

Promoting Comprehensive Reform of Vocational School Education with Innovative Management

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Abstract

With the advent of the era of big data, in order to meet the training needs of social talents, the field of education is also undergoing continuous reform and innovation. After continuous exploration and discovery, schools need new management measures and ideas to promote all-round development, especially vocational schools are bearing the responsibility of training skilled talents. How to cultivate talents to meet the needs of social development, employees to meet the needs of enterprises, and students to meet the aspirations of success, are all the goals of vocational schools. In the past few years, vocational schools have been exploring ways of educational reform through school enterprise cooperation, integration of industry and education, and collaborative education. With the coming of industry 4.0 era, vocational education has entered a new round of development and will face new opportunities and challenges. Therefore, in the form of deepening the comprehensive reform of vocational education, vigorously promoting innovative management methods will certainly promote the comprehensive reform of education in the true sense of vocational schools.

Keywords

Vocational school, Innovative management, Reform.

1. Introduction

With the coming of industry 4.0 era, the world economy has rapid development, international competition becomes increasingly fierce, demands for talents in all aspects of the country are increasing, the education industry also has transformation, the fourth education revolution has already come. Vocational schools shoulder the mission of training skilled talents, adhere to the training principles which have equal personality development to comprehensive development, as well as employment to entrepreneurship, so vocational education is going through a golden period, but also a challenge period. Even though the skilled talents are in short supply, and can't meet the demand of enterprises, but the parents and students don't understand and agree with the vocational education, which leads to the problems of students' comprehensive quality deviation, teaching effect is not significant, enrollment difficulties and so on. So in this new era of diversification, how can vocational schools continue to promote the comprehensive reform of education in order to seek development? Based on this question, this paper discusses and analyzes several ways to promote the comprehensive reform of vocational school education with innovative management methods.

2. Literature Review

2.1. Theoretical basis: Innovation Management (the process of management innovation)

Innovation management is based on the innovation of organizational structure and system to ensure that the whole organization adopts new technology, new equipment, new materials and new methods, and provides new products and services for the society through the management functions of decision-making, planning, command, organization, incentive and control. Management innovation is a management activity implemented by social organizations to achieve the purpose of scientific and technological progress and adapt to the development and change of external environment and internal conditions.

reform in education

Professor R. g. Havelock, a famous international expert on educational reform, once defined "educational reform" as "any meaningful change in the current situation of education". Education reform is a systematic project, which should include all kinds of education at all levels. Education at all levels has its own characteristics, even if it is "people-oriented", there are different requirements in different stages. Infants and children, basic education and vocational education, secondary education and higher education have different laws.

2.2. Current situation of relevant problems

With the advent of the world's diversification and informatization, scholars and experts at home and abroad believe that education must be innovative. We should seize the opportunity to promote the rapid spread of innovation in the education system. Especially in this era of Internet, the school will continue to reform, changing the traditional teaching mode and management mode. But now most experts are studying the innovation and reform of basic education and higher education, ignoring the innovation and reform of vocational education. There are still many blank areas for us to explore.

3. Research methods

The research methods of this paper are literature research and experience summary.

4. Results and findings

4.1. Promoting education and teaching work with internet plus

With the advent of the intelligent era, Internet plus mode has already been deeply involved in the field of education. In the background of Internet plus, the fourth educational revolution has driven vocational schools to change the traditional education and teaching mode. Through the integration of technology and education, we can broaden the channels for students to acquire knowledge, can change teaching methods, integrate curriculum structure, optimize curriculum system, innovate learning methods, and immerse students in learning situations through information technology such as VR, AR, MR and so on . It makes students realize the interest of learning, improves the attraction and effectiveness of teaching, highlights the key points of teaching, breaks through the difficulties of teaching, achieves the expected goal of teaching, makes vocational education students easier to master knowledge, and makes learning everywhere.

Recent years, China's vocational schools combines Internet plus technology in modern teaching mode. It has made China's vocational education more abundant and diversified. It has not only saved teaching capital, but also made vocational schools more personalized, adaptive and selective. Therefore, if vocational schools want to continuously improve the quality of education and teaching, meet the needs of students, and adapt to social development, it is necessary to strengthen the construction of educational information technology environment, improve the level of educational informatization of staff, change students' learning behavior,

and make vocational school education socialized and work together.

