

Exploration of the Education Model of Ideological and Political Course Teachers and Counselors in Private Universities

-- Taking Guangzhou Nanyang Polytechnic College as an example

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Abstract: The two teams of ideological and political course teachers and full-time counselors in universities are the backbone forces in implementing the task of "cultivating virtue and talent". They have the closest relationship with college students and have the most profound impact on their growth and development. In order to better implement the goal of "educating all students" and address the issues of weak collaboration awareness, inadequate management mechanisms, and lack of institutional measures between these two teams, Guangzhou Nanyang Technological Vocational College, as a private university, has launched a new attempt to have ideological and political course teachers serve as counselors. This not only maximizes the utilization of limited resources, but also enables seamless integration between counselors and students outside of class. In practice, three strategies have been condensed for ideological and political education teachers in private universities to serve as counselors: establishing the concept of educating all staff and promoting the integration of the two teams; Establish organizational management mechanisms and strengthen collaborative education work; Build a teacher training platform to assist part-time counselors in their growth.

Keywords: Ideological and political education teacher; Full time counselor; Collaborative education; All staff education.

1. Introduction

The two teams of ideological and political course teachers and full-time counselors in universities are the backbone of implementing the task of "cultivating virtue and nurturing talents", and shoulder the glorious mission of cultivating builders and successors of the socialist cause with Chinese characteristics in the new era. Ideological and political education teachers focus on providing students with systematic theoretical education, humanistic literacy, and moral character cultivation through face-to-face teaching in the classroom; Full time counselors focus on guiding students' ideological education, affairs management, and career development through daily education, management, and service. Although the two teams have different division of labor, positions, and roles, they are closest to and have the closest connection with college students, and have the most profound impact on their growth and development. Their educational targets are both students, and their educational goals are the same. However, in practical work, the degree of synergy and cooperation between the two is insufficient, making it difficult to form a synergistic effect in educating people. Therefore, as a private university, it is very necessary to recognize the importance of collaborative education between ideological and political course teachers and counselors from the perspective of implementing the task of "cultivating virtue and nurturing talents" and promoting students' comprehensive growth and development, in order to improve the pertinence and effectiveness of ideological and political work in private universities and help students grow and develop.

2. The Practical Significance of Ideological and Political Course Teachers Serving as Counselors in Private Universities

2.1. The inevitable requirement for achieving the goal of "educating everyone"

The Opinions of the Central Committee of the Communist Party of China and the State Council on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation propose that we should adhere to the principle of educating all staff in the whole process and in all aspects (hereinafter referred to as "three comprehensive education"). From a macro perspective, universities should take the cultivation of moral character as the fundamental task, integrate ideological and moral education, cultural knowledge education, and social practice education into all aspects, and integrate ideological and political work and ideological value guidance throughout the entire process and all aspects of education and teaching, forming a long-term mechanism for curriculum education, scientific research education, practical education, management education, service education, cultural education, organizational education, online education, psychological education, and funding education. This requires all workers who are responsible for educating students to work together in order to promote the comprehensive growth and development of college students.

2.2. The need to maximize the utilization of talent resources

Teachers of ideological and political courses in private universities impart theoretical knowledge to students and provide systematic theoretical education, but the scope of education is only in the classroom, which cannot timely discover the ideological problems of college students or respond to the practical issues that students are concerned about. The ideological and political education teachers lack effective guidance on the practical activities that students participate in, and have not truly entered the hearts of students. Of course, they are also unable to fully grasp the ideological dynamics of students and guide them. The education of students often only stays at the theoretical level, resulting in a decline in educational effectiveness. Full time counselors in private universities mainly carry out ideological and political education in daily activities such as managing student affairs, organizing class activities, and implementing award and loan work. There are many opportunities to face students every day, but their theoretical level and research ability are relatively weaker compared to ideological and political education teachers. Moreover, not all full-time counselors may have a background in ideological and political education. If the two teams of ideological and political course teachers and full-time counselors are integrated to form a collaborative mechanism for educating students, it will greatly benefit in maximizing educational and talent resources.

