Research on the Innovation of Secondary School Teaching Supervision System

Bing Su [a], Yanjun Shao [b], Lulu Sun [c] and Hao Ji [d]

School of Economics and Management, Xi'an Technological University, Xi'an 710032, China

[a]subing684@sohu.com, [b]1395567363@qq.com, [c]pazzainter6740@126.com,

[d]wwwjihao_78@163.com

Abstract. The secondary school teaching supervision system is a beneficial supplement of establishing school-level teaching supervision system, and it also is an important means of promoting the steady improvement of teaching quality in schools and universities. The object of this dissertation is the secondary school teaching supervision system and the aim of this dissertation is to transfer the relationship between "supervision" and "guidance", so the secondary teaching supervision system which mainly based on the stimulation, takes guidance as the major and uses supervision as the supplement is proposed. Based on this system, the dissertation gives the specific execution strategy about the construction of supervision team, the innovation of supervision content and the cultivation of supervisor, etc. Finally, the dissertation analyzed the advantages of this secondary school teaching supervision system.

Keywords: secondary school teaching supervision system; execution strategy; advantage analysis.

1. Introduction

Teaching supervision in schools and universities is a general term for a series of activities such as supervision, control, evaluation and guidance. In order to ensure the quality of teaching, it checks and supervises the whole process of teaching activities and teaching management, expecting to timely discover problems and analyzing guidance. At present, many schools and universities in China have implemented the two-level teaching supervision system of schools and schools. Among them, it is the secondary school teaching supervision system that under the macro-control of the school-level teaching supervision system, works out a series of teaching management theory for the planning, organization, decision-making, implementation, guidance, supervision, summary and improvement of the teaching work of the school, which is also based on the school's overall teaching work arrangement and combined with the school's own goal orientation and the division of responsibilities. It mainly involves three aspects of the management content, including the supervisor, the content and method of supervision, and the supervised person.

The existing research on the secondary teaching school supervision system, in the first aspect of the construction of the supervision team, believes that the school should focus on selecting the titles with high-level scientific research ability, rich teaching experience and formerly engaged in teaching management work [1]. Or in the second aspect of perfecting the supervision content and improving supervision methods, it is considered that strengthening the system construction is the basis for ensuring the quality of teaching. Establishing a standardized and systematic evaluation index system of secondary school teaching work status can greatly promote the effectiveness of teaching management [2]. Or in the third aspect of the management of the supervised, it is believed that the teaching supervision should adhere to the "people-oriented" supervision concept which means advocating communication and exchange between supervisors and supervisors [3]. However, from the perspective of the construction of the supervisory team, these theoretical studies are not reasonable in the arrangement of the professional structure of the supervisory team, and the classification of the discipline in theory is not clear. From the perspective of perfecting the supervision content and improving the supervision method, there is a lack of the targeted content of the youth new teacher training mechanism; in the past teaching supervision system, it did not fundamentally deal with the relationship between "supervision" and "guidance" in the teaching supervision work.

Therefore, in view of the lack of previous research, this paper takes the secondary school teaching supervision system as the research object, aiming to change the relationship between "supervisor" and "guidance" in the supervision work. It proposes a secondary school teaching supervision system based on motivation guidance, which contains the role of the system, specific implementation strategies and advantage analysis.

2. The Role of Secondary Teaching Supervision System

2.1 Supplementary Role in the School-Level Teaching Supervision System

As the overall grasp of macro level, the school-level teaching supervision system focuses on the overall teaching supervision work plan based on the overall teaching supervision work arrangement of the school. The members of the school-level supervisors generally are made up of a group of highly respected and experienced teachers drawn from the secondary schools. During the supervision work, the teachers of different professions act as the direct enforcer of the teaching supervision work of the secondary schools who focus more on the supervision work in the micro fields and subdivision, and the teaching supervision work of the secondary schools also play a role in supplementing and coordinating the teaching supervision system of the first-level school. The secondary schools give full play to their role as the first line of teaching. From the bottom up, the secondary schools carry out targeted teaching supervision work which starts from the actual conditions of each institute and various professions. These supervision work in the secondary schools effectively supplements the supervision of the school teaching supervision system which is not comprehensive, lacks timely information transmission and is short of specific supervision content. It can also provide an effective way for the macro-control and overall management of the school's teaching supervision system, thus making the role of the school-level teaching supervision system better.