For example, modern teaching methods have naturally changed the teaching mode of traditional vocational schools. Now, the mixed mode of various school environments and teaching media has entered the classroom of vocational schools, and spawned many new online teaching forms, providing students with self-evaluation, progress evaluation, achievement evaluation and other functions, helping vocational students to carry out in-depth learning Good development of high-level thinking ability of students. Internet plus provides an integrated intelligent learning environment for vocational schools. Through intelligent learning terminals, such as digital campus, future classroom, smart laboratory, etc., it can identify the personalized characteristics of students, perceive learning situations, record students' learning process and learning results, provide students with diversified learning resources, and achieve seamless integration of reality and virtual space learning.

In this era of Internet plus, vocational schools need to plan for the construction and application of information technology in education and teaching management, and open up online learning space for all teachers and students, and build a student learning and development center and a teacher learning and development center. For example, vocational schools can accelerate the construction of "one network, one platform, two libraries and six systems", and improve the overall planning and construction of "Digital Campus", fully build a special education network and an education "cloud computing" data center. Master the characteristics of students through big data, then we can provide students learning paths, analyze students' learning process and results, predict exam results, further optimize the construction of information-based infrastructure, make full use of the service system of educational resources sharing, and realize online and offline integrated education services supply, provide high-quality education resources to students, encourage teachers and students to use network resources for distance collaborative learning. Especially in the current global coronavirus situation, online distance education has brought a certain impact on vocational education. Due to the continuous improvement of the courseware presentation form, teaching mode and mobile technology of online courses in practice, the online teaching of vocational education has also been optimized, driving the reform of teaching mode, which can not only complete the expected teaching tasks, but also provide personalized teaching products for students, strengthen the main position of students, and meet the needs of students' personalized learning. The online teaching and other methods can well complete the interaction between teachers and students. Of course, at the same time, teachers in our vocational schools are required to constantly improve the level of information-based teaching, improve digital literacy and big data thinking, cultivate innovation ability, attach importance to the design of teaching activities, change their roles, from the transfer of knowledge to the construction of knowledge, build a learning community with students, have a stable and mature knowledge structure, and master the subject teaching methods of integrated technology Law. Schools and superior departments should also develop corresponding incentive mechanisms to stimulate teachers and staff to innovate and apply modern means of education, change the traditional education evaluation mode, make accurate judgments with big data, pay attention to students' individual differences and overall development, and provide teachers and students with more scientific, open, comprehensive and diversified development paths and direction.

Vocational schools can also build a virtual economic teaching transaction system and a digital learning port through intelligence, help improve the "Internet +" community education model, implement the strategic transformation of the construction of an open vocational school, and provide education services together with enterprises and communities. Then a new collaboration framework based on Internet plus for the provision of diversified educational services is presented. It can promote the new development of vocational education and

teaching, help students increase practical experience, and enhance the level of knowledge application. This makes the data flow between vocational schools, society and enterprises. From network interconnection to application interconnection, it enriches educational resources, improves educational level, breaks the original boundary of vocational schools, and forms a diversified learning community. Meanwhile, Internet plus also requires vocational school students to change their learning styles and thinking modes, form a new form of ubiquitous learning and mobile learning, improve their learning cognition level, data literacy, and their ability to learn reflection and lifelong learning.

4.2. Promoting moral education work of students with innovative combination

Makarenko proposed that "one percent of the waste products in education work will cause serious losses to the country". The rise and fall of the national fortune lies in education, especially vocational education, which is related to social problems, people's livelihood problems and development problems. However, the quality of vocational education students is generally poor, individual students' psychology is abnormal due to school dropout or family changes, which lead to serious social bad habits and learning weariness. This is an objective existence. At the same time, parents of students have high expectations for their children's adult success, so we can't give up any student. I think that without a strong moral education team, effective moral education methods and the ability of moral education, our education and teaching work can not be successfully completed.

Through many years of educational practice, I think vocational schools can adopt the innovative mode of "eight class combination" moral education combination. It is to set up mental health education class, career planning class, moral education class, moral lecture, activity class, nurturance education class, practical training class and innovation and entrepreneurship class, and do a good job in the thematic class meeting teaching plan and student growth files.

Mental health education class. Due to the rapid development of the society, various factors affect the psychological status of vocational school students, many students have psychological problems, so mental health education and knowledge and skills education are two key contents of vocational education, none of them can be omitted. Through mental health education, we can solve the psychological obstacles of students, which is conducive to the development of students' mental health, and make students better accept school education ideas.

