

Practice and Exploration of Class Adviser Studios in Higher Vocational Colleges from the Perspective of Holistic Education

Peizhen Cai ^{1, 2}

¹ Lishui Vocational and Technical College, Lishui Zhejiang 323000, China

² Philippine Christian University, 1004, Philippines

Abstract: The Class Adviser Studios in higher vocational colleges play a crucial role in student education and serve as a foundation for effective class management. Lishui Vocational and Technical College has proposed a strategy to address current issues such as insufficient efforts in team building, imperfect educational mechanisms, and inadequate professional competence in the role of class advisers, in order to support growth and innovation. This entails developing an efficient operational model for Class Adviser Studios, promoting vitality and mutual growth by establishing an innovative team-building platform, improving professional development through collaborative partnerships between the school and industry, and establishing a brand while leading by example. The college actively explores practical approaches and effective experiences in establishing Class Adviser Studios in higher vocational colleges, aiming to overcome challenges and innovate in this crucial aspect of education.

Keywords: Holistic Education; Higher Vocational Colleges; Class Adviser Studios.

1. Introduction

To execute the "National Vocational Education Reform Implementation Plan," the Ministry of Education and eight other departments have released the "Action Plan for Enhancing the Quality and Excellence of Vocational Education (2020-2023)" (here in after referred to as the "Action Plan") [1]. The "Action Plan" emphasizes the implementation of the fundamental task of fostering moral character in students, with the aim of constructing a new model of vocational education that comprehensively nurtures individuals in three aspects. Within three years, approximately 100 outstanding Class Adviser Studios will be developed and chosen. In line with the goal of establishing two high-level schools within our institution and forming an exceptional team of class advisers known for their high ethical standards, care for students, psychological well-being, and professional expertise, Lishui Vocational and Technical College has embarked on practical exploration in the development of Class Adviser Studios, yielding significant results.

2. The Role of Class Advisers Studios in Higher Vocational Colleges

Class advisers play a crucial role in implementing the fundamental task of fostering moral character and upholding the concept of "Holistic Education." They serve as mentors in students' development, guiding academic improvement and overseeing the overall design, organization, and management of tasks such as ideological guidance, party and league building, class atmosphere and academic culture development, and daily administration.

Class Adviser Studios are established by experienced class advisers with exceptional accomplishments in curriculum development, student management, theoretical research and practical education. These studios are staffed with excellent full-time teachers, counselors, and external instructors, forming a dedicated team for class advisory work [2].

These studios are designed to improve class management and promote the growth and development of both class advisers and students. They focus on enhancing ideological guidance, management abilities, and research capabilities. The goal is to enhance the professional development of class advisers. By adopting a training model that combines workshops with practical experience, these studios optimize the allocation of various resources to conduct training sessions. They strive to become a leading, demonstrative, and influential team in student affairs.

3. The Importance of Establishing Class Adviser Studios in Higher Vocational Colleges

The Class Adviser Studio serves as a showcase for demonstrating the capabilities of student affairs. It acts as a platform for innovating the concept of holistic education and as a nurturing ground for cultivating distinguished teachers in student ideological and political education.

Through the implementation of research-oriented, discussion-based, and interactive working methods, the Class Adviser Studio creates work experiences and accomplishments that can be replicated and promoted. This enables the class adviser team to form a cohesive unit, develop a tiered talent structure, solidify key members into a core, and elevate leading figures to become experts. As a result, this enhances the overall composition of the class adviser team, elevating the academic standard of ideological and political education for university students.

3.1. The Class Adviser Studio in Higher Vocational Colleges Plays a Crucial Role in Fostering Moral Character and Shaping Individuals

The head teacher in vocational colleges plays a crucial role in student affairs, serving as a companion, guide, and witness throughout students' university careers. They play a crucial

role in providing ideological guidance and education to students, contributing to their learning, development and interpersonal skills. The establishment of the "Class Adviser Studio" serves as a cornerstone in cultivating students' moral character in vocational colleges. It reinforces the commitment of head teachers to devote themselves to teaching and education, serving as mentors for young students, passionate contributors to youth work, and leaders in the youth community.

