The influence of the policy of "county management and school employment" on the construction of primary and secondary school teachers

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Abstract: The "county management and school recruitment" policy for teachers in western regions is an important measure of educational system reform aimed at addressing the issues of uneven distribution of educational resources and improving educational quality. This article mainly explores the implementation effects of the policy, existing problems, and relevant strategies. The research findings indicate that the "county management and school recruitment" policy has to some extent alleviated the shortage of teachers and improved the quality of education. However, it also faces challenges related to establishment management, salary and benefits, and teacher mobility. To further promote the effective implementation of this policy, it is necessary to strengthen standardized establishment management, improve the salary system, provide opportunities for professional development for teachers, and enhance teacher mobility management and support. Through this research, the "county management and school recruitment" policy can better promote the sustainable development of education in western regions and enhance the overall quality of the teaching workforce.

1. Introduction

China's education has become an integral part of the country's development after years of growth. Primary and secondary school teachers are the main driving force of the education sector, and a high-quality teaching workforce is essential for ensuring the sustainable and healthy development of education. In recent years, the western regions have implemented the "county management and school recruitment" policy to optimize the construction of primary and secondary school teacher teams and promote the rapid development of the education sector. Therefore, this paper chooses "The impact of the 'county management and school recruitment' policy in western regions on the construction of primary and secondary school teacher teams" as the research topic to explore the current situation and effects of this policy on the construction of primary and secondary school teacher teams. The "county management and school recruitment" policy for teachers in western regions is an important measure of the educational system reform in the western regions, which is of significant importance in addressing the shortage of teachers and improving educational quality. This study aims to explore

the impact of the "county management and school recruitment" policy in western regions on the construction of primary and secondary school teacher teams, including the policy's background, its impact on the construction of the teaching workforce, as well as the existing problems and improvement strategies. This research adopts various research methods such as literature analysis, questionnaire survey, expert interviews, and statistical analysis to conduct an in-depth study on the impact of the "county management and school recruitment" policy on the construction of primary and secondary school teacher teams in western regions.

2. The Implementation Significance of the "County Management and School Recruitment" Policy in Western Regions

2.1. Enriching Teacher Resources in the Region

The implementation of the "County Management and School Recruitment" policy in western regions effectively alleviates the problem of teacher shortages by introducing teachers from other regions and cultivating local teachers. This policy promotes the rational allocation of teacher resources and improves the educational level of schools. By transferring the teacher establishment from county-level governments to schools, the policy allows schools to have more teacher positions available for recruitment.[1] As a result, schools can recruit teachers based on their actual needs, increasing the number of teachers and filling the vacancies in existing teaching positions. In the past, teacher establishments were centrally managed by county-level governments, which limited the flexibility of schools to allocate teacher resources. However, with the implementation of the "County Management and School Recruitment" policy, schools can more flexibly allocate teacher positions according to their own needs and situations, optimizing resource distribution. This policy allows schools to recruit teachers through competitive selection rather than solely relying on county-level unified exams, broadening the recruitment channels. This can attract more experienced and knowledgeable talents to engage in the field of education, easing the problem of teacher shortages. Due to uneven distribution of educational resources, some schools in remote areas often struggle to provide competitive salary and benefits, leading to high teacher turnover.[2]

2.2. Enhancing the Comprehensive Education Level

The "County Management and School Recruitment" policy introduces teachers with higher professional literacy and teaching experience, thus enhancing the educational quality in western regions. The introduction of teachers from other regions brings new teaching ideas and methods, promoting the improvement of the educational level in schools. Since the policy transfers the teacher establishment to school management, schools can autonomously organize teacher training and professional development activities. This helps to enhance teachers' teaching skills and professional literacy, further improving educational quality. Schools can flexibly utilize teacher positions, allocating faculty according to actual needs and student situations. This means schools can assign more outstanding teachers to key subjects and critical grades, improving teaching quality and students' learning outcomes. In the past, the authority of schools in teacher management and development was restricted. However, with the "County Management and School Recruitment" policy, more management power is delegated to schools, enabling them to better conduct teaching management, curriculum design, educational evaluation, and overall school management. When recruiting teachers, schools can pay more attention to selecting talents with innovative ideas and educational research capabilities.[3] This promotes innovation in education and introduces new teaching methods and educational concepts, further enhancing educational quality. Through the "County Management and School Recruitment" policy, schools can attract more capable and

enthusiastic teachers, providing better educational resources and learning environments. This will inspire students' learning motivation and improve their learning outcomes and interests.

