

A Discussion on the Functions of Teaching offices in University Secondary Colleges

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Abstract: This article aims to provide a comprehensive understanding of the responsibilities of the teaching office within the secondary college, optimize its core functions, and enhance the effectiveness of teaching services. To achieve these goals, this study delves into three key aspects: appreciating the fundamental significance of the teaching office, bolstering talent development in the teaching office, and valuing the relevance and importance of the teaching office's work. By addressing these areas, this research article offers valuable insights and guidance for the teaching office to effectively adapt to the evolving landscape of university work.

Keywords: Teaching office, Secondary college, Talent development, Teaching work.

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I. INTRODUCTION

The teaching office of a secondary college within a university serves as a central institution for the coordination and management of teaching activities (Liu et al., 2022). Its primary responsibilities include revising training plans, assigning teaching tasks, maintaining order in the classroom, and monitoring the quality of instruction. In recent years, the workload of teaching offices in many university departments has significantly increased due to various factors. These include the expansion of student enrollment, the delegation of administrative tasks to secondary management units, and the implementation of evaluation and improvement initiatives at different levels (Duncan-Hewitt et al., 2007). As a result, teaching office personnel have experienced a mounting workload while maintaining relatively stable staffing levels. This has led to an excessive workload for teaching secretaries and directors, prompting some staff members to request transfers out of the teaching office (Honig, 2008). Additionally, new teaching staff often feel apprehensive about interacting with the teaching office and try to avoid it altogether. In order to clarify the responsibilities of the teaching office within the secondary college, leverage its core functions, and enhance the effectiveness of its services, I propose initiating discussions on improving the work of the teaching office based on my extensive experience in this field and taking into account the evolving landscape of universities.

II. APPRECIATING THE FUNDAMENTAL SIGNIFICANCE OF THE TEACHING OFFICE: A COMPREHENSIVE EXAMINATION

The profession of teaching and nurturing is undeniably central to educational institutions, as it forms the core of their purpose. Consequently, the teaching office has emerged as a vital entity responsible for coordinating the efforts of leaders, teachers, and students within the secondary college. The primary objective of universities is to cultivate individuals who possess the necessary skills and knowledge to effectively adapt to society. Teaching occupies a central position among the various functions that universities and departments should prioritize. Given its role in managing teaching activities, the teaching office serves as a central link between different teaching units, thereby assuming the status of a "hub."

School and college leaders must genuinely recognize the paramount importance of teaching work and demonstrate this understanding through both heartfelt conviction and tangible actions. By actively supporting the core functions of the teaching office, they contribute to the overall success of the institution. Similarly, college teachers need to fully comprehend the central position of teaching within their professional responsibilities. This necessitates devoting a significant portion of their energy towards teaching work. In doing so, they should willingly accept the allocation and management decisions made by the teaching office, seeking relevant teaching information from this administrative body, improving the content and delivery of their instruction, and remaining receptive to the valuable insights provided by experienced educators. Moreover, they should display a willingness to participate in various teaching quality competitions, thus demonstrating their commitment to continuous improvement.

Students, as primary beneficiaries of the educational process, should focus their attention on the teaching activities taking place within the school environment. By accepting the leadership offered by the teaching office, they can wholeheartedly engage in their learning journey. This entails exerting diligent effort in their studies, cooperating with the management initiatives led by the teaching office, and providing timely feedback on instructional experiences. Such collaborative efforts facilitate the achievement of optimal learning goals.

From the perspective of both secondary college leaders and members of the faculty and student body, the teaching office represents a crucial component of the institution's teaching management efforts. Acknowledging this, the teaching office possesses the capacity to serve as an essential hub that facilitates coordination among leaders, teachers, and students.

