

Exploration and Application of Educational Leadership Philosophy in Personnel Management of Vocational Colleges

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Abstract: Under the background of the increasing demand for vocational and technical talents in the current society, vocational colleges have obtained great opportunities for development. As one of the important components of personnel management, the evaluation of teachers' professional titles is a direct reference to measure teachers' own ability level and professional ethics, and is directly linked to their benefits and career development. In order to give full play to the incentive function of the professional title system, colleges and universities need to carry out the reform and innovation of cognitive management based on the philosophy of educational leadership. Based on this, this paper starts with the current situation and problem analysis of teacher title promotion evaluation at the present stage, discusses the connotation of human-oriented personnel management under the background of educational management concepts, and puts forward some suggestions for the reform of the teacher title system in higher vocational colleges, with a view to establishing higher vocational education. The professional title system mechanism of colleges and universities provides strong support for improving the quality of the entire teaching staff and conforming to the development trend of higher vocational education.

1. Introduction

The title mechanism of teachers in vocational colleges is a work issue that the majority of teaching staff and personnel managers focus on at this stage, and it directly determines the overall education and teaching capabilities of vocational colleges. However, judging from the actual situation, some vocational colleges have not fully established a standardized and healthy professional title evaluation system, nor have they highlighted their own advantages in education and teaching. When it is implemented in the professional title evaluation and employment work, there will be problems such as insufficient innovation ability. In order to further achieve the purpose of positive incentives for professional title evaluation and improve teaching quality, it is necessary for relevant personnel to adhere to the scientific concept of educational management philosophy and the guiding ideology of people-oriented to carry out the reform of the teacher's professional title system, respect the dignity of individuals, pay attention to their interests, and emphasize autonomy.

The title mechanism of teachers in vocational colleges pursues the all-round development of people, makes the development of teachers more humane and scientific, and further promotes the development of vocational colleges.

2. Current situation and problem analysis of teacher title promotion evaluation at the present stage

2.1 The core evaluation indicators of teachers' "cultivating morality and cultivating people" is not prominent

First, the assessment and evaluation indicators is chaotic and there is a lack of a teacher's moral construction system. In the current evaluation system for teachers' professional titles, all vocational colleges regard teacher morality as the main evaluation standard and introduce a one-vote veto system. There is a lack of correct understanding of the quantitative standards of self-cultivation, evaluation subjects, evaluation content, evaluation methods and other work links, and the evaluation results lack accuracy. Second, the evaluation criteria of teachers' ability level are vague. The unique teaching goals of vocational colleges require teachers to master both practical teaching and theoretical knowledge. However, due to the irregularity of the current evaluation work, the evaluation criteria of teachers' practical teaching ability are vague. Third, the scientific research, teaching, and service performance evaluation indicators of teachers in vocational colleges lacks scientificity, the proportion of each indicator design is unreasonable, and the performance indicators do not highlight the main teaching objectives of Lideshuren, ignoring the consideration of educating people and teaching efficiency, lack of social and technical service performance indicators.

2.2 There are disadvantages in the combination of professional title evaluation and employment

At this stage, most vocational colleges use the combination of evaluation and employment as the main evaluation method for professional titles. If teachers pass the application and review, they can enter professional and technical positions and enjoy corresponding benefits. Compared with the separation of evaluation and employment, the work process of the combination of evaluation and employment is relatively simple, but it is limited by the number of posts in vocational colleges and other aspects, which makes the problem of job shortage more prominent. In addition, the combination of evaluation and employment is prone to the problem of "lifelong tenure". Teachers enjoy treatment according to the length of their qualifications, which is very likely to cause slack, which seriously interferes with the working atmosphere of healthy competition ^[1].

