A Study on the Ways to Build a Teacher Team under the Background of the Strong School Project

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Abstract: The construction of the teaching staff is a core element of innovative development in schools. This article takes the school-strengthening project as the background, elaborates on the problems encountered in the construction of the teaching team in today's society, and proposes that teachers should clarify the various roles they play in the teaching process, and can freely switch between various roles to adapt to more teaching needs of students and fulfill corresponding obligations. By pairing teachers and apprentices, improving the teacher innovation reward system to quantify innovation contributions, optimizing the student growth evaluation system, establishing a visual evaluation model, and other targeted methods, we aim to enhance teachers' abilities and cultivate their professional skills and innovative spirit. Under the premise of clarifying the role played, improving the learning ability of teachers at all stages is a continuous driving force for promoting the development of schools towards good and an inevitable requirement for implementing the school-strengthening project.

Keywords: Construction of Teaching Staff; Strong School Engineering; Role Positioning; Professional Development of Teachers; Teacher Education

1. Introduction

In order to promote the coordinated development of urban and rural ordinary high schools, improve the level of education, and better adapt to the reform of the college entrance examination, ordinary high schools have begun to implement the "Strong School Project" plan. The improvement of teaching quality and educational characteristics cannot be separated from optimizing the allocation of cadres and teachers, improving educational conditions, and ensuring funding investment. As promoters of students' learning and development, pioneers of curriculum construction, and researchers of education and teaching, teachers are comparable to the core software of the entire school, and their performance will directly affect the development of the entire school. At the national level, the construction of the teaching staff is also related to the basic work of high-quality development of basic education [1]. Therefore, the construction of the teaching staff is also the top priority in implementing the "Strong School Project".

As the old saying goes: a teacher is someone who preaches, receives knowledge, and dispels doubts; Contemporary times have also emphasized that "teachers should become great teachers, serve as models for students to learn, do things, and be human beings, and promote students' growth and comprehensive development" [2]. It can be seen that since ancient times, teachers have not only played the role of teaching guides. With the rapid development of the times, the demand for high-level talents in various industries is also constantly increasing. Students must achieve all-round development in order to keep up with the pace of social development in the long run. Teachers are the first person in charge of students' learning, so society's high standards and strict requirements for students are further transferred to teachers. In order to meet the needs of students, teachers often play different roles in teaching work. To find effective ways to improve the quality of teachers, it is crucial to clarify the roles that teachers play in imparting knowledge.

2. New Positioning of the Role of Teachers

With the integration and development of information technology and education, as well as the emergence of diverse teaching methods, the responsibilities of teachers are also changing, and the role of teachers presents diverse characteristics [3]. New teaching methods are emerging one after another, and today's teachers have already exceeded the scope defined by "preaching, receiving education, and resolving doubts": when educators strengthen their exploration of theoretical knowledge, cultural knowledge, and professional knowledge, they become scholars, actively learning from theory and practice; In flipped classrooms and activity exploration classes, educators become judges again, discovering, pointing out, and commenting on students' classroom performance and logical errors... Clarify the various roles that teachers play in the teaching process, and can freely switch between various roles, which can adapt to more teaching needs of students.

2.1 Teachers are Transmitters of Knowledge

Teachers have multiple roles, among which the top one should be the guide for students' learning and the imparter of knowledge.

The prerequisite for students to achieve comprehensive and personalized development is to understand the current possibilities of development, and what theoretical support is needed to turn these possibilities into reality. As a teacher, one should selectively impart these theoretical knowledge to students based on their needs, and be a good imparter of knowledge. Furthermore, it should be noted that imparting knowledge should focus on efficiency, and maximizing understanding of students in the shortest possible time is fundamental. To build a first-class teaching team, it is necessary to cultivate teaching thinking teachers who fully understand students, and thus cultivate teachers' thinking and reflection abilities [4]. Teachers should be student-centered, fully respect the dominant position of students in the classroom, enrich various teaching methods, and play a standardized and leading role throughout the entire class, regulating students' expression and appropriately guiding the direction of knowledge. In addition, teachers should also develop curriculum resources, delve deeper

into knowledge background and related applications, transform "textbooks as crutches" into "textbooks as cornerstones", creatively use textbooks and be able to constantly reflect, achieving improvement and enhancement.

