

# A Brief analysis of the Division of Labor Between College Counselors and Class Teachers

-- Take Jiujiang University as an Example

Yicheng Wang<sup>1, 2</sup>

<sup>1</sup>Philippine Christian University, Malate, Manila, 1648, Philippine

<sup>2</sup>Jiujiang University, Jiujiang Jiangxi, 332005, China

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**Abstract:** Homeroom teachers and counselors, as the main educators and organizers of college students' classes, play a crucial role in the collective construction of college students' classes and the generation of college talents. All colleges and universities have introduced relevant policies and regulations for the ideological and political education of college students and daily student management, and most colleges and universities have implemented the dual-track student management mode of counselor + class teacher. This paper will take Jiujiang University as an example to investigate the division of labor mode of counselor + class teacher in each secondary college, and combine the number of students, major Settings, and teacher conditions. The paper analyzes the scientificity and rationality of the division of labor mode between counselors and class teachers and puts forward some suggestions for improving the division of labor mode between different classes of counselors and class teachers.

**Keywords:** Counselor, A class teacher, Division of labor mode, Educate all staff.

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## 1. Introduction

Jiujiang University has established a cooperative management mechanism between full-time counselors and part-time class teachers, and issued Opinions on Building a Whole-Person Education System to Ensure the safety and harmony of the School. How cooperate between counselors and class teachers, and each secondary college has also explored its own corresponding cooperative management mechanism, but there are still some problems. For example, the division of labor between full-time counselors and part-time class teachers is not clear, and the division of responsibilities is unreasonable. This paper will summarize the division of labor mode of counselors and class teachers in secondary colleges through investigation, analyze the advantages and disadvantages of different categories, and put forward suggestions for improvement.

## 2. Current Situation and Mode of Duty Division of Counselors and Class Teachers in Secondary Colleges of Jiujiang University

On the basis of Jiujiang University's Opinions on Building a System of all-staff Education to ensure the safety and harmony of the School, each secondary college has formulated the implementation plan for all-staff education for each secondary college according to its actual situation. After classification, the current full-time counselors and part-time class teachers have the following three kinds of division of labor:

### 2.1. A cooperative management mechanism based on counselors and supplemented by class teachers.

Clinical medical schools, nursing schools, electronic school, and other schools are based on counselors, and class

teachers as a supplement to collaborative management mechanism. The duties of counselors are also clearly defined in Regulations on the construction of counselors' teams in Colleges and Universities, among which one is to organize and coordinate the work of class teachers. [] For example, the clinical medical College proposed to build a new model of the class management group of counselors and homeroom teachers. The counselor is the first person responsible for the work of students in the class and the leader of the class management group; The head teacher is the person directly responsible for the work of the students in his or her class. He or she is a member of the class management team and assists the counselor in his or her work. When the class director does not fulfill his duties or the work content is missing, the counselor should point out and improve the work in time. Report major problems to the Student affairs Department in time.

### 2.2. Collaborative management mechanism with class teachers as the main and counselors as the auxiliary.

The School of Art, the School of Machinery and Materials, the School of Chemistry and Environment, the School of Science, and the School of Tourism, etc., is a cooperative management mechanism based on the class teacher and the counselor. For example, the College of Mechanical Materials implements the student working mechanism of "full-time instructor (student officer) + part-time class teacher + professional instructor". It has established a student working mode in which the class teacher is the main one and the counselor (student officer) is the coordination and assistance and has issued the corresponding working regulations for the counselor and class teacher. In addition, in order to consolidate and strengthen the management of students based on class and with the management of head teachers as the main body, the School of Tourism has issued the work regulations and implementation rules for counselors and head teachers, and has uniformly printed the Work Log of

Headteachers of the School of Tourism and the Talk Record of the School of Tourism, standardizing the work records of head teachers and steadily advancing the heart-to-heart reporting system.

### **2.3. The cooperation management mechanism is still dominated by the class teacher and the counselor concurrently serves as the class teacher.**

In Accounting Schools, business schools, civil engineering Schools and other large-scale secondary schools, the number of students is large, the number of staff is small, and it is difficult to achieve every class with a class teacher, so the establishment of a "full-time instructor, part-time class teacher parallel" student management mechanism. The counselor also serves as the head teacher of some classes, managing not only the specific affairs of these classes but also the affairs on the surface of students' work. Take the School of Accounting for example, the school of Accounting implements the division of responsibility system and special work responsibility system, and each grade leader leads several counselors in charge of their own grade affairs. Since the number of staff members is far smaller than the total number of classes, each counselor doubles as the head of some classes. The part-time head teacher shall be appointed by the college and voluntarily. The full-time counselor or part-time class teacher in charge of class management is the first person responsible for the management of the class, responsible for the academic guidance, and daily management of the class students. Considering the particularity of full-time teachers' work, the head of the grade shall be the first person in charge of matters such as handling emergencies, dormitory management, and granting of leave, and arrange and coordinate the interactive work of the counselors of the grade group to ensure the smooth communication with the part-time class teacher. The part-time class teacher shall participate in the above work according to his own time.

