

Policies and Measures to Promote the Professional Growth of Rural Teachers

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Abstract: In recent years, the state has introduced a series of policies and measures to promote the professional growth of rural teachers, such as free normal students, national training plan and rural teacher support plan, which have achieved certain results. However, these policies are not strong enough in the implementation, and still fail to achieve the goals of "getting down", "staying" and "teaching well". Looking at the existing policies, the problems are highlighted in the lack of special institutions Professional team and exclusive evaluation. Therefore, this paper believes that we can start from the specialization of management organization, management team and evaluation system to build a sustainable rural teacher team, which is the only way to promote the professional growth of rural teachers.

1. Introduction

In order to develop rural education, the policy of free normal students issued by the State Council in 2008 stipulates that "free normal graduates working in urban schools should first teach and serve in rural compulsory education schools for two years" to provide excellent teachers for rural schools; In 2010, the Ministry of education put forward the "national training plan", which clearly emphasizes "promoting large-scale training of primary and secondary school teachers nationwide and improving the overall quality of primary and secondary school teachers, especially in rural primary and secondary schools", so as to provide learning opportunities for rural teachers; In 2015, the State Council issued the rural teacher support plan (2015-2020), which clearly pointed out that "practical measures should be taken to strengthen the construction of rural teachers in remote and poor areas such as old, young, border and poor islands, so as to significantly narrow the gap between urban and rural teachers". In order to ensure that rural children receive fair and quality education and prevent the intergenerational transmission of poverty, the plan has made a set of "combination boxing" from eight aspects: the ideological and political quality and moral level of rural teachers, supplementary channels, living treatment, staffing standards, professional title evaluation and employment, exchange and rotation, ability and quality, and honor system. Preliminary results have been achieved in the implementation, but in fact, the problems are still obvious, and there are many reasons for the problems, it all boils down to the weak implementation of policies. From the perspective of implementation, in order to further strengthen the implementation of rural teachers' policies and measures, this paper believes that we should start from three aspects: the establishment of specialized rural teachers' management organization, the establishment of professional rural teachers' management team and the establishment of exclusive rural teachers' evaluation system, so that all

kinds of policies to promote the professional growth of rural teachers can take root.

2. Establish specialized management institutions for rural teachers

"Management" has the meaning of being responsible for the smooth progress, care and restraint of a work; "Organization" generally refers to organs, agencies and other work units, as well as internal organizations such as organs and groups. The author defines that the rural teacher management organization is a relatively independent department in charge of the work of rural teachers in the country, which is set up under the Ministry of education, divided at all levels according to the administrative system, and composed of multiple departments, while "specialization" emphasizes the division of labor within the education management department, that is, the established rural teacher management organization is only aimed at the management of rural teachers, so as to improve the effectiveness of rural teacher management. As we all know, China has not set up an independent rural education management organization, which leads to some problems in the management of rural teachers. First of all, the existing Township Education management institutions are grass-roots management institutions that appear to facilitate the management of rural compulsory education. Under the direct leadership of the higher education administrative department, special managers carry out education and teaching management, resulting in the dispersion of management power, the management of rural teachers is controlled by too many departments, and the management procedures are complicated, adding a new teacher requires the cooperation of multiple relevant functional departments. Secondly, the management of urban and rural teachers is "one size fits all" to a great extent. Under the concept of balanced development of urban and rural basic education, the management of urban and rural teachers adopts a unified model. The contents and standards of urban and rural teachers in training, training and evaluation are basically the same, but they are in different fields, and the preferential treatment of rural teachers can not make up for the deviation of practical operation.

Finally, the management of rural teachers is difficult, and the problems of "not going down, not staying and not teaching well" still exist. The newly added young teachers in rural teachers are greatly influenced by urban culture. Even the young rural teachers from rural backgrounds mostly yearn for urban life. Their value pursuit is very different from rural values, so it is difficult for new teachers to get down; The policies of "special post plan", "three supports and one assistance" and so on are that teachers who come to teach in the township usually find another way after the expiration of their service, with a high turnover rate. The flow of teachers between urban and rural areas is mostly due to the promotion needs of urban teachers. After the expiration of their teaching in the township, most of them return to their original school, and few teachers can stay; The unified teacher training city orientation is obvious, which is divorced from the educational reality of rural schools. There are many teaching work of rural teachers. The backbone teachers do not have enough time to participate in professional training. Some old teachers are satisfied with the current situation. It is difficult to improve the professional quality of teachers, which hinders teachers from teaching well.