2.2 Teachers are Learners of Professional Research

Narrowly defined teachers have existed for thousands of years as knowledge transmitters, playing a huge role in promoting China's education industry. However, their shortcomings are also obvious: compared to foreign students, Chinese students have a solid theoretical knowledge, but as long as it involves practice and innovative inventions, their creativity is clearly insufficient. Ultimately, it is because students do not have sufficient knowledge accumulation that they appear stretched out in practical applications. This is the drawback of "cramming teaching". The lack of creativity cannot be simply attributed to students, but rather to the lack of what teachers give. The role of a teacher is to absorb and impart knowledge, like a converter between input and output devices. To achieve better output, it is essential to extend the breadth and depth of knowledge absorption. Therefore, before becoming a teacher, one should first become a researcher in education and teaching. As a qualified teacher, one should establish the concept of lifelong learning, which is the expectation of society for teachers. It is an internal requirement for teachers to keep up with the times and meet their own growth needs. It is also a source for students to absorb knowledge and obtain innovative inspiration. Only through continuous learning can there be sufficient knowledge reserves and feedback to students.

2.3 Teachers are Evaluators of Students' Growth Process

The growth process of students includes two aspects, one is the learning process, and the other is the non learning process. As mentioned earlier, new teachers should play many important roles, and focusing solely on the learning process is far from enough. Therefore, this section is divided into two parts for description.

From the perspective of the learning process, one of the reasons why learning is not as attractive as games is that the effort put in is

not visible. The real-time growth of game experience stimulates players to continue upgrading their battles, and after upgrading, they will gain more experience, forming a positive relationship between the two, making players obsessed with the game. During the learning process, the only way for students to evaluate their progress is through grades. After studying hard for a period of time, if the score does not improve, one will deny all their efforts and lose interest or even confidence in learning. Objective evaluation of the learning process is one of the important means to enhance students' interest in learning and successfully achieve teachers' teaching objectives. Based on formative assessment, targeted learning suggestions can be provided to students to achieve precise implementation. Timely feedback helps students adjust their learning methods, improve learning strategies, and maximize their learning goals [5].

The non learning process encompasses many aspects of students' lives. At this time, teachers are no longer the imparters of knowledge, but rather comrades who fight side by side with students, friends who help each other, and life mentors who answer questions. To see the college entrance examination as a battle without gunpowder, in order to win, it is essential to have tacit understanding and trust among teammates. As a life mentor, it is also crucial to help students dispel the smoke of war and solve confusion. Teachers should not only pay attention to the healthy development of students' intelligence, but also pay attention to the healthy growth of students' personalities and personality development, so that students can learn, do things, and be good people. Therefore, in daily life, students' non learning performance should be quantified and added to the evaluation.

Evaluation is crucial for students to improve their grades and develop their physical and mental health. Therefore, improving teachers' ability to evaluate students is also an important part of enhancing the construction of the teaching team.

3. Existing Issues
The current teacher training mainly focuses on providing new technologies for teachers, calling on teachers to improve teaching efficiency, and collaborating on the development of teacher training courses [6].

There is little targeted ability enhancement targeting the role differences of teachers in different environments [7]. The development of teachers is a long-term and slow process. With the gradual deepening of quality education, the requirements of society for teachers have also rapidly increased. In addition, the existing personnel structure is not very reasonable, and related problems have gradually emerged.

3.1 Lack of Role Recognition and Poor Educational Directionality
Different stages of education have unique values and functions: the task of compulsory education is to understand the world; In high school, there is a deeper understanding of the causes and solutions of problems [8]. Students of different age groups have different learning goals, so the problems that arise during the learning process are also different and cannot be generalized. For students in the nine-year compulsory education stage, academic content is relatively easy, and they are more curious about the world, which can lead to various strange problems. At this point, the role of a teacher is primarily that of a life mentor, with the main purpose of guiding them to broaden their horizons and establish the correct direction of life as soon as possible. High school students face the pressure of the college entrance examination, and they will devote most of their energy to their studies. The problems in their studies gradually increase, and the problems in their daily lives decrease accordingly. At this point, they need a professional knowledge imparter to answer their questions and clarify their doubts. Currently, teachers are trapped in a narrow sense of 'teacher', only focusing on imparting knowledge without considering the needs of students at different age levels, and even a considerable number of teachers are not clear about their role, unable to achieve 'tailored medicine' and 'tailored to the situation'.

3.2 Lack of Novelty in Imparting Knowledge and Inability to Keep up with the Development of the Times
The age of middle school teachers ranges from 23 to 60 years old, and the teaching problems faced by teachers of different age groups also vary.

Young teachers have relatively limited experience, high dependence on textbooks, and are prone to a lack of research awareness. This will directly lead to chain reactions such as inaccurate prediction of learning situations and inappropriate selection of teaching content, leading to a series of problems such as difficulty in mastering knowledge points for students and low classroom efficiency. The professional development of teachers is an important component of teacher professionalization construction and the logical starting point of teacher team construction [9]. Therefore, it is imperative to enhance the professional abilities of young teachers.