2.3. Realize seamless integration between counselors and students outside of class

From a micro perspective, if the two teams of ideological and political education teachers and full-time counselors in universities are integrated to form a collaborative education mechanism, whether in class or outside of class, teachers can not only guide and educate students from a theoretical perspective, but also truly enter the hearts of students and grasp their ideological dynamics in the first time, thus integrating daily education with classroom education, as well as life education with ideological and political education. By implementing the task of "cultivating virtue and educating people", the educational content can be enriched, and the two teams of ideological and political education teachers and full-time counselors can be integrated to form a collaborative education mechanism, promoting the innovation of ideological and political education, making ideas come alive, and moral character red.

3. The Problem of Ideological and Political Course Teachers Serving as Counselors in Private Universities

Although ideological and political education teachers in private universities serving as counselors can effectively integrate educational resources, form educational synergy, achieve common progress, facilitate teacher growth, and also benefit student development, there are inevitably some practical problems in practical operation.

3.1. Lack of collaborative awareness

Some private universities believe that it is very simple for ideological and political course teachers to also serve as counselors, without considering that there is still a lot of work to follow up on. For example, some ideological and political

education teachers have concerns about the practice of serving as a counselor; Some ideological and political education teachers have certain biases towards the work of counselors, believing that counselor work is just a high-level "nanny" and unwilling to serve as a counselor; Some ideological and political education teachers, even if they also serve as counselors, are passively coping, thinking that their focus is still on teaching... At the same time, full-time counselors also have their own concerns and worries, mainly manifested in their fear that ideological and political education teachers who also serve as counselors will not be able to manage students well due to their limited energy, which will affect themselves and lead to a lack of communication and interaction between the upper and lower levels. In short, the collaborative awareness between ideological and political education teachers and professional counselors is not strong. Private universities want to strengthen collaborative education through ideological and political education teachers serving as counselors, but the teachers' understanding is not in place, resulting in weak collaborative awareness and unclear collaborative education effects.

3.2. The management mechanism is not smooth

The ideological and political course teachers and full-time counselors in private universities are managed by different departments. Generally speaking, ideological and political course teachers are under the management of the school's ideological and political department or Marxist college, while full-time counselors are under the management of the school's student affairs department (office). From the perspective of departmental job responsibilities, ideological and political education teachers focus on teaching and research work, with teaching, research, papers, and topics as the main assessment indicators. Counselors focus on student safety and stability, as well as affairs management, with routine management, key work, and characteristic building as the main assessment indicators. The assessment focus and direction between the two departments are different, and from the perspective of the mechanism of educating all staff, it is not smooth enough.

3.3. Lack of institutional measures

Some private universities do not attach enough importance to ideological and political course teachers serving as counselors, lack effective management systems, and have not formulated effective incentive measures. For example, whether the number of class hours for ideological and political education teachers who also serve as counselors should be correspondingly reduced, how to implement dual management in two different departments, and how to handle issues such as professional title evaluation, job promotion, and excellence evaluation after serving as counselors will all cause them a lot of concerns, leading to instability in the teaching staff, or causing some ideological and political education teachers to be "in the camp but in the heart" and simply handle the work of serving as counselors casually. They also have no long-term plans to serve as counselors. In such a situation, there is simply no way to make ideological and political education teachers calm down and work with full-time counselors to leverage their respective strengths and specialties, and form a collaborative educational effect. Talent resources not only fail to achieve maximum utilization, but also violate the original intention of ideological and

political education teachers serving as counselors.

4. Exploration of Ideological and Political Course Teachers Serving as Counselors in Private Universities

In response to the practical problems existing in the current work of ideological and political course teachers serving as counselors in private universities, Nanyang Technological University, as a private university, based on the perspective of "educating all students" and the idea of "collaborative education", combined with the actual situation of the school itself, has carried out attempts and explorations of ideological and political course teachers serving as counselors since September 2020, in order to comprehensively promote the deep integration of ideological and political course teachers and ideological and political education.

4.1. Establish the concept of educating all staff and promote the integration of the two teams

Guided by Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, we should comprehensively implement the spirit of the National Education Conference, the National Conference on Ideological and Political Work in Colleges and Universities, and the symposium for teachers of ideological and political theory courses in colleges and universities, implement the spirit of the Opinions of the Ministry of Education and Other Eight Departments on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities, and the relevant requirements of the Opinions of the Central Committee of the Communist Party of China and the State Council on Strengthening and Improving Ideological and Political Work in Colleges and Universities under New Circumstances, implement the fundamental task of cultivating morality, strengthen ideological and political education and value guidance for college students, and promote the reform and innovation of ideological and political education in colleges and universities. There are two aspects of work to.