2.2 The Promotion of the Overall Teaching Quality of the School

The core of teaching supervision is the management of teaching quality. As a teaching grassroots organization set up by schools and universities according to disciplines and majors, the secondary schools not only can more directly understand the teachers and students, course content, and the teaching tasks of their own schools but also can longer communicate with teachers and students, discover problems in a timely manner and give feedback to teachers to discuss together, in order to deepen the supervision work in the process of teaching and learning. Therefore, the establishment of a secondary school teaching supervision system can guide the school to steadily improve the quality of teaching, thus ensuring the continuous development of the overall teaching quality of the school.

2.3 The Promotion of the Overall Teaching Quality of the School

In order to thoroughly implement the Guiding Opinions of the Ministry of Education and the Ministry of Finance on the implementation of the "Higher School Undergraduate Teaching Quality and Teaching Reform Project" during the 12th Five-Year Plan period which is issued in 2011 and implement the requirements of the outline of education planning, the university confirmed their work points which were all focused on strengthening teaching and improving the quality of education. As an important guarantee measure for the quality of teaching in schools and universities, the secondary school teaching supervision system plays a more direct and fundamental role in this context. Based on the construction of this discipline and the major, it can carry out overall design, unified planning, and argumentation for the teaching reform project of the subject in a more microscopic and specific manner. Then it can form the construction plan of the teaching project of the subject, so as to effectively promote the depth of implementation of the teaching quality and the teaching reform projects.

The following content is the specific implementation strategy of the secondary school teaching supervision system from the following aspects: the building of supervising team, supervision objectives, supervision content and supervision methods, independent application and collective training of the supervised, supervision security.

3. The Establishment of Secondary School Teaching Supervision System.

3.1 The Building of Supervising Team

3.1.1 Authority, Professionalism and Comprehensiveness of Supervision Team

The secondary school teaching supervision team is directly managed and guided by the dean of the school who is responsible for the teaching work.

(1) Authority

The members of the supervision team are served by the teachers with titles above associate professors and the subject leaders with high research ability, rich teaching and teaching management experience, high academic style and prestige.

(2) Professionalism and comprehensiveness

When establishing the team of the supervision team, it is important to draw on the deficiencies of the unreasonable professional structure of the members and the unclear classification of the disciplines in the previous supervision team. So, the supervision team will be built by means of standing members and temporary members. The standing members are members of the supervision team. In addition, according to the disciplines, professional fields and the nature of the curriculum (theory teaching and practical teaching) involved in the supervision content, a "standing + temporary" professional discipline supervision team is formed, which contains the professional department head, the classroom teaching star of the major or the winner of the school lecture competition and the laboratory director. This supervision team strive to do scientific supervision and guidance for all professional disciplines of the school.

3.1.2 Attention to Mutual Communication and Study from Members of the Supervision Team

In order to ensure the authority and work efficiency of the supervision work, it is necessary to continuously strengthen the training of the supervision members. Regular supervision seminars are the best way to learn from others, broaden your horizons, and promote cooperation and communication. On the one hand, the school regularly organizes various disciplines and professional supervision team members to hold seminars to exchange ideas on recent teaching work and supervision work. On the other hand, the school organizes members of the supervision team to participate in educational and supervisory academic conferences, and arranges supervisors to communicate with supervisors from other departments and universities.

3.2 Supervision Content and Supervision Methods

3.2.1 Theory Teaching Supervision

The content of theoretical teaching supervision should implement the real-time supervision before, during and after class. Among them, the pre-class sessions should check the teacher's lesson plans, lectures, and the completion condition of PPT; the course sessions are arranged according to the lecture schedules, and the attendance rate of the courses offered by the training program must be at least 40% per semester. The check mainly focuses on the style of class, the arrangement of teaching content, the teaching methods and lecture skills, followed by making targeted suggestions and completing the lecture record form for review and archiving at last; checking the teacher's homework assignment and the syllabus implementation throughout the semester should be done after class. The supervisor should communicate with teachers and student timely after class and feed the advice back to the instructor along with careful guidance.