3.2. The Class Adviser Studio in Higher Vocational Colleges Serves as the "Think Tank" for Comprehensive Education.

The Class Adviser Studio is a crucial platform for leadership team and improving their professional skills. Class advisers are chosen from a pool of professional teachers and counselors, based on their commitment to professionalism and excellence. Taking into consideration the characteristics and career development paths of team members, "young mentors" are assigned to newly appointed class advisers to facilitate mentorship and provide support, thereby promoting the enhancement of their class management skills and professional competence. This platform promotes team building, motivating the growth of the class adviser team, addressing challenges encountered during class management, and providing professional intellectual support and human resources assurance.

3.3. The Class Adviser Studio in Higher Vocational Colleges Serves as the Central Hub for Team Building.

The Class Adviser Studio is a hub for exceptional ideological and political education teachers, dedicated to cultivating students' awareness of ideology and politics. Within the studio, members engage in self-development, exploring scientific educational philosophies, establishing contemporary and scientifically sound educational perspectives, and gaining a deep understanding of the developmental patterns of vocational education. They are continuously involved in in-depth theoretical research, actively exploring effective ways to improve the quality of students and enhance the educational methods, research capabilities, and skill levels of the head teacher team.

4. The Current Work Status of the Class Adviser Team in Higher Vocational Colleges.

4.1. Inadequate Efforts in Establishing the Class Adviser Team

The inadequate development of the class adviser team is due to the heavy workload and excessive pressure on exceptional professional teachers. In the context of advanced professional group development, these teachers are burdened with responsibilities such as curriculum development, professional growth, and participation in skill competitions. Simultaneously, they are responsible for managing student behavior, communicating with parents, and providing counseling, which leads to a lack of energy. The lack of positive incentives and recognition mechanisms may reduce the enthusiasm and motivation of class advisers, potentially leading to a sense of fatigue over time. The class adviser team lacks a systematic professional development mechanism and

training plan, which hinders their ability to keep pace with new educational concepts and methods.

4.2. The Support system for Class Adviser Work is Not Comprehensive Enough.

Given the diverse goals of talent development across different majors, academic advisors often lack clear and evidence-based educational plans, which makes it difficult to effectively support the holistic development of students in a focused way. The lack of a feedback mechanism hinders class advisers from promptly understanding the practical effects of their work methods, making it difficult to adjust and improve in a timely manner. Inadequate internal communication within the class adviser team, as well as communication barriers with other levels of education management, lead to delayed and inaccurate transmission of information. Incomplete communication with parents hinders the establishment of a strong home-school cooperation mechanism, resulting in less-than-satisfactory collaborative educational outcomes between families and schools.

4.3. The Proficiency Level of Class Advisers in Their Job Responsibilities is not Strong Enough.

The proportion of students experiencing psychological issues has increased compared to the past. However, class advisers often lack the necessary psychological resilience, which makes it challenging for them to effectively address issues related to students' mental well-being and engage in meaningful counseling conversations. Some class advisers may have deficiencies in professional knowledge and educational theories, which can impact their ability to provide scientifically guided support for student development. Additionally, certain class advisers may adhere to traditional working methods, lacking innovative thinking and struggling to adapt to the rapidly changing needs of students and societal shifts. There is also a lack of comprehensive analysis and a stigma surrounding case studies and experiences related to class adviser work, which hinders the development of distinctive and promotable work that can be branded and publicized.

The presence of these issues may lead to the class adviser team feeling overwhelmed when confronted with the intricate and evolving responsibilities of school and student management. Therefore, systematic reforms and improvements are necessary. This includes establishing incentive mechanisms, developing scientifically sound educational plans, fostering innovative thinking, and implementing effective feedback mechanisms. These measures are essential for improving the overall effectiveness of the class adviser team.

5. The Practical Approach of the Class Adviser Studio in Higher Vocational Colleges

5.1. Fostering Growth and Innovating Systems: Creating an Efficient Operating Model for the Class Adviser Studio

To support the growth of the class adviser team and ensure the effective progress of various tasks within the studio, a set of studio regulations has been developed. These include the studio development plan, annual work plan, routine activities,

operational management mechanisms, and guidelines for acknowledging achievements. The implementation of a "Pairing Assistance and Cooperative Sharing" system involves the studio leader and members signing pairing agreements to clearly define responsibilities and obligations. They work together to set individual development goals, hold regular work discussions, collaborate on research projects, and share outcomes. The implementation of regular meetings and sharing systems, such as semester planning meetings, end-of-semester summary meetings, and periodic work report meetings, is intended to facilitate the smoother operation of the studio. The management of member files is organized with a designated individual responsible for organizing and updating individual development plans, summaries, class activities, work cases, etc., in electronic format. The learning system is enhanced by carefully selecting members suitable for research projects, organizing online and offline study discussions, and actively participating in class adviser training. A refined incentive mechanism for the class adviser team includes increasing class adviser allowances and rewards for educational achievements, linking class adviser work experience to excellence awards, title evaluations, and other forms of recognition. These regulations are designed to encourage studio members to carry out their work in a more organized and efficient manner, fostering the comprehensive development of the studio.