## **3. Advantages and Disadvantages of The Duty Division Mode of Counselors and Class Teachers at Jiujiang University**

### **3.1. The advantages of the cooperative management mechanism, which is based on the counselor and supplemented by the class teacher**

There are the counselor directly manages the class. Due to the full-time administration and student management, the management is convenient and efficient.

### **3.2. The advantages of the collaborative management mechanism based on class teachers and supplemented by counselors lie in:**

It can give full play to the professional advantages of the head teacher, and make up for the deficiency that the counselor cannot provide guidance for students because of their different majors. At the same time, due to the relatively small number of management, if you work hard, you can get familiar with each student, which is convenient for practical and detailed ideological education and management of

students. The disadvantages are: because the part-time head teacher is not in class, the time to deal with student affairs is not very convenient, which has a certain impact on work efficiency. At the same time, because most of the part-time head teacher's energy is devoted to teaching and research, the professional understanding of student's work is not thorough, if the sense of responsibility is not enough, it will more or less affect the work effect.

### **3.3. The advantages and disadvantages of the collaborative management mechanism in which the counselor concurrently serves as the head teacher are basically consistent with the above opinions.**

Most of them are forced to take measures due to the heavy workload of the college. Another advantage of this model is that it can measure the performance of full-time counselors and part-time class teachers as class teachers in comparison. Most counselors pay more attention to the demonstration of their classes due to their own professional reasons, so they can play a certain guiding role for part-time class teachers, which is conducive to mutual promotion and common improvement. This mode requires counselors not only to be able to manage their own classes well but also to coordinate the affairs of the management of students in the college. It requires more energy and greater pressure to effectively combine all aspects and coordinate all parties.

## **4. Suggestions on the Duty Division Mode of Counselors and Class Teachers at Jiujiang University**

To establish the division of labor and cooperation mode mechanism between counselors and class teachers, we must first straighten out the division of labor between counselors and class teachers. Only when they are clear about their responsibilities, can they cooperate with each other and form a resultant force.

According to the current situation of each secondary college, combined with the number of faculty and students of each college, as well as the experience and highlights of student management of each college, each secondary college will choose its own management mode, which will have a positive effect on the improvement of student management and quality.

### **4.1. Eliminate the misunderstanding existing in the teaching staff.**

No matter what kind of cooperative management mechanism, it is necessary for counselors and class teachers to cooperate with each other and seek common ground while reserving differences in order to do students' work well. At present, there are some misunderstandings in the understanding of counselors and class teachers. For a long period of time, the school implemented the class teacher responsibility system. Some class teachers took the counselors as the main person in charge, thinking that they were to assist the counselors in their work, and thought that they should ask the counselors how to deal with the students' affairs. Some class teachers undertook a lot of teaching and research tasks, so they did not devote their energy to student management. Some counselors think that having a head teacher is equivalent to alleviating their work pressure.

Simply comparing the number of students led by the original counselors and the number of students decreasing, they think that the workload is reduced. In fact, it requires counselors to develop point management in depth and do a better job in face management.

If the understanding is not correct, it will cause disharmony in the work, not in place. In practical work, if the head teacher does not devote enough, the counselor will think that the head teacher is not responsible enough and does not support his work. When he meets difficulties or setbacks in work, he will feel very wronged and even complain. Sometimes, in order to facilitate the work, some counselors directly assign some affairs in the class to the monitor to handle, but not through the head teachers, so some head teachers think that they do not have the right to know, and these head teachers may just be serious and have a strong sense of responsibility. All of these require that the communication between counselors and class teachers should be strengthened to eliminate the misunderstanding of understanding, so as to unite the two teams of counselors and class teachers, form a joint force, and truly play the role of cooperation management mechanism between full-time counselors and part-time class teachers.

#### **4.2. Clarify responsibilities and establish rules and regulations.**

Each second-level college should select a cooperation management mechanism suitable for counselors and class teachers based on its own actual situation, and formulate the Work Rules of Counselors and Class Teachers suitable for each second-level college, so as to specify the work categories of counselors and class teachers in detail and be operable. It should not only prevent the work of counselors and class teachers from overlapping and repeating. Also to avoid class management vacuum zone. Only in this way can counselors and class teachers have the basis to carry out their work, to clarify their thinking, to reduce offside and absence phenomenon, for the need for full cooperation between the two should also be clearly stipulated. No matter what kind of cooperative management mechanism is adopted by secondary colleges, the following division of labor principles should be basically followed: The counselor is mainly a "surface" work. The counselor's own work is students' ideological and political education and daily management, including the construction of students' parties and league, the construction of study style, community management, and student aid, etc. Through a series of activities, he should be the guide and life mentor on the path of students' growth. Most head teachers are teachers, so they can give full play to their professional advantages. They are mainly responsible for "point" work. They are specifically responsible for guiding students' professional learning and ideological construction, stimulating students' interest in majors, and guiding students to develop curriculum learning plans. Help students to choose modules of professional direction and determine the topic of graduation design, as well as connect students with professional practice, career planning, and smooth employment services. [] Of course, it is also necessary to timely grasp the new problems and new ideas among students. Secondary colleges should keep pace with The Times and constantly adjust and improve the management mechanism of these problems, encourage counselors and class teachers to actively find solutions to problems, innovate the work of counselors and class teachers, and truly achieve whole-person education and whole-process education.