3. Issues in the Implementation of the "County Management and School Recruitment" Policy for Building the Teaching Staff in Western Regions

3.1. Overstaffing and Vacancy Issues in Teacher Establishments

During the implementation of the "County Management and School Recruitment" policy, there are challenges in establishment management, necessitating the strengthening of standardized management of teacher establishments to avoid problems such as overstaffing or vacancies. In the process of implementing the "County Management and School Recruitment" policy, establishment management becomes a significant issue. As the policy adopts a "two-way selection" mechanism, school administrators have the autonomy to choose teachers, but they are also required to comply with establishment management regulations set by the education department. Some schools often face issues of overstaffing or vacancies when recruiting teachers, leading to the misuse and waste of teacher positions. Due to the lack of standardized management mechanisms, there have been some violations, such as false reporting of teacher positions, which further complicates establishment management. As educational administrative departments have strong control over establishment management, some schools lack autonomy to adjust establishments based on actual needs. If the autonomy of schools in management is not fully guaranteed, outstanding talents in schools may find it challenging to receive proper appointments and development, which can affect the quality and stability of campus education. In terms of establishment management, schools often rely on traditional manual methods and lack scientific and information-based management approaches. This not only increases the workload of teacher management but also leads to delayed and inaccurate information.[4]

3.2. Teacher Compensation and Benefits

The "County Management and School Recruitment" policy imposes new requirements on teacher compensation and benefits. It is necessary to establish a reasonable compensation system to motivate teachers' enthusiasm and creativity, ensuring that remuneration matches their work contributions. During the implementation of the "County Management and School Recruitment" policy, due to regional differences and varying school types, there are discrepancies in teacher compensation and benefits, leading to inequities. Some regions or schools offer lower compensation levels, making it difficult to attract and retain highly qualified teachers, which, in turn, affects the educational quality.[5] Teachers often face significant work pressures, including teaching responsibilities, school management, and communication with parents. However, their compensation does not always correspond adequately with the workload. Some teachers receive relatively low wages that fail to meet their living needs, resulting in decreased work motivation and enthusiasm. In some schools and regions, the determination and allocation of compensation and benefits lack transparency and fair standards and procedures. This can lead to dissatisfaction and instability, affecting the stability of the teacher workforce and the development of the education sector.

3.3. High Teacher Turnover

The implementation of the policy has led to increased teacher turnover. Effectively managing teacher mobility and preventing frequent personnel changes from negatively impacting the stability of school education is a pressing issue. During the implementation of the "County Management and School Recruitment" policy, while the aim is to promote the professional development of primary and

secondary school teachers and improve teaching quality, there are challenges in teacher turnover. Since county-level governments hold significant management power over school teachers, some schools and regions experience frequent teacher mobility. Frequent teacher transfers between different schools disrupt the continuity and stability of teaching, causing troubles for students and schools. The issue of teacher turnover is mainly concentrated in remote areas and rural schools. Due to economic and living conditions limitations, these areas often struggle to attract and retain excellent teachers, resulting in a high teacher turnover rate. In contrast, some urban and developed areas face inadequate teacher mobility. Teacher turnover poses challenges to school and education department management. The arrival of new teachers requires training and adaptation periods, while the departure of experienced teachers necessitates adjustments and replacements. This places higher demands on the management capabilities and workload of schools and education administrative departments.

4. The policy of "county management and school employment" in western China implements the optimization strategy of promoting the construction of primary and secondary school teachers

In order to further promote the effective implementation of the "County Management and School Recruitment" policy, this chapter proposes some strategies to address the issues. These strategies include strengthening standardized establishment management, improving the salary system, providing opportunities for teachers' professional development, and enhancing teacher mobility management and support. Future research can delve deeper into the implementation effects and impacts of these strategies.

