

# *Cconstruction of Teaching Management Teams in Secondary Schools in the New Era*

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**Abstract:** As the quality of education and teaching continues to improve with the development of the times, so does the professional quality of teachers and school management teams. In specific training practices, strengthening theoretical training can consolidate the educational philosophy of education and teaching management teams and continuously deepen their professionalism. At the same time, the emphasis on practical development can promote the physical and mental development of teachers to match the needs of teachers in the new era. As a result, measures on the construction of secondary school teachers' teams have been proposed from the outside, with fewer suggestions made from the teachers themselves. This paper takes the construction of secondary school education and teaching management team in the new era as the entry point, and summaries the meaning and value of secondary school teacher team construction, in order to continuously improve the overall quality and ability of secondary school teachers.

## **1. Introduction**

The Central Committee of the Communist Party of China and the State Council issued the China Education Modernization 2035, which states, "Pay more attention to all-round development, vigorously develop quality education, and promote the organic integration of moral, intellectual, physical, aesthetic and labour education." For teachers, this means thinking about how to integrate the policy and concept of "five education" into the construction of the teaching management team, to fully enhance the professionalism of teachers, and to explore their potential abilities, which will also become a new standard and requirement for the construction of the teaching team [1].

The secondary school stage is a critical period in the learning life of the majority of secondary school students and the period of their fastest physical and mental development. Therefore, as

secondary school teachers and secondary school education managers, they must improve their professionalism as a whole in order to follow a better promotion of the development of education [2]. How to improve the comprehensive quality and ability of the secondary school education and teaching management team, so that they can better provide quality teaching services for the majority of teachers and students, has yet to be further explored and considered by the academic and educational sectors. So, this paper launched a series of discussions on this issue, in order to provide some reference for the majority of secondary school education and teaching management team.

## **2. Content Analysis of the Professional Quality of the Teaching Force in Secondary Education**

### **2.1. To Have Advanced Educational and Teaching Concepts and Knowledge**

As a secondary school educator in the new era, the first thing is to have an advanced educational philosophy and knowledge literacy. In the process of education and teaching, give full play to their professionalism, integrate advanced educational concepts into the management of education and teaching, and reflect the modern school ethos of educator-led and student-led. And the professionalism of educational administrators is an effective way to drive secondary schools towards greater professionalism [3], and secondary school education and teaching teams can use their knowledge literacy to provide more constructive advice to students in order to promote their core literacy development and lay a good foundation for their lifelong achievement. As such, educational philosophy and knowledge literacy must be advanced.

### **2.2. Systematic Professional Ethics and Competency Development**

Professional ethics is the bottom line of teachers' professional involvement. In the teaching process, the education and teaching team should always adhere to their professional ethical roots and realise the teaching goal of building moral values in the new era. Efforts are made to improve their own competency training to achieve better teaching management and teaching practice. Therefore, teachers with systematic professional ethics and competence training are also prerequisites for effective performance of their educational duties and missions [4].

### **2.3. Have Good Physical and Mental Health**

The so-called physical and mental training is the ability of education and teaching managers at the secondary level to effectively address the various stresses they face and to be able to devote themselves to teaching and learning. The main significance of this competency is to transfer and relieve internal work stress and prevent them from becoming physically and mentally exhausted while teaching and managing students [5-6].

### **2.4. Good Information Literacy**

"There is no modernization without informatization". To support and lead the development of education modernization with education informatization, adhere to the core concept of in-depth integration of information technology and education teaching, teachers are the main body to promote integration. Only when teachers have good information literacy and their IT application skills are enhanced can we build a good team of high-quality teachers [8].

## 2.5. Good Teacher Ethics

The construction of teacher ethics and teacher style in the new era is a fundamental guarantee for the full implementation of the Party's education policy [7], the construction of teacher ethics and teacher style is the ideological and operational guide for teachers to carry out teaching activities, and secondary school teachers, facing adolescent secondary school students, should pay particular attention to the influence of teacher ethics and teacher style among students. With teacher moral and teacher style as the core, strengthen the construction of the teaching team.

