgraduate degrees (master's degree) is 7.36 percentage points. The proportion of kindergarten teachers with qualifications is also lower, which is less than 50%. There is a lack of outstanding education experts and leading talents, also weak in the overall teaching research ability of the teachers. The efforts in the teacher training and quality promotion in some counties is insufficient.

Fourthly, the management system and mechanism need to be improved. The core issue is how to further balance the distribution of principals and teachers' resources, and strengthen the overall management of principals and teachers of compulsory education schools in counties. Through some time, we will institutionalize and normalize the exchanges between principals and teachers within the county, and gradually narrow the gap in educational level between schools between urban and rural areas and between regions.

4. Measures to promote the reform of "county administration and school recruitment" of teachers in primary and secondary school

In order to promote the county within the balanced development of the compulsory education quality as the goal, and to improve efficient use of resources as the core, we should insist on management system of "centered on county" of compulsory education, fully implement the central, provincial and municipal comprehensive reform of deepening education field spirit, innovate personnel mechanism, accelerate the school cadastral management of teachers in counties, rule teachers in the county, distribute reasonably, stimulate the vitality of the teachers, achieve the transformation from the "school" to "system", thus providing strong faculty to promote the construction of city education modernization

4.1 Basic principles of reform

We will insist on giving overall consideration to the situation and make steady progress. We coordinated and implemented the reform of "county administration and school recruitment" with the de-administration of primary and secondary schools, the rotation of teachers, and the improvement of school governance structure.

We should put people first and engage in democratic consultation. We should respect the opinions of principals and teachers of primary and secondary schools comprehensively, safeguard the rights and interests of teachers earnestly, and fully mobilize the enthusiasm of teachers in primary and secondary school.

We should insist on harmony and stability, and give priority to encouragement. We will make steady, active and steady progress in all reforms and make the stability of the education system. Meanwhile, we should do a good job in positive publicity and report, and create a delightful atmosphere.

We should adhere to dynamic management and regular evaluation. We should carry out dynamic management on the promotion of "county administration and school recruitment", carry out regular effect evaluation, and adjust corresponding work measures in light of environmental changes, social demands and public feedback timely.

4.2 Determining the responsibilities of the departments

To compile the work responsibilities of the department. In accordance with the regional educational development, the number of students and structural changes, and the relevant provisions and standards of the central and provincial governments, the compilation department, in conjunction with the ministry of human resources and social security and the education department, shall verify and manage the sum of teaching and administrative staff.

Responsibilities of human resources department. In light of the educational development, number of teachers and students and structural changes in the region, the human resources and social security department shall, together with the establishment and education department, check and approve various posts, and charge for the examination and verification of the school post setting scheme. In accordance with the teachers' demand plan compiled by the education department, it is responsible for the comprehensive review of the supplementary plans and programs for teachers in its jurisdiction.

Responsibilities of education department. The education department shall be responsible for the macro-management and overall deployment of the teaching and administrative staff within its administrative region. And it is responsible for the specific work of the reform of "county administration and school recruitment" for teachers. It undertakes clerical work such as personnel files, salary examination and approval, professional title assessment, employment and dismissal, regular registration of teacher qualifications etc., and conducts compound and centralized management and training of the results of not employing teaching staff. According to the post conditions, post responsibilities, workload, work objectives and assessment rules set by the school, the school will compete for the post and sign the employment contract with the staff. It conducts daily

management, uses and business assessment of staff, issues incentive performance pay, and does other related work.

4.3 Specific implementation method

Strengthening the management of teacher allocation, and implement the principle of "the sum of teachers shall be controlled by the county, and the school shall be equipped according to the post". In light of the principle of "total control, overall planning for urban and rural areas, structural adjustment, increasing and decreasing", the departments will explore more scientific methods of staffing management, and gradually establish a county-level "total control, dynamic management" mechanism for staffing. After the total amount of the system is verified and approved, it shall be used by the education department as a whole and adjusted in a reasonable way due to school conditions. With the scale of education and teaching and its own development needs, the should plan class size and teacher demand. According to the actual situation of the school allocation and adjustment, the education department will be equipped with staff.

Improving post establishment management, and implementing the "county manages post structure, and the school assigns staff in light of their posts". Within the total amount of posts approved by the human resources and social security department, education departments shall distribute the posts to schools in accordance with the conditions of school scale, faculty staffing, teacher structure, and post standards, and timely adjust the number of posts according to the actual situation of the rotation of the teacher. In the allocation of professional and technical middle and senior posts, departments should be inclined to rural and weak schools. The proportion of senior posts in primary and secondary schools in rural areas, remote areas and weak schools can rise by 2 percentage points within the upper limit of the stipulated proportion. According to the school scale, the number of teaching staff and the quality of education and other factors, the competent departments of human resources, social security and education shall determine the distribution of management posts reasonably.

