

The Team Construction of "Double-qualified" PE Teachers from the Perspective of OKR

Hong Liu^{1,a,*}

¹Office of Education Science Research, Teacher Development Center in Liuhe District, Nanjing, China

^alhgblh@163.com

*Corresponding author

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Abstract: From the perspective of goals and key results (OKR), the construction of "double-qualified" PE teacher team is of great significance to improve the teaching quality and promote the all-round development of students. By setting clear goals and key outcomes, teachers can collaborate more effectively, resulting in improved teaching outcomes. This paper will deeply discuss how to use OKR method to effectively build a "double-qualified" PE teacher team, and ensure that the team can achieve the teaching goal, but also promote the professional development of teachers.

1. Introduction

In today's education field, the construction of "double-qualified" teacher team has become an important means to improve the quality of education. Especially in physical education, the combination of theory and practice is crucial. "Double-qualified" PE teachers should not only possess solid PE skills, but also guide students to master knowledge and skills through innovative teaching methods and means, so as to promote the all-round development of students. Objectives and Key Results (OKR) method, as an advanced objective management tool, can better construct and optimize the "double-qualified" physical education teacher team to ensure that the team can achieve the teaching goal and promote the professional growth of teachers.

2. An overview of OKR

OKR (Objectives and Key Results) is a set of management tools and methods to identify and track objectives and their achievement (Figure 1). It was invented by Intel founder Andy Grove and brought to Google by John Doerr. In OKR, O stands for Objective and KR stands for Key Results. The core idea of this approach is not to focus too much on how your subordinates will perform, but to focus on clear goals and then let your subordinates decide how to achieve those goals.



Figure 1: OKR diagram

2.1. The role of OKR in team building

The use of OKR in teams can be used to improve goal clarity, stimulate team capabilities, promote team collaboration, and quickly adapt to change. First of all, OKR can clarify the team's goals, so that each member has a clear understanding of the overall direction and expectations of the team, so that they can work better together, effectively reduce confusion and confusion among team members, and let team members clearly know how their work is run in the entire team. At the same time, by setting measurable key outcomes, teams are better able to monitor progress, identify problems and make adjustments in time. This transparency helps the team stay focused on the goal and make adjustments when necessary. For example, when LinkedIn implemented an OKR, they discovered that a key OKR was to increase the amount of time users spent on the site ^[1]. By monitoring this key result, they found that users were spending too little time in one area of the site. After investigating, they found that the user experience in the area was not good, so they quickly made improvements, and eventually succeeded in increasing the user's stay time.

It is clear that in the business world, OKR plays multiple roles in team building, clarifying goals, focusing on key tasks, monitoring progress, and generating motivation. It not only helps to improve the work effect and cohesion of the team, but also lays the foundation for the long-term development of the team. By properly setting and executing OKRs, teams can better respond to challenges and opportunities and achieve continued growth and development.

2.2. The role of OKR in the team construction of "double-qualified" PE teachers

With the continuous development of physical education, students' demands for physical learning are increasingly diversified, which requires teachers to have more comprehensive and professional skills and knowledge. The "double-qualified" teacher team building can integrate the professional expertise and experience of different teachers to provide students with more abundant, systematic and in-depth sports knowledge and skills ^[2]. The construction of "double-qualified" PE teacher team also helps to improve the professional quality and teaching quality of teachers. In the team, different teachers can learn from each other, communicate and share experiences, and promote their professional growth.

By setting clear, measurable teaching goals, OKR can help team members better understand the direction and expectations of teaching, so that they can work together. For example, the goal set by the PE teacher team for students is to improve their physical fitness level, so the target of the teaching team can be determined by setting "the average score of students in the physical fitness test reaches 90 points or more" as an indicator. Therefore, the team members can clearly understand the teaching focus and formulate corresponding teaching plans and strategies ^[3].

Second, OKR helps focus the team's core mission. In the "double-qualified" PE teacher team, different teachers may be responsible for different teaching contents and tasks. Through the setting of OKR, the team can clarify the work priorities and key results of each member, ensure that the team is focused on solving the core problem and improving the teaching effect. For example, it is aimed at improving students' performance in football skills. Team members can work together according to this goal. Some of them are responsible for making the teaching plan of football skills, while others are responsible for organizing students to carry out practical exercises to ensure the realization of the goal.