The first is to establish a "big ideological and political" work pattern, including ideological and political teachers and full-time counselors in the unified management of the Party building and ideological and political research center, achieving team integration, and strengthening collaborative awareness; The mechanism of part-time counselors for ideological and political education teachers has the greatest effect of strengthening communication and cooperation between the counselor team and ideological and political education teachers, effectively solving problems such as weak integration and easy disconnection between the two. On the one hand, full-time ideological and political education teachers can enhance the theoretical level of the counselor team; On the other hand, part-time counselor positions can enable ideological and political education teachers to have deeper contact with students, have a more comprehensive understanding of their ideological dynamics, and carry out work more targetedly, which is more conducive to promoting the innovation of ideological and political education teaching.

The second is to establish a collaborative education mechanism between ideological and political theory courses and ideological and political education. As important members of the "big ideological and political" work pattern,

ideological and political teachers and full-time counselors can participate in various ideological and political work seminars and training, as well as research on party building and ideological and political issues at all levels. Through seminars, training, and research, they promote communication, understanding, interaction, and exchange between both parties, reach educational consensus, jointly discuss and improve, learn from each other, continuously improve theoretical and scientific research levels, and achieve the goal of deep integration and collaborative education between the two teams. In addition, the different positions and roles of ideological and political course teachers and full-time counselors can be fully utilized to form a pattern of complementary advantages and practical integration, jointly promoting the ideological and political education of college students to a new level. Not only is it conducive to promoting the normalization of ideological and political education for college students, but it also helps to improve the pertinence and effectiveness of ideological and political education for college students, laying a solid and solid ideological foundation for their growth and success.

4.2. Establish organizational management mechanisms and strengthen collaborative education work

Establish an entry mechanism for ideological and political education teachers to concurrently serve as counselors

The "Opinions on Carrying out the Pilot Work of Ideological and Political Theory Course Teachers Serving as Counselors" issued by Nanyang Technological University in 2020 clearly stipulate that ideological and political course teachers who serve as counselors, in addition to possessing the basic qualifications and requirements of ideological and political course teachers, generally do not exceed 50 years old, love student work, and can grasp the laws of student growth and development; The ideological and political education teacher who also serves as a counselor shall be responsible for all student management work in the class they lead, and may undertake some special tasks as a counselor according to their needs and personal wishes; As a principle, ideological and political education teachers who also serve as counselors shall be responsible for the student management of students throughout their three-year complete training period in university. Unless there are special circumstances, adjustments are generally not allowed midway.

Establish a work assessment mechanism for ideological and political education teachers to concurrently serve as counselors

In terms of personnel management and assessment, ideological and political teachers who also serve as counselors are subject to dual management and joint assessment by the sending college and the receiving college. The dispatching college is mainly responsible for managing, evaluating, and assessing the teaching and research work of ideological and political teachers who also serve as counselors. The receiving college is mainly responsible for arranging classes and providing work guidance for ideological and political teachers who also serve as counselors, as well as evaluating and assessing student work; When there is a conflict in work tasks, the dispatching college and the receiving college shall negotiate and resolve it according to the principle of priority and urgency.

Improve the incentive mechanism for ideological and political education teachers to serve as counselors

The basic workload of ideological and political education teachers who also serve as counselors is calculated according to teacher standards, consisting of the workload of ideological and political education teaching and the workload of serving as part-time counselors. The ideological and political education teachers who also serve as counselors shall implement flexible management of the workload of student work. For each class with 50 or more students, the workload shall be calculated as 3 standard hours per week, and for classes with less than 50 students, it shall be calculated as 2.5 standard hours per week. Each semester shall be calculated as 20 weeks, and in principle, each ideological and political education teacher shall serve a maximum of two classes.