Career planning class. It will carry out career education and career ideal education according to the characteristics of students, and complete the top-level design of career planning education in the stage of vocational education from the aspects of adaptability guidance, course selection guidance, academic guidance and employment guidance. Only by guiding students to firm their ideals and beliefs, establish the route and coordinates of life development, learn with goals and pursue, can they correctly establish career view, career choice view, entrepreneurship view and talent view.

Moral education class. Through the moral education class, we can solve the problems of moral education of students, cultivate students to establish socialist core values, carry out "adult talent" education for students, make moral education class close to students, close to specialty, close to society, and make students reach the training mode of "C(cognition), E (EQ), S (skills)". Based on activities, let moral education into life, based on practice, let students grow up.

Moral lecture. Through the moral lecture, the traditional Chinese culture will be inherited, the traditional Chinese thoughts will be carried forward, the traditional virtues of "benevolence, righteousness, courtesy, wisdom and faith" will be remembered by vocational education

students, the virtues will be publicized in the class, the positive energy will be passed on, the stories of virtues will be remembered, and the core values of socialism will be established.

Activity class. The activity class of vocational school includes the community and the second class, which enriches the students' after-school life, enables them to learn more skills and knowledge which do not belong to their own profession, cultivates students' interests and comprehensive ability cultivation education through participating in various activities, enhances students' social ability, and guides them to develop actively and healthily in an all-round way.

Nurturance education class. As the quality of vocational school students is low and their behavior habits are not good, we can change their bad daily behavior habits and improve their comprehensive quality by developing the training program and correction program of their behavior habits formulated by the nurturance education class.

Practical training class. Vocational school is mainly to train technical talents. The practical training course is dominant. Through the practical training class, students can be trained to have skills, get employment smoothly, and live a dignified life.

Innovation and entrepreneurship class. Premier Li Keqiang put forward the slogan of "mass entrepreneurship and innovation" in the new situation. Entrepreneurship means employment, which makes the unemployed have jobs and the employed happy to work. Our vocational educators should instill new ideas for our students and encourage them to innovate and start their own businesses. This is also the advantage of vocational education. We should cultivate students' self innovation ability and let them choose to do their own businesses.

Modern agronomy of Changchun vocational and Technical College through the new model of "eight class combination" of moral education, the students are taught according to their aptitude, which has achieved good results. Many vocational school students have realized the life transformation of "Walk in with head down, and walk out with head up", cultivated their international vision, contemporary consciousness, and enhanced their national feelings and cultural confidence. Many students of the college not only achieved many good results in the national civilization competition, but also were awarded the most beautiful filial son and other honorary titles in Changchun City.

Vocational schools can also maximize the excavation and integration of high-quality social resources, and cooperate in-depth with Party schools, party history research offices, labor unions, Youth League committees, women's federations, cares for the next generation working committees and other departments or units to build a distinctive combination of education platforms. Integrating leaders and teaching staff into the moral education training system can promote the education of all staff, jointly promote the construction of school culture, open up the social practice base of students, and build a trinity of moral education system of school, family and society.

4.3. Using blockchain technology to drive enrollment and employment work

《The white paper on the development of China's blockchain technology and application》 points out that "the transparency of blockchain system and the non tamperability of data are fully applicable to student credit management, enrollment and employment, academic, qualification certification, industry university cooperation and other aspects, which are of great value to the healthy development of education and employment". With the promotion of blockchain technology, it should be also used in the field of vocational education. Because it not only helps to solve the problem of false academic qualifications of vocational school students, but also drives the enrollment and employment work of vocational schools. For example, "link100 professional ability chain" is a powerful verification and analysis for

students' credit, employment, learning, qualification certification and other information by virtue of blockchain's unchangeable credible words and authentic technical features, to help personal career development. After verification, it can collect students' academic scores, and provide a reliable and detailed personal growth record for future enterprises. It can meet the needs of employers and other parties, and ensure the maximum interests of enterprises and individuals.

