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EDUCATIONAL MANAGEMENT METHODS FOR ADDRESSING CHALLENGES IN TEACHER PROFESSIONAL DEVELOPMENT IN GUANGDONG

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Abstract

Teacher professional development is a fundamental approach to improving educational quality. However, many practical difficulties encountered in the process can hinder such development, and scientific educational management methods are effective means to promote the smooth progress of teacher professional development. From the perspective of educational management, this paper analyzes the existing problems in current teacher professional development and their related restrictive mechanisms. It also proposes corresponding educational management methods for school teachers' professional development from three aspects: innovative concepts, institutional design, and the establishment of a sound support system. These efforts aim to provide theoretical guidance and practical basis for solving the difficulties in teacher professional development and realizing teachers' professionalization.

Keywords: teacher professional; educational management

Introduction

As a major province in education, Guangdong has a large number and wide distribution of teachers, showing significant regional differences. In recent years, various regions have taken measures such as inter school research cooperation and providing specialized training for rural teachers to support their professional growth. But the actual difficulties are also prominent: teachers in provincial capital cities face heavy tasks outside of teaching, and their professional development time is severely compressed; In some areas outside the provincial capital cities, there is a shortage of training resources, making it difficult for young teachers to retain their positions, and some old teachers find it difficult to keep up with the pace of educational concepts and technological updates. At the same time, with the advancement of educational modernization, the demand for teachers' comprehensive abilities continues to increase. How to solve these problems with practical management methods has become the key to promoting the professional development of teachers in Guangdong.

As the main practitioners and implementers of educational activities, teachers' professional development level directly determines whether educational reforms can proceed smoothly and the quality of talent cultivation. In the era of educational modernization,



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teachers are required to continuously update their educational concepts and improve their teaching capabilities. The act of teacher professional development itself is full of challenges and pressures. Coupled with the continuously expanding scope of their work, growing social expectations, and an extremely complex and changing environment, these factors may significantly diminish teachers' initiative to engage in professional learning and educational exploration, forming a negative cycle of "stagnation and inefficiency" (Ye Lan, 2001).

One of the important tasks of educational management is to resolve various difficulties in teacher professional development, enabling teachers to possess the professional capabilities to "be able to develop, willing to develop, and good at developing" through scientific management. Whether it is macro level educational policies, micro level school governance, or various school management measures, they all influence the process of teachers' responding to challenges and achieving professional development. Therefore, it is crucial to explore breakthroughs in educational management to solve the difficulties in teacher professional development and activate teachers' internal drive for proactive development (Hu Huimin, Wang Jie, 2018). Based on the practical logic of educational management, this paper discusses management methods for addressing the challenges in teacher professional development.

The Inherent Influence Mechanism of Challenges in Teacher Professional Development

The various difficulties in teacher professional development do not arise independently but are interrelated and mutually influential, mainly manifested in the following aspects:

The Blocking Effect of Challenges on Professional Development: Over time, teachers may inevitably lose enthusiasm for educational work due to tedious daily tasks, and lose the ability and perseverance to proactively invest time and energy in learning and research, leading their professional development into a state of "passive coping." If effective connections cannot be established among teachers, they will inevitably fail to participate in collective teaching research and collaborative exploration activities, thus lacking the supportive community forces conducive to their professional growth. This may result in an unclear understanding of their own professional value, making some teachers feel that they lack the ability and potential for professional growth, and ultimately losing the will to strive for professional development (Wu Zhihong, 2020).

The resolution of challenges through professional development: it can enhance teachers' educational and teaching abilities, cultivate their confidence and courage in solving complex educational problems, enhance their professional efficacy, reduce their anxiety caused by insufficient abilities, and promote the organization of communities, peer assistance, and expert guidance for teachers to carry out professional development. This will give teachers a full sense of professional development achievement, enhance their professional identity, and strengthen their motivation to continue working (Wang Jianjun, 2019).

These two interrelated relationships show that in order to overcome the bad cycle of "stagnation and inefficiency" and establish a good cycle of "development and positivity", it is necessary to use scientific means of education management to solve this problem (Chen



Qixing, 2023).

Educational Management Methods for Addressing Challenges in Teacher Professional Development

Establishing a Management Philosophy That Prioritizes Development and Balances Care

Management philosophy is the soul of management methods. To effectively solve other issues related to professional development, it is essential to establish a guiding ideology centered on teacher development as its core value.

