
Exploration of Class Teacher Incentive Mechanism Based on Rank Management

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Abstract: The class teacher rank system has been implemented in Tangyin County No.1 Middle School for nearly ten years. This system starts from the drawbacks of current class teacher management, and standardizes the evaluation and management of class teachers by hierarchical evaluation and implementation of job level management, in order to incentivize the professional development of class teachers from a systemic perspective. The core of implementing class teacher rank management is salary grading. Based on the reality, the shortage of teacher staffing has led to the heavy workload of class teachers, limited sources of grade reward funds, and incomplete overall education system. These are the main difficulties faced by the class teacher grade system, and they are also the main problems that need to be addressed in good class teacher management.

Keywords: Class teacher rank system; Rank evaluation and appointment; Professionalization of class teachers; Tangyin County No.1 Middle School

The construction of class teachers is the basic guarantee for ensuring the smooth progress of various school work and the foundation for achieving the training goals of schools at all levels. In the process of promoting the reform of student-centered education, the work of class teachers and the quality of their management determine the management level, vitality, and sustainable development of a school. Based on this, Tangyin No.1 Middle School in Henan Province (hereinafter referred to as "Tangyin No.1 Middle School") has been exploring a class teacher incentive mechanism based on job level management since 2004, after thorough research and demonstration. Currently, a relatively complete class teacher management job level system has been formed.

1. Institutional expectation: Addressing the prominent shortcomings of current class teacher management

The exploration of incentive mechanisms based on class teacher rank management is mainly aimed at addressing the accumulated shortcomings of current class teacher management.

1.1 Background of the introduction of the rank system

In order to standardize the work of class teachers, solve the disorderliness of class teacher management, free class teachers from trivial and trivial affairs, and end the predicament of class teachers being exhausted but ineffective in the "Three Character Classic" of "reading, entanglement, and coaxing", Tangyin No.1 Middle School formulated the "Class Teacher Work Routine" in 2000, which made clear provisions for the content, requirements, and precautions of class teacher work. This not only provides policy norms for the orderly and standardized work of class teachers, but also provides textual guidance for improving work efficiency and conducting learning and research. This routine has become the basic document for the work of school class teachers. In order to further construct incentive mechanisms for class teacher management, the school has successively established relevant qualitative and quantitative evaluation and management systems.

1.2 The accumulated drawbacks of class teacher management in the "county

phenomenon"

At the end of the 20th century, under the struggle between quality education and exam oriented education, the phenomenon of "county-level middle schools" in various parts of China sparked heated discussions. The college entrance examination baton had a significant impact on county-level middle schools, making it difficult to implement quality education and carry out class teacher work. In fact, not only county-level middle schools, but also schools whose main task is to take the college entrance examination for further education, all have the following problems in the work of class teachers: teachers are generally unwilling to take on the role of class teachers, and schools can only "coerce and entice" and assign them forcefully. The salary of the homeroom teacher is too low, the work is too tiring, and the pressure is too high; The lack of scientific evaluation and incentive mechanisms in the management of class teachers leads to low work enthusiasm; The lack of spiritual care and policy support for professional growth among homeroom teachers is the main reason for the obstruction of their work.

2. Institutional Practice: Exploring Rank Management under the Appointment System

After determining the main theme of class teacher level management, Tangyin No.1 Middle School actively practiced and explored, and based on sufficient research, constructed a class teacher incentive mechanism mainly based on hierarchical evaluation and appointment.

2.1 Conduct thorough research and establish a class teacher rank system

In order to effectively solve the problems in class teacher management and liberate the productivity of class teachers, Tangyin No.1 Middle School organized specialized personnel to conduct thorough research in accordance with the school's development plan and the "Class Teacher Work Norms". Drawing on the practices of relevant schools both inside and outside the province and the evaluation policies for teacher titles, Tangyin No.1 Middle School began to formulate the "Class Teacher Rank System" (hereinafter referred to as the "Rank System") in the autumn of 2003. The entire system is divided into eight parts: job level setting, job level application and allowance distribution, evaluation methods, job education goals, job level application conditions, job level assessment goals, job level appointment, and policy explanations. In the first five drafts, the job level was set to six levels: probationary class teacher, junior class teacher, intermediate class teacher, backbone class teacher, senior class teacher, and special class teacher. Among them, "apprentice homeroom teacher" refers to a teacher who has been employed as a homeroom teacher for less than two years and does not have corresponding rank allowance benefits. They only enjoy the basic allowance after the homeroom teacher's work assessment every month. On the basis of obtaining basic allowances through assessment, the allowances for other class teacher positions vary by 30 yuan. In September 2008, in order to encourage teachers to work as homeroom teachers for a long time, the school provided policy incentives to teachers who had a willingness to work as homeroom teachers for a long time. The original level six job level was increased to level eight, with the addition of "mentor level homeroom teachers" and "meritorious level homeroom teachers". The monthly job level allowance ranged from 260 yuan to 500 yuan.