## 3. Exploring the Path of Professional Development and Growth of Secondary School Education and Teaching Management Team

### 3.1. Strengthening Theoretical Training for Secondary Education Teaching Teams

Through an in-depth analysis of the basic connotations of the professionalism of secondary school teachers and educational administrators, it can be seen that advanced educational philosophy and knowledge literacy are the basis for the professional development of the educational and teaching management team [4]. As educational philosophy carries the main perspective of teachers engaged in education and teaching, while knowledge literacy is the level of teachers' knowledge. For this reason, when exploring ways to comprehensively enhance the professionalism of secondary school teachers, professional quality should be taken as the primary link, and the specific method is to strengthen theoretical training [9-10]. This should be done in two specific ways: firstly, by employing experienced education experts to visit schools to impart their experience. Cultivating advanced educational concepts and knowledge in the education and teaching management team requires having the important conditions for cultivating ideal talents. Schools should be good at tapping experienced experts in theoretical research and practical teaching to hire visiting professors in schools to share ideas and perspectives. The school will work with all teachers in the form of lectures to ensure that the theoretical basis is passed on to each teacher and to promote the continuous updating of their educational concepts and the improvement of their knowledge and skills. Secondly, we will develop "multilateral cooperation" with other secondary schools in an effort to "learn from each other's strengths". Multilateral cooperation with a number of schools is undoubtedly the ideal way to share resources, enrich the training of teams, disseminate successful lessons among school teachers, provide teachers with advanced teaching ideas and open up new pathways for the professional development of secondary school teachers [11-12], as shown in Table 1.

*Table 1. Secondary school teacher training content*

| Province | Training content  |
|----------|---|
| Shenyang | National science education training, through the development of unique course content such as special lectures, on-site teaching and hands-on science virtual simulation  |
| Hebei    | Mental health education training on the theme of "Caring for teachers, starting from the heart" was conducted.<br>Lectures, case studies, lesson observation and seminars   |
| Sichuan  | Rule of law specific training<br>The content of "The Basic Spirit and Core Principles of Xi Jinping's Thought on the Rule of Law"<br>"Knowledge of laws and regulations and protection of the rights and interests of |

|           |   |
|-----------|---|
|           | <p>teachers and students"<br/>                 "Rule by Law and Safe Schools"<br/>                 "Teaching examples of theoretical practice and rule of law lessons in accordance with the law"<br/>                 Five modules on "Professionalism and Competence of Rule of Law Teachers".</p>  |
| Guangdong | <p>Teacher ethics training for all teachers<br/>                 The content is based on the main line of "teacher ethics and style construction", with the "four" good teachers as the point, around the "soul casting, value leadership, dedication to cultivate morality, professional integration, rules to establish morality, typical tree morality The six dimensions of the course are "ideal belief and ideological leadership", "policies and regulations and literacy enhancement", "Chinese culture and the development of teacher ethics" and "professional growth and the practice of teacher ethics". "Professional growth and practice of teacher ethics", "Self-cultivation and professional happiness" and "Advanced models and inspiration by example".<br/>                 The electives are based on five modules: "Research and Innovation", "Teaching Practice", "Information Literacy", "Student Management" and "Career Development". Five modules on "Career Development".</p> |
| Henan     | <p>Mental Health Education Training<br/>                 Seven courses including Policy Interpretation and Theory Enhancement, General Knowledge of Mental Health Education, and Design and Implementation of Mental Health Activity Classes.</p>   |
| Xinjiang  | <p>Online Model Training for Primary and Secondary School Civics Teachers<br/>                 To enhance teachers' political, moral, theoretical and professional qualities, and to strengthen the education and learning of teachers in primary and secondary schools on the socialist ideology of Xi Jinping with Chinese characteristics for a new era and teacher ethics.</p>  |

