

Research on the Personalized Education School Management Regulations of Vocational Personality Development of Higher Students

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ABSTRACT

Now the British government attaches great importance to the employability of college students after graduation. Colleges and universities have included employment services into their curriculum system. The existence of colleges and universities is a transitional place for college students to enter the society. The topic of this study is how colleges and universities make relevant policies to enable students to achieve personalized career development, maximize their role in society, and make themselves successful in employment. The research method of this study is qualitative research. The main tools used in this study are to collect previous literature. The subjects of the study were UK higher education students and UK higher education principals. The result of the study is that the UK has not included induction training as a compulsory course.

Keywords: *Personalized education, School management activities, Vocational personality*

1. INTRODUCTION

The employability of graduates is highly valued in the UK higher education system[1]. Most universities have incorporated employability and its related concepts into the higher education system, such as the now-common career service[1]. The UK government's report on higher education also suggests that universities can play a part in solving graduate employment problems [1]. The reasons for the discussion on the employability of graduates are as follows: First, the government attaches great importance to the employability of graduates, and the employment of graduates can promote economic growth to a certain extent[1]. Secondly, employers attach great importance to graduates' employability and employment experience, which is also beneficial to their company's profitability[1]. This shows that in this new era of rapid development of knowledge economy and economic globalization, the ultimate purpose of higher education is to cultivate a large number of graduates preparing for entering society[1]. The research questions of this essay are that first one is that what the present situation of the career service is in England's higher school and the second one is that what kind of policies can be formulated by institutions of higher learning to achieve the goal of vocational personality development

of higher students including the aspects of the whole schools and the classes? This essay aims to give some recommendations to the headmaster for universities and colleges to make sure that every student who graduates from their schools can have been employed very successfully.

2. SOME DEFINITIONS OF THE WORDS

2.1 Personalized Education

What is personalized education[2]? The author believes that individualized education is the education that cultivates students' personality development[2]. In order to make the development of students' personalities, it is necessary to provide the most suitable education for each student, so that the student's personality and specialty, can be fully developed. To this end, the school should change the original kind of cookie-cutter talent training way and use personalized education[2]. Personalized education or individual education has existed for a long time in the world, but the cost is too high and it is difficult to carry it out[2].

2.2 School management

School management activities are under the administration command and decision-making system headed by the school president, in order to fully implement the national education need, train and bring up moral, intellectual, physical, aesthetic, labor and harmonious development and have individual characteristics of talent, by school administrators at all levels in the independent management of each department within the scope of the work under the jurisdiction of the school, according to the overall work objectives of the system[3]. The school should draw on the wisdom and energy of the faculty[3]. The school also should complete the quality of work and product quality in order to create a job effectively to achieve the goal[3]. As a result, The definition of "school management" includes "school organization system", "realization of educational objectives", "management" and "jurisdictional norms", so that school leaders can effectively improve and make the school management organization system more perfect, reasonably allocate personnel, and scientifically assign posts responsibility authority, carries out education policy and establishes school education target and management target realistically [3]. The school should Improve the quality of education and educational efficiency [3].

2.3 Vocational personality

The vocational personality is defined as a common characteristic of humans in the job field that is consisted of human interests in job fields, values in job fields, behaviors in job fields, and working abilities in job fields[4].

3. THE SITUATION OF THE PRESENT CAREER SERVICE IN ENGLAND'S HIGHER SCHOOL

Most of the part-time college students surveyed were very satisfied with their careers and knew what they will do clearly in the future[5]. But for most students, their higher education experience has made a difference about their career plans when they had started their studies in college in the UK [5]. For students who always have a part-time job, career information always comes from employers or job fields [5]. Only a third of surveyed part-time college students used their university's career services because most respondents had already had their career plans[5]. Those who use university career services are younger part-time college students or students who are paid very low salaries[5]. Or some students may have less chance of gaining support from employers [5]. Despite this, most part-time college students (71 percent) are very satisfied with the help they had received [5]. Students' use of their university career services appears to have changed little since 2007/08 [5]. Although more