Modern educational equipment can liberate teachers' intellectual labor, and its application in teaching can ensure that teachers have more time and energy to care about students' spiritual and happiness [10]. For older teachers, the use of modern educational tools such as multimedia and seewo whiteboards often becomes ineffective. The issue of teacher development based on age is gradually emerging. In addition, dull classrooms and "single talk" classroom teaching also occasionally appear, and the inability to integrate educational resources, innovate teaching models, and maximize the advantages of information technology are the primary issues for current teachers' teaching [11]. Research has shown that an increase in teacher job satisfaction can significantly improve students' academic performance [12]. Therefore, accurately grasping the content and exam trends of the new curriculum standards, innovating classroom teaching methods, and enhancing students' interest are the top priorities in the construction of the teaching team.

3.3 The Student Evaluation System is Fragmented and Lacks Systematicity

As mentioned earlier, formative assessment is crucial for students' growth and development, as it can effectively quantify students' efforts and achieve visible goals. The traditional evaluation system cannot timely, comprehensively, and scientifically evaluate students' performance in all aspects, resulting in many problems in students' ideological education and student management [13]. At present, the evaluation systems of various schools mostly focus on exam scores, lacking both the evaluation of students' learning process in the classroom and the non learning process evaluation of morality, physical fitness, aesthetics, and labor. Although today's selection exams are still based on grades, which directly affect the quality of students' subsequent education, it should also be noted that grades are not solely composed of knowledge points. Students' psychological, physiological, intellectual factors, as well as their absorption of knowledge, all have a direct impact on their exam scores. As a teacher, multiple factors should be comprehensively considered in the teaching process, and the performance of students' learning and non learning processes should be combined and evaluated to provide the most relevant suggestions to students.

4. Team Building Strategy

Based on the existing problems, propose targeted solutions, as shown in Figure 1.
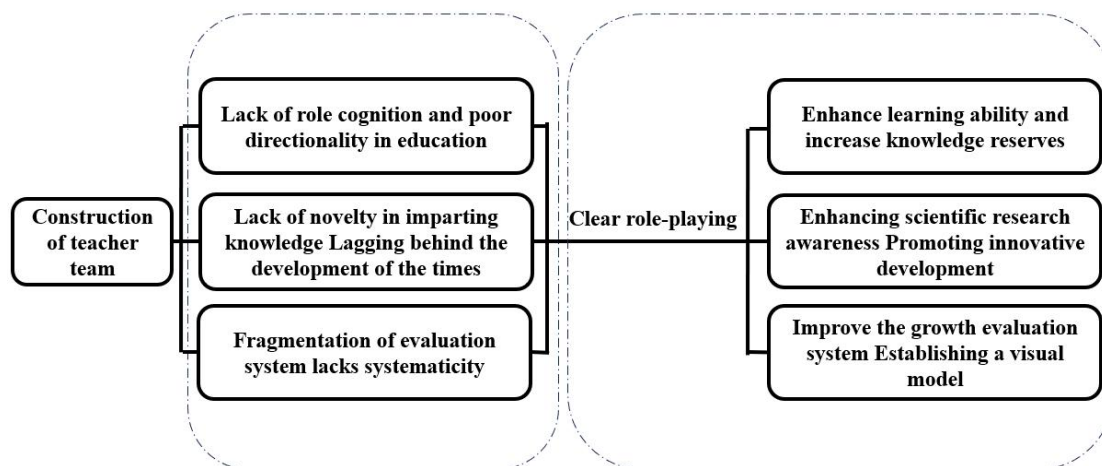

Figure 1. Issues and Solutions related to the Construction of the Teaching Team

4.1 Clarify the Role Played, Enhance Learning Abilities, and Increase Knowledge Reserves

At present, the way for teachers to improve their professional level is relatively limited, usually through online training and learning. This type of education can to some extent enrich teachers' think tanks, but its operability is not strong. For older teachers, online theoretical orientation training is difficult to solve various problems encountered in daily multimedia teaching. For young teachers, the emergence of the Internet has made the information resources for teacher training more abundant, but it has also increased their dependence on formed courseware [14] and fostered ideological inertia. At present, the education policies in different regions of China are not the same, and students' learning situations also vary. To improve students' performance in various aspects, targeted screening and reasonable planning of teaching tasks should be carried out based on their needs and problems. In other words, innovation is necessary.

Comparing the research results, it can be found that the shortcomings of young teachers happen to be the strengths of older teachers, and conversely, the weaknesses of older teachers also happen to be the strengths of young teachers. Pairing up young and elderly teachers to complement each other's teaching and serve as mentors and apprentices can just solve the above problems. This activity not only fully utilizes the role of elderly backbone teachers in teaching, helping, and guiding, but also further increases the training efforts for young teachers, continuously improving their educational and teaching abilities, and increasing their teaching confidence.