III. BOLSTERING TALENT DEVELOPMENT IN THE TEACHING OFFICE: ADVANCING THE CONSTRUCTION OF EFFECTIVE TEAM

The work carried out by the teaching office is characterized by its demanding and intricate nature, necessitating specific qualifications for the staff employed in this role. These requirements encompass several key aspects. Firstly, individuals should demonstrate a genuine passion for teaching-related management work, displaying a steadfast commitment to providing enhanced logistical support for both teachers and students. Moreover, they must possess a profound sense of responsibility and professionalism towards their teaching-related administrative duties. Due to the critical importance and complexity associated with teaching work, it is imperative that teaching office personnel possess a combination of principled decision-making capabilities and adaptable problem-solving skills. The discipline regulations governing teaching within the college must adhere to principled guidelines and be strictly enforced. Nevertheless, when dealing with specific transactional tasks, such as managing the needs of teachers and students, it becomes essential to approach these responsibilities with flexibility while still adhering to relevant regulations. Additionally, it is essential for staff members within the teaching office to possess specialized knowledge related to teaching management. This proficiency should particularly extend to the mastery and utilization of teaching management software employed by educational institutions. They should demonstrate a high level of competence in navigating these software platforms, readily assisting teachers and students in resolving basic software-related issues. Overall, the staff assigned to the teaching office must meet these specific requirements set forth by the demanding nature of their work. A genuine dedication to teaching-related management, coupled with a strong sense of responsibility and professionalism, ensures the provision of effective logistical support. The ability to balance principled decision-making with adaptable problem-solving skills allows for efficient handling of complex teaching-related tasks. Additionally, expertise in teaching management-related work, including adeptness with relevant software systems, enables the staff to cater to the unique needs of teachers and students while ensuring smooth operations within the teaching office.

In order to ensure that the aforementioned qualifications are possessed by the teaching office staff, attention must first be directed towards the recruitment process. It is advisable to prioritize candidates with a background in archives or management when seeking new office personnel. This strategy ensures that individuals can swiftly acclimate themselves to their responsibilities from the outset. Additionally, it is essential that these staff members exhibit an optimistic and healthily resilient attitude, enabling them to remain dedicated and responsible even when confronted with tedious tasks. Regardless of whether an individual possesses a professional or non-professional background, it is imperative that a thorough handover process takes place upon entering the teaching office. During this transition, the previous staff member should impart relevant skills and management knowledge to the newly appointed staff member. This includes guidance on the utilization of teaching software, the transfer of teaching files, and key aspects of teaching management. For both newly hired and existing staff members, regular or irregular training sessions should be conducted to further enhance their expertise. These training programs can encompass off-duty or semi-off-duty sessions focused on teaching software, training related to handling teaching files, or organizing visits to other exemplary teaching offices. Such visits provide valuable insights into the rules, regulations, and practices employed by similar institutions.

IV. DISCUSSION AND CONCLUSIONS

The primary mission of universities is to provide teaching and education to students. As the central institution responsible for managing teaching activities, the teaching office within secondary colleges occupies a significant role in university teaching endeavors. Recognizing the pivotal nature of teaching offices, schools and colleges should prioritize their importance as the central link in the teaching process, both in terms of ideology and practical implementation.

To begin with, institutions must acknowledge and appreciate the critical role played by teaching offices in shaping the overall educational landscape. By doing so, schools and colleges create an environment that fosters the active engagement and participation of teaching office personnel in all aspects related to teaching

activities. This recognition ensures that teaching offices are adequately supported and empowered to effectively respond to the dynamic demands and challenges inherent in university-level teaching.

Furthermore, efforts should be devoted to enhancing the talent team within teaching offices. Recognizing that the quality of teaching office personnel significantly influences the effectiveness of teaching work, it becomes imperative to strengthen their professional competence and adaptability. Given the ever-evolving nature of teaching practices in universities, it is essential to equip teaching office personnel with the necessary skills and knowledge. This can be achieved through continuous professional development initiatives, including targeted training programs, workshops, and opportunities for collaboration and knowledge exchange among teaching office staff. Investing in the growth and development of teaching office personnel enables them to effectively fulfill their responsibilities amid changing circumstances within the educational landscape.

Additionally, substantial attention should be directed towards ensuring the efficient and effective execution of tasks within the teaching office. Acknowledging the direct impact of seamless operation on the overall teaching environment, institutions must establish robust systems and procedures. These measures involve streamlining administrative processes, optimizing resource allocation, and improving communication channels within the teaching office. By doing so, institutions can ensure that all functions and responsibilities within the teaching office are executed efficiently, thereby facilitating and supporting the broader teaching mission.

In conclusion, the core mandate of universities is to provide teaching and education to students. The teaching office within secondary colleges assumes a central role in managing and coordinating teaching activities within the university. It is crucial for schools and colleges to prioritize the significance of teaching offices as the central link in the teaching process, both in ideology and practice. This entails recognizing their importance in shaping the educational landscape, strengthening the talent team within teaching offices to adapt to changing circumstances, and ensuring the efficient execution of tasks within the teaching office. By implementing these strategies, institutions create an environment that fosters optimal teaching practices, ultimately fulfilling their core mission of providing exceptional education to students.

Conflict of interest

There is no conflict to disclose.

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