

# Research on Hierarchical Operational Management of Education Administration Affairs in Vocational College

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**Abstract.** Scientific management is highly involved in education, typically in vocational education, which can be divided into standardized, refined, and individualized levels. This article analyzes the current problems in the management of college teaching administration and integrates teaching routine management, teaching supervision and coordination as well as teaching services and feedback based on the different levels of scientific management, aiming to explore an effective method of applying scientific management on academic affairs and set forth a path of making academic affair management scientific.

**Keywords:** hierarchical operational management; educational administration management Introduction.

## 1. Management Standardization of Teaching Routine Affairs

Standardized management starts from the event as a whole, which sets standards for the overall process, system, regulations, and evaluation indicators, etc., and strictly implements in accordance with standards. There are numerous contents in the management of teaching routine affairs in colleges and universities, which put forward high requirements for normativeness, therefore, the management of teaching routine affairs require fitting perfectly with the standardized management in scientific management [1].

### 1.1 Standardized Management of Textbook Subscription

During the subscription process of textbooks, the same course textbooks often differ due to different school years or class teachers. This is inconsistent with the requirements and norms of textbook subscription, the channel for ordering textbooks is unstable, and the subject of talent training plan is single, some teachers have not fully participated in the training plan, which leads to teachers' one-sided understanding and inadequate thinking for professional curriculum requirements, the selection of textbooks is not refined, inaccurate, and vary greatly, resulting in differences in teaching effects. Therefore, professional discussion and communication mechanisms should be formulated timely; teachers' professional investigation awareness is improved and teachers in the teaching and research section are encouraged to select courses and textbooks. The textbook subscription management system is refined and improved, requirements are made clear, and behaviors are rigorously enforced. The curriculum management is standardize, the formulation of the curriculum leader system is considered, establish the primary selection of the course leader-the first review of the director of the teaching and research section-the view of teaching vice-president-the textbook selection process approved by the teaching affairs office are established. At the same time, doing a good job in the textbook subscription, the supply environment is optimized, and the construction of excellent school textbooks is encouraged.

### 1.2 Classification Management of Teaching Materials and Teaching File

The work of teaching affairs requires conducting scientific classification and management for a series of documents and information files related to teaching, the task of this work is arduous, there are often problems of unclear material analysis and incomplete data coverage, it is necessary to formulate and implement teaching file management methods timely, the collection, classification, and preservation of teaching material files require specification, standardization of methods, and detailed steps. The file types are divided, and then the different categories are subdivided according

to different types; each part can be divided into specific items to form the branch file management content. The file management specialists are arranged to carry out systematic and meticulous management. At the same time, the teaching archives are not updated in time, in allusion to this problem, the submission time node requirements for all types of materials are strictly set in each school year to ensure timely updating of the information. In allusion to data without authenticity, it is necessary to standardize the submission requirements, and the archiving methods are integrated unified. The submission of materials can be reviewed by the director of the teaching and research section, the professional leader, and teaching leadership, and then submitted to the educational staff for arrangement and archiving to ensure the accuracy, completeness and authenticity of the archives, thus giving full play to the objective summary and representativeness and basis of the teaching archives. The relevant databases are set up to form data analysis. Electronic file backup and paper file filing are done well in the process.

### **1.3 Teachers' Teaching Information Management**

Due to teachers' individual differences, inconsistent information collection standards, scattered information submission methods and collection channels, teachers' information lacks consistency and specificity. Therefore, collection standards, unified submission channels, and strict submission of audit requirements should be established. Under mature conditions, the teacher's teaching information management database is constructed to realize information management, and the database should be managed and maintained in a normalized, periodic and professional ways.

## **2. Delicacy of Supervision and Collaboration Work**

The essence of delicacy management lies in the decomposition, refinement and implementation of the objectives, and the effective improvement of execution. According to the goal of delicacy management, the weak points in each link are optimized and reorganized stage by stage. In the management work of teaching affairs, the delicacy management methods are used to conduct regular teaching activity inspection, teaching quality analysis, related teaching management reform and Coordinate various teaching management relationships for overall planning, which will greatly improve the efficiency and accuracy of management of teaching affairs.

### **2.1 Teaching Supervision and Inspection**

In the process of inspection and supervision of regular teaching activities, the traditional activities are numerous, the process is long and tedious, the supervision work is scattered, and the scope of change is large, in allusion to these difficult points, the "three-point" method can be adopted, the sub-nodes, sub-types and sub-modules will refine the supervision work.

The work arrangements for supervision are formulated well, supervision working time nodes are stipulated, supervision is conducted by stages, period, timing and normalization. Different types of teaching activities, such as routine classroom teaching activities, skills competition preparation, teachers' scientific research activities are separated, and supervision schemes are formulated, respectively, and avoid inadequate supervision due to the confusion of content. At the same time, according to the requirements of different types of teaching activities, we should rationally arrange the members of the supervisory team, strengthen the pertinence and professionalism of the supervisory work, and give full play to the supervisory effect. The inspection and supervision work of teaching activities are carried out according to the majors, the teaching and research section as the supervising unit, the director of teaching and research section, the professional leader, senior teachers and young backbone teachers as the members of the supervising group, and the supervision form and system are formulated separately according to the major characteristics, so as to effectively improve the delicacy degree of supervision work.