4.1. Strengthening Standardized Establishment Management

To effectively implement the "County Management and School Recruitment" policy and address existing problems, strengthening standardized establishment management is a crucial implementation strategy. Schools should first establish detailed establishment management measures and related policy documents, defining the principles, standards, and procedures of establishment management. These documents should cover aspects such as establishment setting, adjustment, approval procedures, and establishment utilization and mobility management, ensuring fairness, equity, and transparency in establishment management. Scientific and reasonable establishment indicators and quotas should be formulated based on educational needs and school size factors. These indicators should consider factors such as teacher-student ratios, subject structures, and teaching tasks to ensure that schools have sufficient teacher establishments to meet educational needs. A monitoring and evaluation mechanism for establishment management should be established to strengthen the audit and assessment of establishment utilization. Supervisory departments should conduct regular inspections to ensure reasonable establishment allocation and promptly identify and rectify issues in establishment management.

Establishment deployment should adhere to principles of fairness, justice, and openness, avoiding issues such as nepotism and lateral transfers. Reasonable deployment should be based on teachers' qualifications, abilities, and work requirements, ensuring fairness and efficiency in establishment utilization. By establishing a comprehensive establishment information management system, real-time monitoring and statistical analysis of establishment utilization and school establishment structures can be achieved. This allows timely access to information on establishment usage and school establishment conditions, providing scientific basis for establishment management decisions. Enhanced training and guidance support for schools and relevant administrators can improve their understanding and proficiency in establishment management policies and procedures. Training enables them to correctly comprehend and apply establishment policies, thereby enhancing

establishment management capabilities. Promoting publicizing and propagating establishment management policies and relevant information helps schools and teachers fully understand policy requirements and processes. Establishing smooth communication channels allows timely clarification of doubts and meeting the needs of schools and teachers, enhancing their understanding and support for policies. Government departments should strengthen supervision over school establishments, establishing a sound teacher establishment management system and information management system to ensure the reasonable utilization of teacher establishments. Schools should also strengthen their own educational and teaching management, promote the implementation of autonomy, and enhance standardized management, ultimately achieving the goal of establishment management and ensuring the long-term and stable development of the teaching staff.

4.2. Improving the Salary System for the Teaching Staff

Improving the salary system should be based on principles of fairness, justice, and transparency. When setting salary standards, schools need to fully consider factors such as teachers' workload, teaching quality, academic level, teaching achievements, and educational quality evaluations. Education departments at all levels can refer to relevant national policies and regulations, combined with local conditions, to formulate specific salary standards and performance evaluation indicators. The salary system should focus on establishing incentive mechanisms, setting differentiated salary levels for teachers at different levels based on their positions and professional titles, stimulating teachers' enthusiasm and creativity. For example, teacher seniority, education level, professional title, and training records can be included in the assessment scope to provide corresponding salary adjustments and rewards based on performance evaluations. The salary system should emphasize the professionalism and career development of positions, providing a career development path and corresponding promotion mechanisms to offer teachers more promotion opportunities and career development space. For example, setting senior teacher and distinguished teacher titles and increasing teachers' salary benefits through assessment and recognition to encourage active engagement in teaching and academic research activities, improving their professional level.

Additionally, the salary system should be linked to performance evaluations. Establishing a scientifically reasonable teacher performance evaluation mechanism can comprehensively assess teachers' work attitudes, teaching results, subject development, etc. Using performance evaluation results to make differentiated adjustments to teachers' salaries incentivizes teachers to improve educational quality and personal capabilities. Establishing a sound salary management information system ensures the accuracy and fairness of salary data, strengthening communication and exchanges with teachers to promptly explain salary policies and standards, enabling teachers to have a clear understanding of their salary status. The salary system should focus on inspiring teachers' enthusiasm and sense of honor. In addition to material rewards, teachers can be recognized through commendations, honors, and promotion opportunities, providing them with more spiritual motivation and opportunities for recognition to drive personal and overall development.