The "Rank System", along with the "Regular Work Rules for Class Teachers" and "Assessment Plan for Class Teachers", have become a complete incentive system for class teachers. Under this system, the homeroom teacher enjoys different levels of benefits and fulfills different responsibilities through job level evaluation, making the performance-based and scientific management of the homeroom teacher a reality.

2.2 Graded evaluation and appointment, mobilizing the work enthusiasm of class teachers

Tangyin No.1 Middle School implements the annual appointment of class teachers. The appointment work is arranged in August each year, and the process of appointing a homeroom teacher is as follows: first, the teacher independently applies for the position of homeroom teacher, then the grade group selects applicants who meet the requirements, and after two-way selection, it is submitted to the school for review and approval. The school checks the admission requirements for class teachers based on the "job education goals" in the "job level system". In mid September, the homeroom teachers appointed by each grade submitted a job level application to the school. Those who did not meet the conditions for promotion or were unable to apply for a job level due to certain reasons will be appointed according to their original job level. If the original job level has expired and I believe that I can apply for a higher job level through self-evaluation, I can apply for a higher or unconventional job level according to regulations and submit relevant materials. The school organizes a specialized evaluation team to strictly follow the standards and procedures of the "Job Grade System", "Job Grade Application Conditions", "Job Grade Internal Assessment Objectives", and based on the materials provided in the "Class Teacher Growth File", evaluate all class teacher job grades applied for, and publicize the results of the evaluation. At the subsequent class teacher work conference, the school issued a letter of appointment to each class teacher, and each class teacher enjoyed rank benefits and fulfilled corresponding rank responsibilities according to their rank. For class teachers who have been appointed as "senior class teachers" or above, the school will promote them in the campus publicity column through character specific introductions, and clearly indicate the class teacher's rank below the class teacher's photo in the class gate column. The graded evaluation aims to activate the dignity and growth needs of the class teacher in the workplace. As of 2013, among the 108 homeroom teachers at Tangyin No.1 Middle School, there were 3 top-level homeroom teachers, 8 senior homeroom teachers, and 38 backbone homeroom teachers.

On the Realistic Problems and Possible Countermeasures of the "Learning Guide Case"

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Abstract: The classroom teaching model mainly based on "learning guides" has changed the basic paradigm of traditional classroom teaching. In practice, there are problems with the "guided learning plan", such as weakening the unique curriculum understanding of teachers, alienating it into memorization plans, practice plans, or exam plans, and widening the gap between college students. In the face of the above problems, it is necessary to propose relevant countermeasures from the overall perspective of course practice, including the design, implementation, and evaluation of the learning guide plan.

Keywords: Study guide plan; Teaching mode; Course understanding

Currently, many new teaching models have emerged in the field of classroom practice in China, among which "learning guides" represented by Dulangkou Middle School, Yangsi Middle School, Donglu Middle School, etc. have increasingly attracted the attention of the practical and theoretical circles. A "study guide plan" refers to course resources or text materials characterized by various theoretical titles such as preview drafts, study guides, study cards, lecture notes, pre learning, study sheets, task sheets, self-directed learning texts, group discussion materials, and example problem plans. This model is based on the school's own understanding of the new curriculum reform concept and has become a model for implementing the new curriculum concept from bottom to top. This classroom teaching model, mainly based on "guided learning plans," has changed the basic paradigm of traditional classroom teaching. The inherent curriculum significance is at least reflected in the transformation from traditional lesson preparation to curriculum development, which brings about a change in the teacher's curriculum identity; The transformation of teaching mode from imparting knowledge to exploring and practicing teacher-student cooperation has brought about a shift in classroom teaching methods; Exploring the characteristics of school-based implementation of national curriculum; The construction of the school curriculum system, etc. To a certain extent, the guided learning case can be regarded as a representative of the phased achievements in promoting quality education in China and a significant event that marks the new curriculum reform of basic education. Undoubtedly, in-depth analysis of the practical problems of the "learning guide plan" and seeking possible solutions for improvement and improvement is not only a theoretical demand for examining China's curriculum and teaching research, but also a practical need to promote the "re starting" of the new curriculum.

1. Realistic Problems in the Practice of "Guided Learning Cases"

From the relationship between teachers and study guides, there is a tendency towards excessive homogenization in the practice of study guides. This tendency is manifested on the one hand, in the practice of basic education, there are a large number of educational explorations and reflections that directly adopt guidance plans from other regions to replace the implementation of guidance plans in our school, or blindly draw on and copy guidance plan texts with significant effects from other schools. During this period, although there were discussions or deliberations at the school level on which guidance plan would be more suitable for the development of our school's guidance plan, the results ultimately squeezed out the space and necessity for our school