In addition, the implementation of OKR also helps to monitor progress and adjust strategies. By regularly assessing the achievement of key outcomes, teams can identify problems and make adjustments in time. This transparency and feedback mechanism helps maintain the team's focus and flexibility, ensuring the smooth achievement of teaching objectives. For example, in the process of implementing OKR, it is found that the improvement rate of students' physical level is lower than expected. Through team analysis and discussion, teaching methods and training plans can be adjusted to strengthen the intensity and frequency of physical training, so as to achieve the purpose of improving the training level of students (Figure 2).

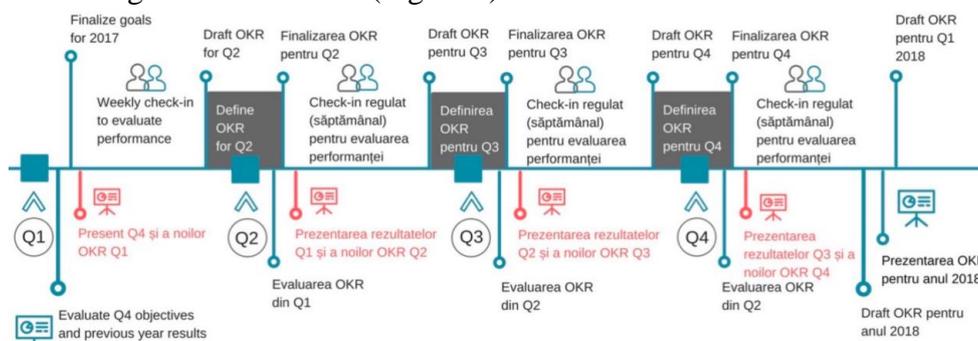


Figure 2: OKR implementation cycle

3. The core element of "double professional" PE teacher team construction

In the process of the construction of the "double-qualified" PE teacher team, various factors should be comprehensively considered, and the teaching team should be promoted continuously through the implementation of core elements such as clear goal setting, the determination of key results, team cooperation and communication, professional development and training, evaluation and feedback, as well as the attention to individual differences of students.

3.1. Clear goal setting

Clear goal setting plays an important role in the construction of "double-qualified" PE teacher team. A clear, specific, measurable, and actionable goal not only provides a direction for the team, but also stimulates the enthusiasm and creativity of team members. In addition, goal setting should be aligned with the overall strategy and vision of the team and take into account the needs and expectations of the students. By setting clear goals, team members are able to better understand the teaching direction and expectations, so as to better work together to achieve the overall goals of the team [4].

3.2. Identification of key outcomes

Key Results are specific criteria to measure whether the goal has been achieved, and are also an

important guide for team work. In the "double-qualified" physical education teacher team construction, determining the key results is the key step to achieve the goal. Key outcomes should be measurable and closely related to the achievement of goals. Team members need to have a clear understanding of the significance and importance of each key outcome and discuss together a concrete action plan to achieve these outcomes. By focusing on the achievement of key outcomes, teams are better able to monitor progress, identify problems and make adjustments in time to ensure that goals are successfully achieved.

3.3. Teamwork and communication

Team cooperation and communication is one of the core elements in the team construction of "double-qualified" PE teachers. Team members need to establish good communication channels among themselves, keep information flowing, and solve problems and challenges together. Through regular team meetings, workshops and sharing sessions, team members can exchange experiences, share best practices, and promote knowledge sharing and team growth. At the same time, a good teamwork atmosphere helps to enhance team cohesion and collaborative spirit, improve work efficiency and execution.

3.4. Professional development and training

The "double-qualified" PE teacher team needs to pay constant attention to the professional development and training of its members. With the continuous development and change of physical education, teachers need to constantly update their knowledge and skills to meet the learning needs of students. The team can provide members with professional training, seminars, academic exchanges and other opportunities to promote the professional growth of teachers. In addition, encouraging teachers to continue learning and participate in academic research activities will also help improve their professional quality and teaching level.