### 3.2. Implementing a Strong Teacher Policy

To implement the relevant requirements of the Outline of the 14th Five-Year Plan and Vision 2035 for the National Economic and Social Development of the People's Republic of China, comprehensively deepen the reform of teacher construction in the new era, strengthen the construction of a high-level teacher education system, cultivate a high-quality professional and innovative primary and secondary school teaching force, focus on building a high-quality and balanced basic public education service system, and promote the high-quality development of education. The Ministry of Education has formulated the Plan for a Stronger Teacher in Basic Education in the New Era, and policies for the management of the construction of the teaching force have been introduced around the country, as shown in Table 2.

Table 2. Teacher workforce management by province

| Province        | Teacher Workforce Management Policy   |
|-----------------|---|
| Yunnan Province | <p>Launch of the Strong Teachers Programme</p> <ol style="list-style-type: none"> <li>1. Strengthen teachers' ideological and political education</li> <li>2. deepen education on teacher ethics and moral cultivation</li> <li>3. Improve the teacher training system</li> <li>4. enhance the standard of teacher training institutions</li> <li>5. Improve the professional development system for teachers</li> <li>6. expand the space for</li> </ol> |

|                   |   |
|-------------------|---|
|                   | <p>lifelong learning for teachers</p> <p>7. Improve the support service system for the professional development of headmasters</p> <p>8. improve the management system for primary and secondary school teachers</p> <p>9. Strengthening the rural teaching force 10. Enhancing salary protection for primary and secondary school teachers</p>   |
| Qinghai Province  | <p>Coordinate with the departments of human resources and social welfare, preparation, finance, rural revitalization and other departments as well as provincial colleges and universities to, on the one hand, grasp the national demand submission for special teachers, and on the other hand, according to the actual needs of the construction of the primary and secondary school teaching force in the province and the training capacity of training colleges and universities, coordinate the formulation of local special enrollment plans for special teachers within the vacant teaching staff of primary and secondary schools, and determine the enrollment plans by specialty and by region</p>                    |
| Shandong Province | <p>Improving the long-term linkage system for salary increases for primary and secondary school teachers, the annual appointment management system for professional and technical positions, and the graded appointment management system for professional and technical positions</p>  |
| Shanghai          | <p>Guidance on Further Strengthening the Personnel Management System for Primary and Secondary School Teachers in Shanghai</p> <p>Use of career resources, improvement of posting management, optimisation of the introduction and recruitment system, improvement of the posting management system, innovation of the assessment and evaluation mechanism, improvement of the exchange and rotation system, gradual establishment of the exit mechanism, optimisation of the school performance allocation system in eight major areas</p>   |
| Ningxia           | <p>Ningxia has improved the five systems of post management, open recruitment, competitive recruitment, title evaluation and salary incentive, comprehensively promoted the reform of "county management and school recruitment" for primary and secondary school teachers, given county-level education departments greater autonomy in selecting and employing staff, and promoted the establishment of a new mechanism for employing staff through full competition, change of post and salary, and the ability to move up and down, thus continuously stimulating the vitality of the teaching force.</p> <p>The teacher force has been energised, and quality teacher resources have been allocated in a balanced manner</p> |
| Hebei             | <p>Establish a mechanism for the growth of a ladder of provincial backbone teachers, special grade teachers, Yanzhao Master Teachers and educator-type teachers.</p>  |
| Hainan            | <p>The implementation of the "regional teaching" model to address the structural shortage of teachers.</p>  |