5.2. Igniting Vitality and Coordinated Development: Constructing an Innovative Team for Building a Diversified Growth Platform.

To enhance the professional capabilities of the class adviser team, we have adopted a diverse approach to learning, practice, and training. Members improve their professional competence by cultivating their individual traits and meeting job requirements. The team delves into essential literature for the professional development of class advisers, collectively promoting overall team development. They observe and learn from each other during class culture and education activities, fostering reflection to improve the educational design and practical abilities of studio members. Additionally, they conduct face-to-face thematic seminars in conjunction with theoretical learning focal points and important timelines. Discussions address challenges, explore strategies, and use practical cases to investigate brand-building activities related to class culture and education, providing concrete and effective guidance to members. Educational Narratives: Members write educational essays and case studies on class adviser work and education activities, sharing care and experience by caring for students and promptly summarizing and reflecting on interesting and significant events in class adviser work. Research Projects: Experiences are promptly summarized around the difficulties, pain points, and innovations in class adviser work, elevating the research capabilities related to student affairs using research project applications as a starting point. Exploration of Exemplary Practices: Utilizing formats such as "online + offline" class adviser exchange meetings, class adviser salons, on-site guidance, sharing sessions by outstanding class advisers, and field visits. The guidance provided by outstanding class advisers inspires educational reflections, facilitating the sharing and promotion of experiences related to class culture and education campus-wide and school-wide, thereby enhancing the influence of the studio.

5.3. Collaboration between Schools and Enterprises to Enhance Competence: Creating a Synergistic Model to Facilitate Career Development

School-enterprise cooperation plays a crucial role in promoting the development of schools and the education of students. Through professional research, awareness, and employment promotion, it actively fosters the enhancement of the academic atmosphere. In the context of school-enterprise collaboration, the integration of educational resources is leveraged to enhance students' professional and vocational competencies. Teachers commit to gaining in-depth insights into the performance of graduates in the workplace through regular visits and research, and re-enter enterprises for rejuvenation. This approach enables an understanding of the challenges and accomplishments of graduates in practical work, offering valuable feedback for shaping future training directions and curriculum design. Simultaneously, we explore exemplary cases of employment and entrepreneurship, inviting outstanding alumni to conduct corporate lectures and share their successful experiences and industry insights in their careers. This approach provides current students with practical learning experiences and professional guidance. Such a collaborative model between schools and enterprises not only builds a bridge for mutual benefit but also helps the school integrate more effectively into the industry. It closely aligns with societal needs for talent development by providing students with more practical opportunities and support for their career development. This, in turn, improves the competitiveness and adaptability of graduates in the job market.

5.4. Building a Brand and Demonstrating Leadership: Uncovering Innovative Models to Solve Challenging Work

The Class Adviser Studio must adhere to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, emphasizing the fundamental task of nurturing both moral character and talent. Focusing on key areas such as college academic culture, ideological guidance, and financial assistance, the institution advances and improves its efforts to align with students' diverse learning stages and professional goals. The study explores unique practices in classroom management at higher vocational colleges, boldly addressing the challenges and difficulties in student affairs. The study focuses on three key areas: classrooms, dormitories, and online platforms, emphasizing the role of 'micro-ideological education' in political and ideological education. Through meticulous ideological guidance, it leads students to better understand and practice the fundamental socialist values. The studio aims to innovate in student affairs by focusing on key areas and addressing pain points. Through the mentorship and guidance of team members and key class advisers, the studio shares its successful experiences and working philosophies with a broader audience. Rooted in the principles of vocational education at the school, the studio's team members not only seek their own professional development and competence enhancement but also aim to set a standard for class adviser work in higher vocational institutions. The studio aims to be a leader in student education and a catalyst for classroom management progress, offering essential support for the development and success of young people in the modern era.

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