4.3. Providing Opportunities for Teachers' Professional Development

Teachers' professional development is a critical aspect of cultivating a high-quality teaching staff. By providing continuous learning and growth opportunities, teachers' teaching level and professional competence can be improved, further promoting the development of the education sector. Schools can establish a sound teacher training system and offer diverse training courses and learning programs. These training courses can cover topics such as teaching methods and strategies, subject knowledge updates, and educational technology applications. By arranging professional training resources and quality instructors to meet teachers' professional learning needs, their teaching abilities and

innovative capabilities can be enhanced. Schools can establish research project funding mechanisms to encourage teachers to participate in project application and implementation, thereby enhancing their academic level and research abilities during the research process. Meanwhile, encouraging teachers to participate in school teaching reform practices, conducting topic research and teaching method explorations, can drive teaching mode innovations and optimizations. Newly appointed teachers face numerous challenges and problems when entering the education profession. They need guidance and support from experienced teachers. Through a mentorship system, pairing outstanding veteran teachers with newly appointed teachers allows them to exchange and share experiences, promoting the rapid growth and adaptation of newly appointed teachers.

Furthermore, schools can organize teacher exchanges and collaborations. Schools can arrange teachers to visit other schools' teaching cases, organize teachers to attend academic conferences and seminars outside the school, and provide platforms for teacher exchanges. By exchanging and collaborating with teachers from other schools and regions, teachers can learn from others' experiences and teaching philosophies, broadening their horizons and promoting their professional development. Schools can organize teachers to participate in various teaching competitions, subject contests, and teaching case selections. Through participation and experiences in these activities, teachers' innovative consciousness and competitiveness can be stimulated, enhancing teaching quality and levels. Schools can design reasonable teacher performance evaluation indicators, incorporating teachers' professional development into the assessment scope. By linking professional development with salary incentives and promotion assessments, teachers can be motivated to actively participate in professional development and promote their personal capabilities.

4.4. Strengthening Teacher Mobility Management

Teacher mobility management and support aim to promote the flow and rational allocation of outstanding teachers, improve the overall quality of the teaching staff, and advance the sustainable development of the education sector. Schools and administrative departments should jointly formulate clear mobility policies and procedures, defining the conditions and procedures for teacher mobility. Policies should include provisions on teacher transfers, exchanges, job rotations, as well as corresponding reward and punishment measures and economic compensation mechanisms. This provides teachers with open, fair, and just channels for mobility, ensuring transparency and fairness in mobility. Schools and administrative departments should establish an information management system for teacher mobility, promptly recording and updating teachers' mobility situations and file materials. Meanwhile, a scientific evaluation mechanism should be established to conduct comprehensive evaluations and assessments of teacher mobility, ensuring the quality and effects of mobility. The evaluation can cover aspects such as teaching performance, professional ethics, and professional development, evaluating teachers' comprehensive qualities and suitability for mobility. Educational administrative departments, schools, and teacher unions should strengthen communication and cooperation to jointly promote the implementation of teacher mobility management and support. Activities such as teacher exchanges, seminars, and training courses can be organized to promote teacher mobility and resource sharing among different schools and regions.

Additionally, schools need to provide support and incentive measures to attract and retain outstanding teachers. Schools can provide corresponding life support and welfare benefits, such as housing subsidies and transportation allowances, to ensure the living quality of mobile teachers in their new positions. Meanwhile, special funds can be allocated to support teachers' training, further education, and academic research, enhancing their professional level and competitiveness. Moreover, incentive measures such as commendations and promotion opportunities can be taken to stimulate teachers' enthusiasm and creativity, promoting their personal growth and development. Schools and

administrative departments can strengthen care and guidance for mobile teachers, establishing a sound assistance mechanism to provide necessary support and guidance for mobile teachers. Special staff or mentors can be assigned to assist mobile teachers in solving work and life problems and providing necessary consultations and guidance. This allows mobile teachers to better adapt to new environments, integrate into new schools quickly, unleash their potential and advantages, and draw from the experiences and practices of other regions and countries to continuously improve and perfect teacher mobility management and support measures.

5. Conclusion

This article provides a comprehensive analysis of the implementation effects and existing problems of the "County Management and School Recruitment" policy for teachers in the western regions. While this policy has achieved certain results in addressing teacher shortages and improving educational quality, it still faces challenges in establishment management, salary treatment, and teacher mobility. Through further improvement and refinement of policy measures, it is possible to better promote the sustainable development of education in the western regions and enhance the overall quality of the teaching staff.

Acknowledgment

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