2.3 Insufficient post management after appointment

Under the personnel management method of combining evaluation and employment, teachers will obtain long-term employment in colleges and universities after being evaluated for professional and technical titles. However, due to the lack of corresponding evaluation standards for the employment period, non-standard evaluation standards or insufficient implementation, it will seriously affect vocational colleges. The level of education and teaching in the school. In addition, the assessment work of some colleges is superficial or replaced by annual assessment, which will result in excellent teachers not getting promotion opportunities, professional and technical positions being allowed to go up and down, and it is impossible to create a competitive title evaluation mechanism for the survival of the fittest.

2.4 Professional title evaluation procedures are not standardized

At present, vocational colleges often ignore the evaluation of peers when conducting professional title evaluation, which is mainly agreed upon by the professional title appointment committee, professional title review committee, and subject review group. However, due to the limitation of human factors and other conditions, there are subjective factors in the entire professional title evaluation process, which is not scientific. At the same time, the secret ballot method is also very prone to the situation that there is no right but no responsibility, which leads to the unfairness of the entire job title evaluation work.

2.5 Dilemma of professional titles

The main teaching goal of higher vocational colleges is to provide a steady stream of skilled talents for the society. Therefore, the ability level of teachers is the main force to ensure the quality of talent training in colleges and universities. However, from the actual situation, due to the influence of factors such as teaching pressure and difficulty, one-sided performance appraisal, limited number of establishments, and poor quality of students, the problems of a limited number of teachers, large talent flow, and structural imbalance in vocational colleges is more prominent. In addition, due to the low scientific research expenses of teachers in vocational colleges, and the performance salary is linked to factors such as academic qualifications, professional titles, and class hours, improving professional titles has become the main way for teachers of all professions to improve their own treatment and improve their quality of life at this stage ^[2].

3. People-oriented personnel management under the background of educational management philosophy

3.1 Concrete embodiment

In the personnel management of vocational colleges, it is necessary to pay attention to strengthening the interaction between colleges and teachers, and to take people-oriented as the main working principle, and analyze it from the perspective of teaching management philosophy, which is mainly manifested in the following points. First, emotional management. Relevant personnel management personnel should take the initiative to communicate and motivate teachers, clarify teachers' emotional demands, and pay attention to the emotional and economic logic of professional title evaluation work, improve teachers' centripetal force and satisfaction, combine personal development with school reform, and timely affirm and commend outstanding teachers to form a reasonable positive incentive. Second, career management. In order to give full play to the personal value of teachers, during the educational activities, it is necessary to fully understand the strengths and abilities of teachers, help them complete their personal career planning, and provide effective and reasonable job knowledge and work concepts in a timely manner to fully stimulate teachers' enthusiasm for work. It has been developed from multiple angles and in all directions. Third, democratic management. Individual influence is the main way to judge the quality of education in vocational colleges. Under the influence of the new personnel management model, the evaluation of teachers' professional titles is gradually upgraded in the direction of participation and consultation to ensure that it meets the reform trend of education. The evaluation of teachers' professional titles helps teachers really participate in personnel management, enhances self-esteem and sense of ownership, and taps teachers' teaching potential.

3.2 The necessity of carrying out people-oriented personnel management from the perspective of management philosophy

Taking people-oriented as the basic principle of personnel management work is actually to actively adapt to the current development of education forms guided by management philosophy, to carry out all-round management of all faculty and staff, to give full play to the important role of personnel managers in their work, and to pay attention to teachers. The development and appeal of teachers should be fully utilized to truly create a high-quality personnel management working group with first-class academics, advanced management, active thinking, and excellent work style, and implement the concept of humanism in the entire personnel management process, and deeply explore the principles of educational management philosophy. Deep connotation, gives full play to the advantages of modern management concepts, ensure the scientific evaluation of teachers' professional titles, and further promote the continuous improvement of teachers' teaching level and quality [3].