During the activity, the teacher and apprentice worked together to prepare lessons, study curriculum standards, delve into textbooks, understand key and difficult points, and carefully design lesson plans. In daily multimedia teaching, the school provides a platform for young teachers to showcase new teaching technologies, in order to promote teacher development. At the same time, in response to the difficulties faced by older teachers in the courseware (including but not limited to), paired young teachers can provide timely assistance, find solutions, targeted solutions to existing problems, and further improve the overall quality of the teaching team. Senior backbone teachers set up weekly teacher presentation courses, and young teachers summarize and reflect after learning. Subsequently, innovative public demonstration courses with the same content were set up, and targeted evaluations were conducted by key teachers. Young teachers should submit post teaching reflections, case studies, and experience summaries every semester, and set up presentation classes. At the end of each semester, relevant departments of the school will assess the implementation of activities.

4.2. Clarify the Role Played, Enhance Scientific Research Awareness, and Promote Innovative Development

Teaching and scientific research are the vocations of teachers, and they are the two most basic and core roles of teachers [15]. Focusing solely on books and being indifferent to the cutting-edge discoveries of this discipline is the main factor in the lack of innovative spirit. Accurately grasping the content and exam trends of the new curriculum standards, innovating classroom teaching methods, and enhancing students' interest are the top priorities in the construction of the teaching team. In the 21st century, there are more skilled teachers and fewer research-oriented teachers [16]. There is a fundamental difference between the two: skilled teachers only focus on the completion of classroom knowledge, completely ignoring the impact of teaching methods on students' acceptance of knowledge, lacking innovation in the classroom, and fully interpreting the teacher's "one word speech". Research oriented teachers focus on students' classroom feedback and can adjust the classroom in a timely manner based on students' performance to improve efficiency. To become a research-oriented teacher, one must have the courage to innovate classroom styles and break free from conventions. The prerequisite for all of this is to have sufficient accumulation of knowledge capital, in other words, innovative materials. Scientific research is a shortcut to obtaining these materials. The breadth and depth of knowledge determine the size of a teacher's ability, and only with a deep understanding of the subject that surpasses the professor's grade can one achieve proficiency in teaching activities; Having a certain understanding of different disciplines and broadening the breadth of knowledge is necessary to integrate multiple learning methods and provide targeted guidance to different students. In this regard, the scientific research

department of schools should establish a research and innovation reward system, provide innovative teachers with certain financial rewards, and convert innovative achievements into corresponding scores according to the level of award, which should be included in teacher evaluation to enhance teachers' enthusiasm for innovation.

4.3 Clarify the Role Played, Improve Student Growth Evaluation System, and Establish Visual Models

Improving teachers' ability to evaluate students is the last step in systematic teacher training, which should be carried out from three aspects.

To ensure a diverse and scientific evaluation system, it is necessary to organically combine the performance evaluation system with the education evaluation system. The education system holds a certain weight in the evaluation of students' growth, and incorporating it into the evaluation system helps students form good character, further improve their psychological quality, and safeguard their grades.

Secondly, it is necessary to ensure the real-time effectiveness of the evaluation. The step size of the evaluation system is too long, which cannot accurately reflect the learning situation of students at various stages. Teachers cannot provide accurate suggestions to students based on the evaluation results, and the evaluation loses its effectiveness; If the step size of the evaluation system is too short, it will greatly increase the workload of teachers and reduce their professional happiness. Therefore, a reasonable step size should be set according to the specific situation. The step size setting may not necessarily use various exams as time recording nodes, but can use the imparting time of knowledge points as recording nodes, facilitating the recording and observation of students' knowledge mastery, and timely detecting and filling in gaps.

The third is to increase the visibility of the evaluation results, making it easier for students to intuitively view their shortcomings and deficiencies, and make timely corrections. The advantage of a line chart is that it can intuitively observe the trend of data changes, and can be used to plot the comprehensive scores of students in various time periods. Observing the trend can reveal the changes in the students' growth evaluation scores during this period. A pie chart can accurately reflect the proportion of each part to the overall score, and can be used to plot the contribution of different influencing factors to the total score, making it convenient for students to supplement their shortcomings.

5. Brief Summary

The reform and development of the teaching staff is the core link in improving the quality of education and teaching, and it is also an inevitable requirement for social development. Under the premise of clarifying the role played, improving the learning ability of teachers at all stages, broadening their knowledge horizons, innovating classroom teaching methods, and cultivating teachers to set up a more reasonable student growth evaluation system are the continuous driving force for promoting the development of schools towards good and also the inevitable requirement for implementing the "Strong School Project".

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