3.2.2 Practice Teaching Supervision

Practice teaching includes experiment courses, curriculum design, practice training, and dissertations. The supervision work must pay attention to the supervision of the training process and the inspection of the actual results. The supervision of the dissertation mainly refers to the supervision of the dissertation process. The content of the practice teaching is to check whether the research method adopted by the teacher on the students' paper proposals, the mid-term assessment report, and the graduation reply report is appropriate and reasonable, and to make sure whether the guidance on

the details of the student's research process is appropriate, etc. The supervision team should carefully summarize the inspection and provide timely feedback.

3.2.3 The Collection and Summary of Teaching Opinions

The secondary school teaching supervision system is more inclined to the feedback of the teaching suggestions and the teaching guidance after the completion of class teaching supervision, which involves establishing a timely and effective teaching feedback system, collecting teaching information, grasping teaching dynamics, mastering various problems in the teaching process, providing timely feedback on existing problems, jointly proposing suggestions and opinions for improvement, and finally making sure the quality of teaching under effective monitoring.

3.2.4 The use of the Results of Assessment and Supervision

The assessment process is divided into peer review, supervision review and student review. Among them, students with a high percentage of absence should be removed during the student review process. According to the assessment results, the supervision team should timely reflect the teachers' problems and difficulties in the teaching work, and feedback the results of these problems and difficulties.

At the beginning of each semester, the supervision team and the school jointly draft a work plan for the corresponding semester, and submit an annual work summary to the school at the end of the year; the secondary school supervision team is required to submit a supervision report every two months to identify problems and solve problems in time, aiming to promote the steady realization of the school's talent training goals.

3.3 Independent Application and Collective Training of the Supervised Person

3.3.1 Independent Application of the Supervised Person

During the first teaching week of each semester, the school teachers need to fill out the class application form according to their own teaching arrangements, including the course name, time, location, course content or chapters and the reasons for requesting the lecture. The application form would be submitted to the department head for summary and then the department head would submit the summary form to the school. Finally, the supervision team would organize the project team to conduct lectures according to the summary of the application form. This means to transfer the original teaching supervision system which is based on inspection and evaluation to the new teaching supervision system which is based on incentive guidance and teacher's independent application of the supervised. This secondary school teaching supervision system emphasize "guidance" as the guide and "supervision" as the supplement. At the same time, it also guides the teachers to establish the concept of self-improvement.

3.3.2 Collective Training of the Supervised Person

The content about collective training of the supervised person includes organizing new teachers' lectures, teacher lecture competitions, PPT, lecture notes and "excellent graduation thesis" and other assessment activities, showing the teacher's various styles, mobilizing the enthusiasm of teachers, and overall promoting their professional levels in the process of teaching competition. At the same time, the supervision team would carry out the "Strong and Weak Welfare" assistance program. The program is to encourage experienced teachers to take the initiative to help those teachers who have insufficient teaching experience, have difficulty to pass the teaching assessment, or receive the "teaching rectification notice" of the school to formulate rectification and assistance plans within the prescribed time. By way of communicating with them, actively guiding and handling the relationship with them, their teaching level would be truly improved and their teaching ability would finally be qualified through the help from experienced teachers.

4. Advantage Analysis of Secondary Teaching Supervision System

Compared with the traditional school-level teaching supervision system, the secondary school teaching supervision system has obvious advantages in building supervision teams, mobilizing teachers' enthusiasm and improving teaching quality.

(1) The secondary school teaching supervision system can largely change the supervision difficulties when the supervision team with only permanent members is in the face of different disciplines with different knowledge structures.

(2) The secondary school teaching supervision system can solve the problem of lack of effectiveness of supervision work caused by the supervised person often passively responding to supervision and inspection to a certain extent, transfer the original teaching supervision system which is based on inspection and evaluation to the new teaching supervision system which is based on incentive guidance and teacher's independent application of the supervised. On the basis of the teacher, this system tries to guide teachers to establish the concept of self-improvement.

(3) The secondary school teaching supervision system fully mobilizes the enthusiasm of both the supervisor and the supervised person, and creates a highly coordinated teaching atmosphere with supervision and guidance. For example, long-term good operation can effectively improve the teaching quality.

5. Conclusion

This paper not only takes the secondary school teaching supervision system as the research object, which aims to change the relationship between "supervision" and "guidance" in the supervision work, but also proposes a teaching supervision system based on incentive guidance, mainly including the construction of the supervision team, supervision content and supervision methods, independent application and collective training of the supervised person. The system can effectively solve the problems that the school only exist the school-level teaching supervision system.

Acknowledgements

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