students are now aware of the service, university careers services still have room to provide impartial or well-informed career services [5]. The career services should provide information, advice and guidance services to older students with experience in the Labour market, with the hope of assisting them in their career development and career transition[5]. Schools should provide all-around career planning guidance according to the actual needs of students[6]. For example, British universities integrate career guidance into university curriculum design to provide students with abundant employment information and help them make career decisions [6]. It is only through trial and error that accurate judgment can be given[7]. Because secondary schools, such as universities and many further education colleges, can provide professional guidance to young people in terms of knowledge and ability, according to the needs of different professions[7]. The service is seen as superfluous in the UK, and the government has been trying to phase it out [7]. However, the results have been less than satisfactory, and worse than harmful [7]. As demand for career services continues to increase among students, the government, under political pressure from competent professionals and social organizations, has allowed research on how to transition from education to work, providing independent advice and guidance to students [7]. The process of trial and error and innovation can even be seen as reform[7]. In order to adapt to market demand, to provide the youth employment service diversification, school of continuing education, university, national vocational service center and some individual buyers, as well as the profit-making enterprise guidance professionals, they may be between partners or employees, provide tutoring services independent practitioners and some volunteer association (mainly youth organization), Some local governments may continue to use associated brand names [7]. However, this often does not result in the ongoing re-establishment of service styles, service content and service concepts in support of the transition from education to work, as originally designed by the Youth Employment Service and youth employment Service[7]. Someone advocated the creation of a new service for young people under the age of 25, through the youth specialist unit of the national career guidance service, integrating career guidance with the career center rather than fully integrating it into the career center[7]. Only through the supervision of professional work organizations can we ensure the impartiality of guidance work[7]. The service staff providing professional guidance can be either employee (schools or career centers) or independent traders whose services are purchased[7]. Business expertise (252 K for application of expertise. What Roberts buyers want) is not to be confused with the public service sector[7]. CDI's historical vision and mission should go beyond regulating the registration of qualified practitioners and then competing for business[7]. Vocational guidance association and its members since 1910 to create a

support young people transition from school to work in the service, the youth employment service in the decisions made by the entire service process, is based on the vocational psychology of adult employment service, at the time may be right, now back, the original design was a gap effect and service[7]. A further lesson of history is that comprehensive career guidance services require a mix of general and specific knowledge[7]. Career guidance requires general knowledge (a system of theories, principles, and practices that can be applied anytime, anywhere) that can be taught through specialized courses and earned professional certifications[7]. At the same time, it also requires a special understanding of the details of the regulations of schools, colleges and universities and various training institutions[7]. The main role of career guidance services is to provide opportunities for major employers and Labour markets for individual clients (Roberts, 2013). Every professional advisor cannot master all this knowledge, and it requires professionals to make full use of the public service platform of local government[7]. Of course, data entered into the platform cannot be created and maintained by a private contractor, nor is it static and may be replaced over time[7]. In this respect, the legislators of 1909 and 1910 were right that only public services could provide it[7].

4. RECOMMENDATION

4.1 the strategies of the whole class

The author recommends that colleges or universities use rotation stations to have the training class of the different occupations. Rotation stations allow students to learn in a range of modalities while making differentiation manageable for one teacher. The groups will be tailored by different occupations. For example, yellow group will have the teacher training, the green group will have the training on how to be the management of a company, the blue group is about some occupation of finance. This can provide college students with a second opportunity to select the topics that interest them most in terms of future occupations. But before starting these classes, the students should be interviewed first. The definition of the rotation stations is to differentiate instruction to reach all students. A course or subject in which students experience the rotation model within a contained classroom or group of classrooms. The station rotation model differs from the individual rotation model because students rotate through all of the stations, not only those on their custom schedules. The feature of the rotation stations is that the rotation stations may help students achieve their best, which meets individual needs through differentiation strategies. The benefits of the rotation stations are that the rotation stations may make the whole students create small learning communities within the larger class. Teachers have the time and space to facilitate differentiated small group instruction, engage