"Stakeholders in the education industry may focus on the potential of the blockchain, that is, the potential for digital authentication of personal and academic learning," it was also written in the report 《blockchain in the education industry》 issued by the European Commission. Vocational schools can record students' learning trajectory and big data of students' information through blockchain technology, and analyze students' learning level reports. According to the data of WSCT blockchain technology ledger, enterprises can truly master the learning and skill level of students. Big data of vocational school students' information solved the practical problems between schools and enterprises when vocational school students are employed. According to the data of students (including their moral education development level, professional development level, physical health level, physical and mental development level, interest and specialty level, etc.), the employer can judge whether the students meet the company's post requirements through the analysis report. Students can also find jobs matching their own skills according to the blockchain ledger, and learn the real level of the enterprise development, the future development direction and the prediction of the enterprise according to the blockchain technology. This solved the problem of lacking trust among the society. Moreover, through the school data provided by WSCT, parents and students can learn the education and teaching ability of teachers, the classification of schools and the construction and development of key specialties. It ensures the transparency, openness, objectivity and authenticity of schools, and helps students find a vocational school suitable for their own majors. In this way, the situation that students and parents can not judge the real teaching quality and teaching level of a school due to the influence of advertising will not appear. These unalterable data help students to provide the right choice of information, and conducive to an excellent vocational school enrollment work.

The use of blockchain technology can solve the four key points around the development of vocational education through "enrollment, courses, practical training, and employment", and open up "province and city, industry and education, school and enterprise, public and private education, education training, inter-school, Chinese and foreign" implementation of vocational education channels. Schools can evaluate their own talent training quality and majors through big data, and jointly build training rooms, training bases or joint research with enterprises to actively implement the "blockchain technology demonstration application action" to promote blockchain technology transform into the development momentum of the enterprise, and into the actual productivity of the enterprise. It can vigorously promote better cooperation between schools and enterprises in personnel training, provide enterprises with a reliable detailed record of students, and build a trust network with schools. And it can help vocational schools to achieve a true "learning on demand, teaching on demand", provide a dual education service supply, and promotes the vocational school employment work to be better completed.

4.4. Utrenchtning the management of the school by restructuring the organizational structure

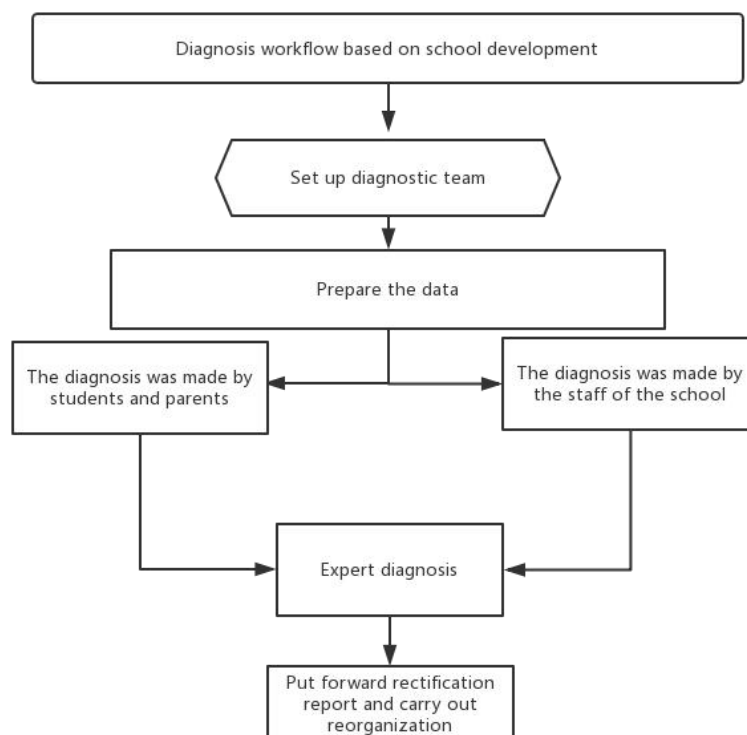
The organizational structure of vocational schools is to ensure the communication and coordination of all departments, which is composed of organizational roles, organizational expectations and organizational relations, and serves for the protection of school teaching. In order to meet the needs of the society, vocational schools should also adhere to the

organizational system reform and system innovation, strengthen the school management strategy, dare to innovate, reasonably adjust the innovative management mechanism of internal institutions and resource allocation, and form a scientific and orderly management system. At present, the organizational structure of vocational schools is generally divided into different functional departments, with too many levels, only to complete their own workload, It has strong administrative characteristics, leads to the current organizational structure of vocational schools taking "success" as the goal and ignoring the fundamental pursuit of "education". Therefore, through the reorganization of school organizational structure, the pyramid organizational structure can be transformed into a flat organizational structure. So all departments can realize the seamless docking and optimization of management data integration, which can improve the enthusiasm of teachers, improve the quality of school development, make the school organizational structure closely linked, and facilitate the comprehensive reform of school education.