In view of the problems caused by the difficulty of rural teacher management and the lack of special management institutions, we should suit the remedy to the case, establish a specialized rural teacher management institution, give a certain autonomy, solve a series of problems in the current rural teacher management and improve the management effect. The author believes that the measures that can be taken are as follows: First, set up an office center for rural teachers under the general office of the Ministry of education, which is mainly responsible for the comprehensive coordination of administrative affairs related to the management of rural teachers, centralized and unified management of the collection, sorting and operation of documents, assisting in the management of internal personnel, foreign affairs and training of relevant institutions, and handling administrative

funds and logistics. Under the Department of teachers' work, a new deputy department level organization, the Standing Office of rural teachers, is set up to be responsible for formulating and building the team of rural teachers, formulating policies and measures to promote the development of rural teachers and put forward policies and measures to ensure the welfare of rural teachers; Guide and supervise the implementation of the work of teachers in subordinate institutions. The Standing Office of rural teachers is headed by a deputy director general. It has two departments and offices: the finance department and the personnel department. Each department is equipped with a standing director. The finance department is mainly responsible for the budget, financing and management of various funds within the institution, statistics of fund investment, supervision of fund expenditure and implementation, and is responsible for the salary reward, allowance and subsidy of rural teachers Appropriation of special funds for training; The personnel department mainly manages the personnel work of the Department, is responsible for the approval of the establishment of rural teachers, personnel flow and personnel allocation, participates in the formulation of rural teacher training planning and team construction, and manages personnel files. The comprehensive office under the Department of teachers' work is also responsible for various comprehensive affairs in the management of rural teachers, including coordinating the publicity of rural teachers' management of government affairs, providing external information services, receiving and accepting mass letters and visits from rural teachers, and formulating laws and regulations on teacher management and research and formulation of management reform; The teacher development department has a rural teacher education center and a rural teacher evaluation center. The former is responsible for the talent training of rural teachers, formulating guiding documents such as rural teacher training guidelines and policies, organizing various training, supervision and inspection of rural teachers, and organizing teacher education experts to carry out activities; The latter is mainly responsible for formulating various evaluation policies, evaluation laws and regulations, establishing an exclusive evaluation system for rural teachers, participating in the review of various evaluation of rural teachers, analyzing the evaluation information, and giving corresponding commendation and reward according to the evaluation results; All departments are under the unified leadership and deployment of the teacher work department to ensure the development and implementation of the management of rural teachers and the implementation of various policies related to rural teachers.

Second, in addition to the institutional setting at the urban level, a rural teacher management center shall be set up at the township level as a special grass-roots organization to implement the superior policies and organize, manage and lead the work of rural teachers in the region. The management personnel shall be separately established by the government. The rural teacher management section is mainly responsible for receiving the tasks assigned by the superior department, and under the condition of ensuring that the spirit conveyed by the superior remains unchanged, check and appropriately adjust the tasks according to the cultural characteristics of the region and the school running characteristics of each school, so as to make them match the actual situation of rural teachers appropriately and higher, and prohibit political affairs unrelated to teaching affairs from entering the rural campus. The management section also needs to be responsible for verifying the post proportion of teachers in the region, and is fully responsible for the training, regular assessment, professional title evaluation and welfare subsidies of rural teachers in the region. On the one hand, it will solve all administrative matters outside the school, reduce the workload of teachers, make teachers more interested in teaching and self-improvement, and increase the job happiness and professional attraction of rural teachers; On the other hand, the management of teachers will be separated from the grass-roots management institutions, and the specialized agencies will be responsible for the relevant work. The degree of scientization and specialization is higher, the management of rural teachers is more orderly, and the policies are easier to implement in place. Third, the scope of institutional management is moderate to ensure the maximum improvement of management effectiveness. As

senior management organizations, the teachers' work department and the Standing Office of rural teachers should grasp the overall situation, make final resolutions and decisions on various policies and measures for the management of rural teachers, and delegate some power to make the internal work of the organization more flexible; As a middle-level management organization, relevant departments and departments should connect the preceding with the following, receive various policies and tasks from the superior, cooperate with various departments, timely convey useful information to the subordinate, and implement flexible management for township level organizations; As a low-level management organization, the rural teacher management center should cooperate with the work, actively implement various tasks and policies, carry out humanized management of teachers in combination with the actual situation of the region, understand the needs of rural teachers and feed back to the superior in time, so as to promote the adjustment and optimization of policies. The three-tier management is strict but not rigid, and the implementation of policies is harmonious but different, which makes the management of rural teachers efficient and continuous, and finally points to the professional growth of rural teachers.