learners in interactive modeling sessions, facilitate small group discussions, and provide real-time feedback on work in progress. Students can be grouped flexibly according to the job categories. Offline and online stations can be used to encourage communication and collaboration among students for the purpose of building community and offering peer support. Since the whole class is not moving lockstep through a single experience, teachers can prioritize student agency by building meaningful choices. As students navigate tasks in a small group, they have more opportunities to control the pace of their learning. The challenges are that if we design our online station, students are more likely to stay engaged in the learning activity. Too often, the online station is relegated to individual work with adaptive software or watching a video. As a result, students quickly become bored or distracted.

4.2 the strategies of the whole school

Another point is that the author gives the whole college's suggestion to the heads of the whole colleges or universities. Firstly, the principal will make the occupation training classes into the system of the compulsory classes in college in England. The condition is that the author was the principal of the whole college. And this may let the students know more about their future career plans. Secondly, the leader of this whole school will have interviews for the whole school about their dream occupations after graduation. And then the principals will find some famous people or a manager even a human resource manager of an institution in a specific job field to give students a lecture once a week. Considering the cost, the principal may invite different famous people or a manager even a human resource manager of an institution in a specific job field every time. Because according to the local people in England, they said it is very easy to find this kind of people to give lectures. And this kind of people would like to give lectures without being paid but not very often. Finally, after lectures, the principals will in person give students a seminar to talk about their careers. There is a point that the principal will always listen to the lectures together with the students. But the limitation is that no one may be very sure that every student will come to this lesson. So some solutions should be discovered or raised in the next few pieces of research.

4.3 the experiment of a university in the UK

There was an experiment about training and mentoring a university in the UK. The schools or colleges may take a project from one university in the UK and put it into practice at another school[8]. This experiment was to let the 14 students volunteer, seven freshman and seven final year students, they were asked to complete an internship as part of their degree, they were randomly assigned to 7 pairs, each pair of two people, one was a

coach and the other was a coachee over the next six months, once every month's talk about the internship or career [8]. And then the organizer of this program will have some conversations with them three times [8]. The first time is at the beginning of the program [8]. The second time is at the end of the program [8]. The third time is after three months of ending the program [8]. Preliminary results suggest that this type of learning and training with peers can have a long-term impact on students' future employment [8]. Participants indicated that they valued this peer relationship, in addition to the support of university staff, given the demands of the sandwich [8]. In the UK, an undergraduate degree is usually expected to require an internship [8]. The experience is called a "sandwich internship" and occurs in the third year of a four-year undergraduate program [8]. The findings also show that interventions are around how students learn from their classmates or friends, how they learn from practice, and how training and mentoring respond to this learning are highly effective and influential [8]. About the higher education sector, universities are finding some effective and useful resources but a new method and effective methods to give students a chance to entering and exiting the work fields [8]. This small study suggests that peer mentoring and training may be a way to accumulate their confidence and build their knowledge system for those who are preparing for their future jobs during the internship periods, and to develop mentoring and training skills for those preparing for their future jobs after their graduation [8].

5. CONCLUSION

This paper argues that British universities should include induction training in their compulsory course system, in order to give students a second chance to build up their confidence before entering the workplace. The purpose of this study is to give some suggestions to the presidents of British universities. The limitation of this paper is that the research time is limited and there is no time for sampling or interview. The realization of the experimental purpose depends on whether the presidents of British universities accept the author's suggestions. This study will give college graduates enough confidence to face the society and know what they want to do in advance. There is also the opportunity for students to achieve career-individualized goals. In the future, a series of experiments will be conducted to verify whether these idealized theories can be realized.

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