The reorganization of the organizational structure of vocational schools can follow the following principles. First, the reorganization of the organizational structure is to serve the overall educational and teaching needs of the school. The main task of vocational schools is to carry out education and teaching for students, so schools can change the functions of the original departments from "management" to "service and guidance", adjust their own structure, increase the coordination ability of education and teaching of all departments, compress administrative functions, expand teaching functions, and guide school education and teaching activities in various ways. So it can ensure that school education is responsible for the service objects. Second, they should vigorously mobilize the enthusiasm of all staff, parents and students to participate in school management. In addition to teachers, students, as the audience, should also participate in the management of the school together with their parents, so that the school and parents can better promote the reform of the school system. Students, as the service group of the school, should also participate in the management of the school. Schools can set up parent committee, parent inspection office and student rights committee to give parents and students the rights to participate in the management of school education and teaching. Integrating multiple management opinions is conducive to optimize the school management mode and realize personalized education. Third, organizational restructuring should adopt a gradual approach. The organizational structure of the school has been built since the establishment of the school, and has formed a certain working mode. Therefore, the restructuring of the school structure is not completed soon, which will lead to the confusion of school management. Therefore, the restructuring of the organizational structure should be coordinated and gradually reformed by the whole school. Fourth, it is necessary to realize the organic unity of administrative business management and teaching development in vocational schools. Most of the organizational structures of vocational schools are set up according to the requirements of higher authorities, and the work is completed according to the instructions of higher authorities, lacking initiative and creativity. All the work of the school should be finally implemented to the goal of making the students become talents. Therefore, the administrative department should work together with the teaching department according to the requirements of the overall goal of the school, and learn to work individually, which can better lay a good foundation for the school teaching work, and do a good job in service and protection.

According to practical experience, the organizational restructuring of vocational schools can be roughly divided into three steps. The first is to establish a leading group. The leading group can hire consulting experts to jointly carry out "first diagnosis", prepare the basic data of the school, grasp the problems existing in various departments of the school, and make a diagnosis report. Second, the leading group and professional team interpret the diagnosis report, compare and analyze the horizontal data, make solutions, cooperate with each other, restructure, deal with various relationships in the process of restructuring the school's organizational structure, and finally realize the innovation and transformation of the school's overall management thinking. The third is to analyze the effectiveness of the restructured organization. For example, whether the enthusiasm of teachers has been improved, whether the work efficiency of all administrative departments has been improved, whether the work of all departments in the school is aiming at serving teaching and students, whether the organizational structure of the school is networked, flat development, etc? We must ensure that the restructured organization can adapt to the development of education, meet the needs of society and create the characteristics of running a school. The new management system should adapt to the trend of school organization reform.

For example, Changchun vocational and technical college, through the diagnosis of organizational structure and function, has carried out organizational restructuring and realized the transformation of school management thinking mode.



Through organizational restructuring, the school organizational structure tends to be flat and networked. Vocational schools can achieve "implementation, supervision, monitoring, diagnosis and evaluation" in management, so as to realize "institutionalization of teaching management, standardization of student management, internal control of financial management, socialization of logistics management, modernization of safety management, project-based scientific research management and institutionalization of team management", making the construction of vocational schools more open and diversified. The re integration of teaching system and management system is also the inevitable trend of school reform.

5. Conclusion

“The real meaningful education reform must be based on everyone - every student, every teacher, every principal, even every parent, as well as every educational leader and manager's ideological concept change.” Through the discussion and analysis of the above content, we can know that, with the continuous development and progress of today's society, the mode of economic development and the demand for social talents are also changing. Under the background of this big era, if a vocational school wants not to be eliminated, it must carry out reform and innovation in order to conform to the current social development trend and improve the development level of vocational education. Only by taking the social needs as the direction of development, the education and teaching reform as the guarantee of development, innovating the management of education and teaching, and promoting the development of various forms of education, can the development of the school last for a long time. This article based on the impact of innovation management on the comprehensive reform and development of schools, this paper puts forward several effective innovation strategies. Hope to provide reliable reference and help for the development of vocational schools. Finally, hope that every school can be brave to innovate, make the advantage education better, and make the strong education stronger.

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