3. Establish a professional management team of rural teachers

"Management team" is a group composed of leaders and managers who undertake control responsibilities in the organization to achieve a certain goal. It is a group that determines organizational development and affects organizational performance. The rural teacher management team is a community composed of rural teacher management organization cadres as the leadership core, rural school leaders and rural backbone teachers as the main managers, in order to promote the construction of rural teachers and the improvement of rural education quality. It has the functions of management, service and education, and is mainly responsible for planning and solving various problems on rural teacher education and teaching work and professional growth and development. "Specialization" emphasizes that the team members have special rural teacher management knowledge and management technology. There is no special rural teacher management organization, and naturally there is a lack of professional rural teacher management team, which leads to many inconveniences in the management of rural teachers. On the one hand, the management of rural teachers is chaotic. The establishment of rural schools is scarce, and the principals are mostly responsible for the management, while the principals of rural schools themselves will also be responsible for teaching, and often feel powerless about the management and training of teachers. On the other hand, rural teacher management ignores democracy and teacher autonomy. Most schools in China adopt a bureaucratic management system, which is particularly prominent in rural schools. Rural teachers obey the school leadership and have been in an object position in the management work closely related to themselves. If their subjective initiative and enthusiasm are restrained, their sense of belonging to rural schools and rural teachers will be greatly reduced. Therefore, it is necessary to establish a professional management team of rural teachers, improve the management level of rural teachers, provide orderly management for the circulation and training of rural school teachers, reduce the working pressure of principals, serve rural teachers, strengthen the professional identity and dignity of rural teachers, and improve the appropriateness and implementation of policies. The measures that can be adopted are as follows:

First, build a rural teacher management team based on the idea of serving teachers. Vertically, the management team of rural teachers is composed of the "top leaders" of the Standing Office of rural teachers and its subordinate departments, relevant departments of the teacher work department or the management center, the managers are composed of teacher education experts, rural school principals and backbone teachers, and rural teachers are the participants; Horizontally, managers at all levels should have professional management knowledge and skills. In their work, they should not only keep

abreast of each other and perform their duties, but also communicate and actively cooperate with each other, and work together to improve the management quality of rural teachers.

For example, in view of the reality of "big thunder and little rain" in the reform of teacher management system of "county management and school employment", the leadership should improve relevant policies to provide guarantee for rural teacher training. The main managers should strengthen the urban-rural mobility and inter school mobility of teachers, realize the "total amount control and dynamic adjustment" mechanism, and allocate urban and rural teachers according to the needs of each school.

Second, based on the idea of people-oriented, empower and empower rural teachers. At present, more and more people emphasize that teachers should participate in decision-making, increase teachers' autonomy, and let rural teachers participate more in school management and their own management, so as to fully show the democracy of rural teachers' management system.

For example, a staff congress should be set up in schools to encourage teachers to express their opinions and suggestions on the most urgent issues and issues closely related to their own development, and managers should give timely feedback and answers to various issues, so as to ensure the substantive participation of rural teachers in management decision-making; The training of rural teachers is guided by the learning needs of rural teachers. Teachers discuss the development of localized training and the use of teaching strategies with training experts according to their own work experience, so that the training policy of rural teachers is really based on the actual needs of rural teachers' professional development and can be used. Allowing rural teachers to participate in management can stimulate teachers' enthusiasm and give full play to teachers' subjectivity and creativity, it reflects the equal dialogue and two-way interaction between the management team and teachers, which is conducive to mutual understanding and agreement, enhance the sense of group belonging and identity of rural teachers, and improve teachers' expectations for the achievement of goals.

4. Establish an exclusive evaluation system for rural teachers

"Evaluation" has the dual meaning of evaluation and identification; "System" refers to a whole composed of several related things or some consciousness; The evaluation system of rural teachers is an organic whole composed of a series of evaluation systems, evaluation methods, evaluation standards and evaluation subjects related to rural teachers. "Exclusive" means "special belonging". The exclusive evaluation of rural teachers is a process in which the evaluators composed of multiple subjects make a comprehensive value judgment on the teaching work, scientific research level, ethics and style of rural teachers by using scientific evaluation methods and according to the evaluation standards tailored for rural teachers. At present, in the deathbed evaluation, professional title evaluation, award evaluation and other evaluations for primary and secondary school teachers, only the professional title evaluation will have a certain preference for rural teachers. Even so, there are some problems like other conventional evaluations. First, the evaluation standards of urban and rural teachers are consistent.

For example, the professional title evaluation has certain requirements for papers, rural teachers are busy, there is no strong scientific research atmosphere and scientific research conditions, and there is no sufficient scientific research funds, so it is difficult to have scientific research achievements; In the urban and rural teacher education competition, the academic level of rural students is relatively backward, and the teaching methods and educational facilities of rural teachers are also relatively backward, which is inferior to those of urban teachers... Rural teachers are at an obvious disadvantage in all aspects, and take the development of urban teachers as the benchmark. The evaluation criteria are not applicable, resulting in small promotion space in rural areas, dissatisfied sense of achievement,

and curbed the enthusiasm of professional growth. Secondly, the evaluation content is too narrow. Theoretically, teacher evaluation needs to comprehensively measure the four aspects of "morality, ability, diligence and performance", but in the actual evaluation process, the education administrative department still "discusses heroes based on achievements" - whether it is the enrollment rate or the overall ranking of students, it is using the advantages and disadvantages of students' achievements to evaluate the quality of rural teachers and even rural schools, which has even become the only standard to measure the quality of teachers' work; In addition to paying attention to students' scores, the evaluation method of teachers is also a seemingly objective and accurate quantitative score, which seriously ignores the complexity of rural teachers' work and additional work input.