Education managers should break away from the instrumental rationality of efficiency and prioritize the professional growth and development of teachers as the core of their management goals (Zhang Xinping, 2021). Schools should prioritize the professional development of teachers and prioritize constructive aspects of their professional development, such as teacher training and research activities, in their work arrangements. They should not marginalize these aspects as additional tasks. They should also regularly organize various types of educational and teaching activities, such as seminars, to help teachers rediscover the meaning of their profession, transforming them from passive executors into active developers, and overcome value loss at the cognitive level. (Zuo Tengxue, 2012).

Optimizing Workload and Time Management Mechanisms

Teachers have limited time and energy, and their development space is squeezed due to overwork. Scientific management is needed to reduce workload and increase efficiency.

The education management department should reduce the burden on teachers from an institutional perspective: on the one hand, it should strictly clean up all evaluation, inspection, reporting and other matters unrelated to education and teaching, define the boundaries of teachers' work, and not let tasks other than teaching occupy teachers' working time (Ministry of Education, 2020). On the other hand, it is necessary to establish a dynamic control mechanism for teachers' workload, based on the characteristics of the subject, the number of students, the age of teachers, etc., to reasonably determine the proportion of teaching, research, management and other work, and adjust the workload appropriately. In addition, schools can optimize their processes based on the school's situation, allowing teachers to have time to relax and engage in developmental activities such as lesson preparation, reflection, and reading amidst the complexity of their work (Yang Fang, 2023).

Improving Diversified Developmental Evaluation and Incentive Mechanisms

Scientific evaluation and scientific incentive can make teachers realize their professional value, encourage teachers to explore and make continuous progress, which is the fundamental way to solve various problems.

First, educational management needs to break the single result oriented and Focus on scores evaluation model, and guide teacher development through process, developmental, and value added evaluations. Second, the evaluation content specifically includes three aspects: Secondly, the content of evaluation should specifically encompass three aspects: first, process based evaluation, which entrusts the evaluation process to school teachers, allowing them to



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assess their efforts and changes in teaching innovation, student analysis, and parent school collaboration; second, developmental evaluation, which assesses the development and updating of teachers' professional knowledge, the trajectory of their improvement in teaching and educational abilities, and the deepening of their educational philosophy; and third, value added evaluation, which evaluates the value teachers contribute to students' ideological and moral development, ability development, and individual development (Zhou Zuoyu, 2021). In addition to professional title promotion and selection for excellence, teachers' efforts and contributions can be made visible and recognized by more people through organizing sharing sessions and other activities. A fault tolerance mechanism should be established to dare to give teachers opportunities to make mistakes, encourage them to boldly try new things, and reduce career anxiety even when mistakes occur (Zhu Gang, Wang Yuting, 2022).

Strengthening Humanistic Care and Mental Health Support

Emotional support gives teachers the power to face challenges when they encounter problems, which is the source of teachers' psychological energy and an important factor to promote teachers' professional development.

School administrators should integrate humanistic care into daily management and establish normalized communication methods, such as listening to teachers' troubles and demands through channels like the principal's mailbox, teaching and research group heart to heart talks, or individual interviews. They should set up teacher psychological stations and invite psychological counselors to serve as mental health mentors, providing psychological intervention and adjustment for teachers' work and life (Shen Jiliang, 2022). Additionally, organizing team building activities among teachers, such as various types of sharing sessions or competitions, can promote emotional exchange between teachers, strengthen the building of a mutually supportive community, and guide teachers to better solve various problems encountered in the process of professional development (Zhu Weixi, 2024).

Conclusion

The difficulties or problems encountered in various aspects of teacher professional development are all present in educational practice, and educational management methods play an important role in them. Priority should be given to development, comprehensive development, and the labor of teachers should be both quantitative and qualitative. Careful observation and consideration should be given to the arrangement of workload and time allocation. Attention should be paid to the evaluation and reward of multi-level and wide-ranging diversified development, and the strengthening of warm and gentle humanistic care and psychological care. These are targeted and operable measures that can promote teachers to better carry out their work as a whole, and enable them to fully grow and develop. This is also the significance of educational management actions, which directly points to the realization of human values and solves the contradictions, pain and difficulties in teachers' self education and education work. In the future, we will continue to explore more effective and humane methods to adapt to the new situations and requirements faced by teachers' professional development.



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