## **2.2 Teaching Quality Analysis**

The teaching quality analysis is improvement concrete form of teachers' thinking on teaching content and process, which has a far-reaching impact on teachers' teaching effect. In order to improve the effectiveness of teaching quality analysis, educational administration should devote to standardization, normalization and process of teaching quality analysis.

In allusion to the teaching quality analysis work, the related system is formulated, the analysis project is refined, and the analysis connotation is improved. The regular mid-term and end-of-term time nodes are changed, break of teachers' fluke mentality to seek help at the last moment, increase the time nodes, and make the analysis work of teaching quality more frequent. The information platform for teaching quality analysis is established, teachers can submit teaching quality analysis through the platform every time they finish a course module. The workload of teachers at the end of the semester can be reduced, while promptness and standardization of teaching quality analysis can be guaranteed.

## **2.3 Teaching Management Reform**

As the key point of higher education reform, the promotion of teaching management reform makes teaching concepts, teaching methods and teaching modes conform to social development, and it deeply affects the quality of talent training and teachers' teaching enthusiasm. In order to effectively promote the reform of teaching management and improve the execution of teaching reform, teaching management should be diversified, standardized and information.

The single, one-sided and traditional teaching management modes are removed, multi-channel and multi-dimensional management are realized to meet teaching management object with different needs. For example, teaching form management and teaching objective management, restriction management and incentive management, administrative management and academic management coexist, etc. [2]. Relevant teaching management measures should be introduced to improve the system, optimize the process, stipulate the means and realize the standardization of management. The management modes are innovated and enriched, the information technology is applied in teaching management mode, and the system is established according to the actual needs, teaching management planning, organization, coordination and control are achieved.

## **2.4 Prevention and Treatment of Teaching Accidents**

In allusion to teaching accidents, prevention work is particularly important. It is necessary to formulate rules for identifying and dealing with teaching accidents, notify problems in time, organize learning regularly, and raise teachers' awareness and vigilance for teaching accidents ideologically. In order to improve teachers' sense of responsibility and vigilance, management standards should be rigorous and examination and approval should be cumbersome.

Facing the teaching accidents happened, educational administrators should report them to the relevant leaders step by step according to the requirements, deal with them strictly according to the requirements and instructions of the leaders, and report them, they cannot have fluke, harbor psychology, so as to improve the handling standardization of teaching accidents.

## **3. Personalization of Service and Feedback Work**

Personalized management is the methods by which managers maximize the efficiency of individuals or teams, aiming at giving full play to their subjective initiative and assisting with matching methods, according to the different personality characteristics of managed persons. Educational administrators in colleges and universities should fully understand the actual needs of teachers for teaching and scientific research tasks, and combine collective goals with individual goals, so as to achieve the optimal allocation of multi-resources.

### **3.1 Establishment of Optimizing Mechanism of Teaching Process**

Deeply understanding the laws and principles of teaching process, actively explore methods and forms, study and make the best methodology of teaching process, optimize teaching links and mechanisms. Starting from the preparation of lessons, we should integrate and optimize the teaching process, subdivide the detailed steps of the teaching process [3], we should build relevant regulations and systems according to the major characteristics, and the characteristic system as the guarantee to promote the individualized optimization of the teaching process.

### **3.2 Teachers' Management Service**

Educational administrators can adopt multi-directional and full-view management measures to manage teachers in different levels, classifications and blocks.

Hierarchical management can be managed differently according to teachers' professional titles, classified management can be managed differently according to different emphasis of teachers' teaching work, and block management can be carried out for teachers in different disciplines and specialties. According to the different needs of different types of teachers personalized management services are provided, and classified management can give full play to the enthusiasm and diversity of teachers, and improve professional integrity and management efficiency.

### **3.3 Transmission and Feedback of Educational Administration Information**

The process of educational administration management is closely combined with personal characteristics, while transmission and feedback of educational administration information also need personalized service. For example, according to the major particularity and teacher's characteristics, we can build an information platform that fits the major characteristics, timely and accurately deliver teaching information, and effectively obtain information feedback.

## **4. Conclusion**

To sum up, the current development of educational environment has put forward higher requirements for the management work of educational administration in colleges and universities, the improvement of the efficiency and quality of educational administration will provide a strong impetus for the quality of talent training and teaching reform to a certain extent. The introduction of delicacy management mode can effectively eliminate the drawbacks in traditional teaching management, which greatly innovate the educational administration modes and methods, and it promotes the efficient and orderly teaching management work.

## **References**

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