4. Suggestions on the reform of the professional title system of teachers in vocational colleges

4.1 Exploring the evaluation criteria of professional titles in vocational colleges

First, stratified evaluation is carried out according to the professional title of teachers. Vocational colleges should reasonably divide different subject areas, research types, and work subjects, and formulate targeted evaluation standards from three aspects: counselors, ideological and political teachers, and professional course teachers. Among them, the evaluation criteria of counselors should include the effectiveness of student training work, student management ability, class awards, etc.; The evaluation criteria of ideological and political teachers focus on judging their ability to teach ideological and political courses, including ideological and political themed activities, The practical results of political courses, the results of ideological and political competitions, etc., and actively guide teachers to publish scientific research articles in local or national newspapers ; Set evaluation criteria for professional construction and other aspects. In addition, the evaluation criteria for professional teachers can be divided into two types: teaching research and teaching-based according to the type of research. The teaching and scientific research type mainly considers the teachers' foreign service achievements, the conversion rate of educational technology development, and the results of scientific research technology skills competitions; as an assessment standard. At the same time, professional teacher evaluation criteria can also be reasonably divided according to subject areas. For example, teachers who are teaching and research-oriented and professor-level, the cumulative transformation of horizontal scientific research achievements should be more than 400,000 yuan, and other disciplines should be more than 300,000 yuan [4].

Second, introduce a one-vote veto system. Vocational colleges should focus on helping teachers improve the construction of teacher ethics, and propose corresponding teacher ethics training and evaluation methods, formulate scientific and feasible methods for dealing with violations, and use electronic information technology to create a teacher ethics file platform for unified management. Vocational colleges can require teachers with less than five years of service to carry out regular teacher ethics training and assessment. If they fail the assessment, have a low ideological and political level, or violate professional ethics, they can implement a one-vote veto system and dismiss their teachers.

Again, design personalized evaluation criteria. For the future development trend of comprehensive vocational colleges, during the evaluation of teachers' professional titles, it is necessary to integrate the teaching focus of the college to formulate targeted and personalized evaluation standards, and use "ideological and political reform" and " team building" as

performance indicators to encourage teachers to actively participate In the teaching construction projects such as " improving quality and training excellence " and " industry-education alliance ", it is necessary to ensure that teachers' career development goals are consistent with the reform direction of vocational colleges ^[5].

Finally, we should strengthen the construction of the assessment mechanism and enrich the quality evaluation indicators. The personnel management personnel of vocational colleges need to actively improve the teaching quality evaluation indicators and optimize the assessment methods, appropriately increase the assessment frequency, introduce student evaluation methods, and incorporate students' academic performance into the teaching quality assessment work. At the same time, we should strengthen the emphasis on performance results and annual assessment results, and use them as one of the main reference elements for professional title evaluation. For teachers who fail the assessment, receive administrative sanctions, or have teaching accidents, the declaration of their evaluation qualifications will be postponed. In addition, if teachers want to improve their professional titles, they must declare a corresponding amount of educational and teaching achievements, fully consider the influence and advancement of representative works, pay attention to the quality of scientific research achievements, and ensure that they meet the job declaration requirements ^[6].

4.2 Scientifically standardize the work process of professional title evaluation and employment

The first is to establish a review expert database, select high-quality academic research leaders and front-line technical education personnel nationwide, establish a special review database, introduce a tenure responsibility system, clarify the scope of powers and responsibilities, and standardize the words and deeds of reviewers. All vocational colleges can set up a reasonable professional title review committee under the management of personnel management and the school discipline inspection committee before carrying out professional title evaluation, and formulate feasible management, exit and other work methods to avoid the influence of professional title evaluation work by human, subjective and other factors. Quantitative evaluation and registered voting methods ensure the fairness and objectivity of the evaluation.

Second, a two-level recommendation system, the recommendation committee and the grassroots recommendation group, can be established in vocational colleges. Among them, the grassroots recommendation group can be composed of subject leaders, teaching and research team leaders, teaching and research section directors, and outstanding teachers of the major. After the applicant passes the review, the grassroots recommendation group can consider its ideological and political level, teacher ethics performance, teaching ability, etc. After completing the first level of recommendation, the second level of recommendation can be carried out by referring to the number of posts in this major through the college recommendation committee. It should be noted that when the college assigns the recommended number of positions, it can tilt the teaching department and the second-level colleges with excellent performance, so as to mobilize the enthusiasm of all teachers and actively participate in daily teaching and grass-roots recommendation work ^[7].