Rural schools have poor geography, limited resources and weak cultural level of parents. The pay of rural teachers is not only reflected in students' achievements, but also the positive impact on their life and future. This one-sided and utilitarian evaluation of only recognizing scores does not really reflect the gains and losses in the work of rural teachers. Again, the evaluation subject is single. At present, the main evaluation subjects of rural teachers are mostly school principals, leaders or evaluation groups. Teachers' self-evaluation, parents' evaluation and students' evaluation are often excluded from the evaluation system or formal participation. Finally, the evaluation function is limited. The main function of evaluation is to determine the welfare treatment and professional title evaluation of teachers, and pay attention to identification, reward and punishment, rather than promoting the long-term development of teachers. After the release of evaluation results, teachers rarely have complaint channels to express doubt or dissatisfaction with the results. Various awards and honors brought by evaluation often can not be fulfilled on schedule, which affects the fairness, fairness and effectiveness of rural teachers' evaluation. Based on the unreasonable elements in the current evaluation system, it is particularly important to build a more objective, fair and reasonable evaluation system for rural teachers. To promote the implementation of various inclusive policies for rural teachers' evaluation, give them more sense of gain and mobilize the enthusiasm of rural teachers' work and development, the following measures can be taken:

First, change the evaluation ideas and establish new evaluation standards. In addition to ensuring the quota allocation of rural teachers in various evaluations, the evaluation criteria should be different from those of urban teachers. The evaluation indicators with local knowledge and skills, local teaching ability, teaching performance contribution and teaching years as the main contents should be established, the competition and paper evaluation different from urban teachers should be set, and more attention should be paid to the participation of rural teachers in local curriculum development and school-based research activities, Pay attention to the unique contribution of rural teachers to rural education, and enhance the correlation between teaching years and various evaluations, so that rural teachers can stay in teaching at ease. Second, expand the evaluation content and return to teachers' ethics and practical contribution. In the overall plan for deepening the reform of educational evaluation in the new era, it is proposed to "resolutely correct the tendency of one-sided pursuit of enrollment rate", "adhere to teachers' ethics and style as the first standard" and "highlight the actual performance of education and teaching". It is required to not simply evaluate teachers with enrollment rate and student performance, overcome the phenomenon of emphasizing teaching and neglecting educating people, and take teachers' ethics and style as the primary requirement of various teacher evaluation and assessment. In order to implement the national policy, the management team of rural teachers should put the ideological and political work and the cultivation of teachers' ethics and style through the teacher training, refine the contents and assessment methods of rural teachers' moral education, and give priority to the selection of teachers with noble ethics and style.

In addition, the evaluation content should also pay attention to the objective aspects of rural teachers' teaching years, experience and educational effect, so as to substantially improve the ideological and moral quality and education and teaching ability of rural teachers. Third, the

evaluation subject should be diversified to improve the participation of teachers and students. On the basis of improving the traditional leadership evaluation, rural teacher management institutions should be good at collecting information from all parties and implement the reform of diversified evaluation subjects. Teachers' mutual evaluation enables teachers to find their own advantages and disadvantages in the dialogue with their peers, and improve their understanding of education and teaching problems in the exchange of ideas; Students are the main body of teaching activities. Rural children, especially left behind children, lack nurturing education from their families. They will have more special feelings for teachers. Their evaluation can often directly reflect the situation of teachers' education inside and outside class. Anonymous evaluation can be used to collect students' evaluation results; Teachers' self-evaluation reflects teachers' Reflection on their own practical problems and can promote teachers' professional development and self-growth; Parents' participation in evaluation can put forward suggestions and improvement directions for teachers' education and teaching.

Multi subject participation in evaluation is not only an important reason for the improvement of evaluation, but also the basic trend of modern teacher evaluation reform. Fourth, strengthen the evaluation function and improve the follow-up feedback path. We should establish the evaluation goal of promoting rural teachers' professional growth and development as the ultimate pursuit, and give full play to the diagnostic, incentive and guiding role of evaluation in Teachers' professional development; The feedback path is set for the final results of the evaluation. The teacher education management organization can accept the complaints from teachers, parents and students in the form of letters and visits, telephone connections, online messages, etc., carefully investigate the facts, properly reply, timely implement the funds, cash the corresponding material awards or spiritual honors and publicize them after the evaluation is completed, and the upper supervisors check the implementation from time to time, Ensure that the policy promotes the professional growth of rural teachers and lays a solid foundation for the revitalization of rural education.

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