### 3.3. Focus on Practice and Continuous Deepening Of Literacy and Professional Competence

As a whole, the professional literacy of the secondary education teaching force can be theoretically guided to a certain extent, but there are some professional literacy that cannot be developed through theoretical knowledge to achieve the desired effect, and the professional development of the force must be guided through practice. Among them, the professional ethics and competence of educators is necessary for teachers to recognise the importance of this literacy in practice, and can be effectively strengthened through practical guidance. In practice, the author believes that it is important to work in two ways: firstly, by insisting on open and research-based classrooms and by striving to maximise the authenticity and timeliness of practical experiences. As

we all know, in the daily work of secondary school teachers, "teaching" and "lesson planning" are the basic standards for teachers [13-14]. This is included in many types of lessons, such as the open classroom and the research-based classroom. However, in terms of the purpose of both types of classroom, the majority of teachers are more focused on demonstrating their teaching skills than on developing their professional ethics and expertise. The path to professional competence development therefore also requires a shift in the main focus of teachers' teaching and a focus on exploring and guiding teachers' professional ethics and professionalism as an important part of teacher development. Effectively improving the basic qualities and competencies of teachers is the ideal platform for teacher development. Secondly, teaching and competency 'competitions' are conducted to effectively organise reflection and strengthening activities for teachers. As far as people's mental level is concerned, there is competition in the development process. In this process, people discover many things that they do not normally know and attach great importance to them, which means that their abilities are effectively improved. Therefore, in the process of continuous deepening, it is important to create a competitive atmosphere for teachers, encourage them to summarise their experiences in the competition and give appropriate inspiration or guidance in order to promote the professionalism and professionalism of the secondary school education and teaching management team, which in turn will drive them to a new level of professional ethical quality, as shown in Table 3.

*Table 3. Policies introduced by provinces to create a good teaching and learning environment*

| Province | Teaching environment  |
|----------|---|
| Zhejiang | Create a good environment for education and teaching Zhejiang Ningbo issued a list of 15 articles to reduce the burden of primary and secondary school teachers   |
| Yunnan   | Lijiang City, Yunnan Province, issued "Fourteen Measures to Reduce the Burden of Primary and Secondary School Teachers in Lijiang City" (hereinafter referred to as "Measures") to reduce unnecessary interference with the work of primary and secondary schools and teachers, effectively reduce the burden of primary and secondary school teachers and create a good environment for education and teaching |
| Beijing  | Issuing a number of measures to reduce the burden on primary and secondary school teachers to further create a favourable environment for education and teaching  |

### 3.4. Sound Channels of Psychological Counselling for Education and Teaching Managers

The physical and mental health development of educators is equally closely related to the development of students, and they influence each other. Therefore, in order to achieve good educational and teaching results, the physical and mental qualities of educators need to be well developed. Therefore, while secondary school teachers have good cultural and professional qualities, they should also strive to improve their own physical and mental qualities to provide a more adequate guarantee for better education and teaching. Therefore, the author believes that it is very important to improve the channels of psychological counselling for teachers. Firstly, the introduction of experienced counsellors to open the window of psychological counselling. Secondly, open up the school opinion mailbox. Schools, as part of the overall physical and mental development of teachers, should open up school mailbox channels to provide another ideal channel for teachers to express their inner feelings [15].



### 3.5. "Digital" is A New Requirement in the Era of Digital Transformation of Education.

Chinese teachers in the new era must actively respond to the digital trend, embrace digital transformation, innovate digital teaching, and then refine new basic skills of education and teaching based on, around, and reflecting digitalization, because all teachers are collectively in the great era of digital transformation. It can be said that the Chinese teachers of this era, who have digitalised education, have the future of education. Digitisation will become the new direction and path for the construction of China's teaching force and teacher education in the future.

## 4. Conclusion

In conclusion, in the current situation of rapid development of education, the majority of secondary school teachers must keep pace with the times, explore and move forward to provide strong support for China's education, so that China's education continues to develop in a healthy and rapid manner. Secondary school teachers should strengthen their professional quality and professional competence according to the actual situation in order to promote the professional development of teachers and make education and teaching work better, and digitisation will become a new direction and a new path for the construction of China's teaching force and teacher education in the future.

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If any, should be placed before the references section without numbering.

## Data Availability

The datasets used during the current study are available from the corresponding author on reasonable request.

## Conflict of Interest

The author states that this article has no conflict of interest.

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