#### **4.3. Establish an effective communication mechanism.**

Establish an effective platform for counselors and class teachers to communicate and solve problems in work through communication and coordination. Counselors and class teachers share the same work goals, which can be described as a like-minded working partnership. To achieve division of labor but not separation of family, counselors, and class teachers are required to carry out frequent work discussions and mutual learning, and work together to make continuous efforts for the growth of students. Secondary colleges should establish auxiliary, also should establish counselor, class teacher work meeting system, exchange views, and improve together. A seminar is held every semester, so that everyone can have the opportunity to learn from each other, learn from each other, share their own good experience, and practice in student work, so that counselors and class teachers can form a unified understanding, mutual understanding, joint efforts to explore the rules and methods of student work, so as to maximize the cohesion and combat effectiveness of this team, and better serve students. The network communication platform is built through modern information media, such as the QQ group and Fexin group of counselors and class teachers, so that the counselors and class teachers can regularly exchange information and understand each other's work.

#### **4.4. Improve the existing training mechanism.**

It is necessary to strengthen the training of counselors and class teachers so that counselors and class teachers can better understand some new methods and ideas of ideological and political education of college students, so as to constantly improve their own work. [] Schools pay more attention to the training of full-time teachers, but the training of counselors and class teachers is obviously insufficient. Every year, counselors attend instructor training in Jiangxi Province, but the quota is too small. Compared with the existing counselor team of nearly 200, the training ratio is very low. With the expansion of counselors' work content and the requirements of ideological and political education for college students in the new era, the main content of counselors' training is also changing every year. On the one hand, schools should strengthen the pre-service training of new counselors and class teachers, and also hire senior experts and education experts inside and outside the school to provide centralized training for counselors and class teachers and improve their understanding of student affairs. To unify the values and ideological understanding of counselors and class teachers, balance the ability of counselors and class teachers in the management of student affairs, and enhance the skills of counselors and class teachers in the management of student affairs. [] In addition, counselors should be included in the overall teacher training plan and annual training plan of schools, and special training should be combined with political learning, online training and offline training, and on-campus training and off-campus training should be combined, so as to gradually establish a long-term mechanism for the systematic training of counselors.

#### **4.5. Establish an incentive and restraint mechanism.**

It is suggested that the school formulate relevant policies and measures to establish incentive and restraint mechanisms.

First, set up a special counselor post allowance, and raise the teacher's allowance. The current headteacher allowance is low, and if the counselor does not take charge of the class, there is no headteacher allowance. As a result, in order to take care of the interests of the counselor, some colleges let the counselor serve as the headteacher even though there are enough teachers. Second, counselors and class teachers should be inclined to apply for professional and technical titles. When applying for professional and technical titles, counselors and class teachers should take students' work performance, scientific research, and class hours as equal conditions to participate in the evaluation. When conditions are mature, a series of professional title evaluations for counselors can be set up alone. Third, we will increase rewards and punishments. On the one hand, the school should attach equal importance to and treat the evaluation of class teachers and counselors as well as the evaluation of teaching and scientific research, create a good public opinion atmosphere and guidance, and enhance the sense of achievement and pride of student administrators. On the other hand, we should more clearly put forward the responsibility requirements of the whole staff education, and change the current bad environment and mentality of "mobilizing teachers to act as class director", "acting as a class director is to give a face to the college leaders" and even "individual staff expect to remove their class teacher". At the same time, serious handling of perfunctory work, and dereliction of duty staff. Fourth, unimpeded imports and exports. The post of counselor can train the management ability and communication and coordination ability of the counselor in various aspects. The school should select more cadres from the administrative departments of the organ from the team of counselors so that those counselors who have worked in the post of counselor for a certain number of years and have excellent work can have a better training platform so that the counselors can see their future and develop channels for their future development.

Fifth, strengthen assessment. It is necessary to improve the performance assessment mechanism of counselors, implement standardized management of the work of counselors and class teachers, adopt a unified class work manual, can use the year-end report and student review to carry out the assessment, the assessment results meet with the person, and store in the file, as the basis for promotion and promotion.

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