3.5. Evaluation and feedback

Evaluation and feedback is an important link in the construction of "double-qualified" PE teacher team. By regularly assessing the achievement of key outcomes, the team can understand the progress of goals and adjust strategies and plans in a timely manner. At the same time, feedback mechanisms can help team members understand their own work performance and areas for improvement, promote personal growth and improve the overall level of the team. Evaluation and feedback should be fair, objective, transparent, and integrated with performance evaluation to give appropriate incentives and recognition to members who achieve key results.

To sum up, by focusing on these core elements, the "double-qualified" PE teacher team can better cope with challenges and opportunities, improve teaching effectiveness and cohesion, and provide strong support for the all-round development of students.

4. Based on the current situation of "double-qualified" physical education teacher team construction, the concrete countermeasures of implementing OKR

OKR system focuses on goals and key results. By intervening in the construction of "double-qualified" teachers, OKR system can give play to its value-leading function and motivate the PE teacher team to actively create value, thereby enhancing the overall behavioral driving force of the team.

5. Set realistic goals

When setting goals, the PE teacher team should first clarify the goals of the teaching team and ensure that the goals are consistent with the direction of the team development. According to the overall planning of school physical education and students' needs, combined with team resources and development status, formulate specific and measurable teaching goals. These goals should be challenging and stimulate the student's potential, while ensuring that the goals are attainable. In order to improve the quality of the goals, multiple team members need to be involved in the goal setting process to ensure that the goals are realistic.

5.1. Team work to implement goals

During the implementation of OKR, the team of PE teachers should attach importance to team cooperation, establish an effective communication mechanism, and promote the cooperation among team members. The goals should be divided into specific tasks and reasonably assigned according to the strengths and responsibilities of team members ^[5]. Make sure that each member is clear about their tasks and roles and contributes to the achievement of team goals (Table 1). In order to improve the efficiency of team collaboration, regular team meetings are held to share progress, exchange experience, solve difficulties, and jointly promote the implementation of OKR ^[6].

Table 1: Team division table

Teacher	Mission 1	Mission 2	Mission 3
Teacher A	Implementation of physical training program	Student physical assessment	Enhance students' physical fitness level
Teacher B	Develop a motor skills training plan	Implement motor skills training plan	Improve the skills training program for students
Teacher C	Organize students to participate in team events	Organize students to participate in team activities	Cultivate students' teamwork spirit
Teacher D	The cultivation of students' sports morality	Supervision of student sports ethics	Improve the moral level of students

5.2. Track your goals

In order to ensure that goals are achieved, progress tracking and adjustments need to be made on a regular basis. At the same time, a team meeting can be held once a week as far as possible to discuss the implementation of the training plan, the improvement of students' physical fitness and skill level, as well as the problems encountered and solutions ^[7]. In addition, OKR management tools can be used to document the progress of key results and adjust work plans and resource allocations according to the actual situation. For example, if students are found to have shortcomings in physical fitness, they will adjust the physical training plan and increase the relevant training content; If they find that students have breakthroughs in skills, they will provide students with more opportunities for advanced skills training ^[8].

5.3. Review project implementation level

The fundamental task, a management framework with talent training, teaching and research, and theoretical practice as its main tasks, focuses on the quality, contribution and impact of teachers' landmark achievements at different levels. Summary evaluation and feedback of OKR is the end of a single cycle and also the key stage in OKR objective management model. According to self-development goals and team training plans, the quality of "double-qualified" teachers is regularly and quantitatively assessed, and phased evaluation and diagnosis are used to help "double-qualified" teachers constantly generate new goals and enter a new stage, and enhance the collaborative stability of the team ^[9].

6. Conclusion

Under the guidance of the OKR concept, the evaluation system of "double teacher" should focus on teacher ethics, teaching and research, ability and quality, and service contribution. It is found that in the construction of PE teacher team, the incentive mechanism should be continuously optimized, the level of the team in the aspects of teacher ethics, education and teaching, scientific research and innovation and social service should be improved, and the training and growth of "double-qualified" teachers should be promoted through the scientific evaluation system. OKR, as an efficient and cooperative management mechanism, is very suitable for the construction of "double-qualified" PE teachers. It can stimulate teachers' behavioral driving force and work enthusiasm, promote the smooth realization of individual and overall goals, and achieve new progress and breakthroughs.

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