Third, enrich the evaluation methods. Each trainee can introduce expert inquiry, material review, personal report, representative performance and other forms to ensure the quality of the review. Based on the teaching results, debriefing is carried out to improve the evaluation experts' understanding of the applicant's personal ability.

Fourth, we should give full play to the role of academic committee members in evaluating their professional titles. According to the opinions of relevant expert committees, adjust and revise the existing teacher job evaluation system and standards. It can be reasonably distinguished from two

aspects of teaching and scientific research and teaching-based performance achievements, and multi-level design evaluation from counselors, ideological and political teachers, professional course teachers, etc. Standards to ensure the rationality and standardization of their job evaluation work. In addition, during the qualification review period, it is necessary to comprehensively evaluate teachers teaching quality, annual assessment, teachers moral style, length of service, academic level, etc., to ensure that their academic standards and basic conditions meet the audit standards ^[8].

4.3 Improve the new professional title evaluation and employment system

First, do a good job in the planning of the number of posts in advance. The relevant education authorities can appropriately relax the ratio of the number of posts and the number of posts. Vocational colleges can introduce the student-teacher ratio to increase the number of posts to be hired, and make reasonable adjustments based on the actual situation. Adjust the number of positions at all levels to provide promotion opportunities for young teachers.

Second, set up a green professional title evaluation channel, and skilled talents who have won national and provincial awards can directly declare their professional titles, creating a green promotion model for high-quality talents. It should be noted that each applicant should meet the requirements of the corresponding professional title evaluation results, and at the same time, its scientific research and technical level must also reach the predetermined application level ^[9].

The third is to improve the implementation plan to ensure the objectivity and fairness of the evaluation and employment work. Vocational colleges need to formulate a clear scope of independent evaluation of professional titles, evaluation methods, evaluation standards, work procedures, job responsibilities, etc., from the standards, policies, procedures, and results. On the one hand, it is necessary to ensure the transparency of the declaration, and at the same time, it is necessary to show the advanced results to the whole school and accept the joint supervision of personnel management and discipline inspection and supervision.

Fourth, innovate the method of separation of evaluation and employment, first evaluation and then employment, and separate the job evaluation from the selection work. When the vocational colleges are recruiting all employees, they will apply for the evaluation of professional titles uniformly, and promote the professional titles by means of competitive recruitment and signing of contracts. The flexibility of assessment can alleviate the problem of insufficient supply and demand of posts, and fully stimulate teachers' work enthusiasm and sense of competition. It is also possible to introduce regular supplementary recruitment to fill the vacancies of professional positions caused by retirement in a timely manner. Vocational colleges can thus realize the dynamic adjustment of vacant positions, thereby meeting the actual development needs of vocational colleges and ensuring the stability of the teacher team.

Fifth, strengthen post-employment management, assign corresponding work tasks according to different positions with a three-year employment period, design work standards from social services, teaching research, job responsibilities, etc., deal with unqualified personnel in a timely manner, and do a good job in positions and performance wage adjustment work ^[10].

5. Conclusion

To sum up, the strength of teachers is the main driving force for carrying out professional education and promoting the sustainable development of education at this stage. Therefore, a scientific and perfect professional title mechanism for teachers in vocational colleges will greatly stimulate the vitality of the education team. Relevant personnel management personnel can comprehensively consider the following three aspects: The first is to explore the professional title

evaluation standards of vocational colleges, scientifically standardize the professional title evaluation and employment process. The second is to improve the new professional title evaluation and employment system, and actively integrate, summarize and share the successful experience of its own reform work. The third is to be innovative, objective and fair in all aspects.

A comprehensive and scientific professional title evaluation mechanism guides the growth of teachers, and can also provide a reliable reference for the personnel management of other vocational schools.

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