Improving the employment management of posts, and implementing the principle of "county administrative personnel, reasonable employment of schools". The school comprehensively promotes the employment system and post management system, fully implements the employment contract management of primary and secondary school teachers, and seriously and strictly signs and performs the employment contract. The school shall exercise the right of autonomy in employment. With the relevant regulations, the school shall perform the management work of assessment and appraisal of faculty and staff, appraisal of excellent and first-rate students, appraisal and recruitment of professional titles, and wage distribution. The school creates the internal employment mechanism, strengthens the staff's work appraisal, and regards the appraisal result as the basis to adjust the post, the salary and renew the employment contract, and to the staff who cannot complete the work task, it shall carry on the post transfer or the low employment, and gradually establish the competitive mechanism that can go up and down. The school needs to plan as a whole the centralized management of personnel archives of middle and primary school and middle school staff teacher qualification registers management and concerned service work regularly.

Strengthening the rotation of posts, and implementing "overall planning of county administration, and school selection". The education department is responsible for the overall planning of the objects, the formulation of specific plans, and the adoption of various forms of the rotation of posts, so as to gradually achieve the proportion of full-time teachers at the higher level of education, and the proportion of middle and senior professional title teachers and the proportion of backbone teachers are roughly equal, realizing the balanced allocation of teacher resources in the county. The school follows the overall arrangement of the education department in the rotation of principals and teachers, selects the best teachers in accordance with the relevant requirements, and incorporates the exchange and teaching experience into the assessment scope of teacher title evaluation, recommendation and evaluation.

Improving the supplementary method and implementing "unified recruitment by county management, and employment by post". The school shall report the number of teachers' demands according to post setting and teaching practice. The education department shall make reasonable

allocation in the region on the basis of the staffing and structure of teachers. After deployment, in light of the staffing and actual needs of teachers, human resources, social security and education departments shall conduct open recruitment in accordance with the provisions on open recruitment. Methods of open recruitment of teachers should conform to the laws of education and teaching and teachers' profession, and highlight professional ethics, professionalism, professional quality and teaching potential, and the setting and content of examination subjects should highlight the characteristics and adaptability of the career, explore pre-interview and skill test, and enhance the pertinence of recruitment. It should carry out the project of introduction of high-level talent, and for high-level professional talents with master's degree, senior professional and technical positions, special-grade teachers, outstanding teachers at or above the provincial and municipal levels, famous principals and class teachers, etc., and direct assessment may be adopted for recruitment within the approved compilation and use plan. A "green channel" should also be established to recruit outstanding talents to teach in rural schools.

Establishing the teacher withdrawal mechanism, and implementing the "standards of county management system, school evaluation and implementation". We need to establish an evaluation mechanism for primary and secondary school teachers, which is oriented by ability and performance and centered on social and professional recognition. Education department forms the basic evaluation standard, and the school combines actual and detailed standard to decide specific evaluation to carry out a method. Through strict assessment and scientific evaluation, the teacher launch mechanism is gradually established. For teachers who do not meet the requirements of the teaching post and who still cannot meet the requirements of the post after the training, the post shall be transferred. If the teacher is not qualified for the post after transferring the post, his/her personnel relationship will be transferred to the local talent service market and will be employed or retired.

Improving the mechanism for protecting the legitimate rights and interests of faculty and staff, and implementing the principle of "protecting the rights and interests of county administrators and competitive recruitment of schools". The competitive recruitment plans and assessment methods for the faculty formed by the schools shall be implemented after being examined and approved by the staff congress (or staff congress). The employment and assessment results shall be made public for more than 7 working days, and the participation and supervision rights of the teaching staff shall be fully guaranteed. Human resources, social security and education departments should improve the arbitration system for personnel disputes and the service mechanism for staff to safeguard their rights so that staff have sufficient and unimpeded channels for their appeals. As the behavior of violating the policies, it shall be resolutely corrects and investigates the punishment. The departments should improve the social status of teachers constantly, implement salary insurance treatment, and make sure that the average salary level of teachers is not lower than or higher than the average salary level of local civil servants, and protect teachers' rights of taking holidays and having regular physical health examinations under the law, and create a delightful atmosphere of respecting teachers and education.

5. Summary

The reform of "county management and school recruitment" on teachers in primary and secondary school is a systematic project, which should be jointly managed by educational administrative departments and relevant departments to manage teachers' personnel relations and employment exchanges, assuring that teachers can be changed from "school personnel" to "system personnel" and the autonomy of education can be expanded. Within the county (city) region, departments shall adopt various ways such as regular exchanges, collectivized management, school alliances and counterpart support for teachers and principals. The department will focus on guiding outstanding principals and key teachers to flow to rural schools, realizing the overall management and rational allocation of teachers in counties (cities), and promoting the flow of outstanding urban teachers to rural schools.

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