Develop salary calculation standards for ideological and political education teachers who also serve as counselors

Those who undertake special work tasks for counselors are entitled to special work allowances. During the period of serving as a counselor, those who possess professional qualifications such as psychological counselor and career guidance counselor, and meet the "dual teacher" skill recognition standards for school counselors, can enjoy the "dual teacher" skill allowance for counselors; The assessment of ideological and political course teachers who also serve as counselors is listed separately, and the proportion of excellent assessment indicators is calculated at 20%, with less than one person counted as one person. In the annual assessment and evaluation process, the total number of participants from the dispatched college should be reduced by the number of ideological and political teachers who also serve as counselors. At the same time, the school has also issued special regulations on the necessity, job responsibilities, and job requirements of ideological and political course teachers serving as counselors. Firstly, after serving as counselors, ideological and political course teachers must implement a sitting system like full-time counselors during all other times except for class time. The main tasks include: going to the dormitory to have heart to heart talks with students, going to the classroom to check students' class situation, organizing students to carry out various extracurricular activities, participating in business training organized by the student management department, theoretical learning, etc. This regulation can promote the integration of ideas, work, and actions between part-time counselors and full-time counselors. The second is to scientifically design and formulate relevant systems, such as job subsidies, professional title evaluation, and salary implementation. The experience of ideological and political teachers serving as counselors can be used as an important basis for awards, learning and training, and professional title promotion. For example, ideological and political teachers must have at least one year of experience serving as counselors when evaluating their professional titles, and use the system to stabilize and motivate the team of ideological and political teachers.

4.3. Building a teacher training platform to support the growth of part-time counselors

Build a training platform

The student affairs department will increase its training efforts for part-time counselors of ideological and political courses, so that they can become familiar with the work of counselors as soon as possible. For the first time, ideological and political education teachers must also serve as counselors and receive pre service training organized by the Student Affairs Department and the school. The training forms mainly

include centralized lectures, visits and exchanges, self-study and improvement, and meetings instead of training. The main content of the training includes professional qualities and counselor image, document writing and application, overview of student work and counselor professional ability improvement, psychological knowledge training, counselor work sharing and exchange, etc. At the same time, we insist on combining pre job training, daily training, and specialized training. For example, part-time counselors, like full-time counselors, must participate in professional training or specialized training such as mental health education and student affairs management. Through various trainings, the construction of the part-time counselor team can be further strengthened, new part-time counselors can clarify their job roles and responsibilities, further improve their comprehensive quality, and adapt to their work positions as soon as possible. So as to better promote them to truly do a good job in student work with the "Five Guides and Four Hearts", namely "political guidance, academic counseling, life guidance, psychological counseling, and employment guidance", "love and warmth for students, sincerely treat students well, carefully understand students, and patiently help students".

Build a scientific research platform

Taking project research as the main body, ideological and political course teachers and counselors collaborate to construct ideological and political education for college students, jointly create a new model of collaborative education, and achieve the goal of working in the same direction, joint education, and collaborative education. Practice has proven that as long as the concept is unified, mechanisms are formed, and platforms are built, each college can accurately grasp the essence and significance of this work, and naturally form a situation of each performing their own duties and coordinating. The pilot project of Nanyang Technological University's ideological and political education teachers serving as counselors has proven that this measure is feasible and can achieve the expected results. Since the implementation of the pilot program for ideological and political education teachers to concurrently serve as counselors at Nanyang Technological University in September 2020, more than 10 ideological and political education teachers have been selected as part-time counselors. Through transmission, assistance, and guidance, they quickly switched roles, integrated into the team, became familiar with the class, and achieved effective management. It has been proven that ideological and political education teachers who also serve as counselors have fully played the role of the main channel of the classroom and the main body of activity education. For example, two part-time counselors sent to the School of Humanities and Education, together with full-time counselors, follow the top-level design of the school's "one good, three high" talent cultivation requirements, "four integrations" path, and "five dimensional integration" ideological and political work mode, closely focusing on the school's work ideas of "grasping implementation, strengthening foundation, deep integration, and cultivating characteristics", with the goal of cultivating innovative and entrepreneurial high-quality talents that adapt to economic and social development. They launched the "Time Honored, English Morning Reading" activity in their freshman class, which won the "Student Affairs Management" boutique project of Guangdong Province universities in 2020. This activity innovated the form of education and teaching,

stimulated students' learning enthusiasm, and provided students with a way to cultivate language sense, deepen impression, and improve. A platform for understanding, generating confidence, and experiencing success, cultivating students' love for reading Good study habits of reading can help students "fasten the first button of college English". After more than a year of implementation, the good habit of diligent morning reading among students has become popular, and English morning reading has become normalized. Students actively participate in professional grading exams, skill competitions, and upgrading exams. Greatly enhance students' professional skills, promote the construction of academic and class atmosphere in the college and class, and play a leading role in the construction of school atmosphere, academic atmosphere, and class atmosphere in the entire school. In the first MoTalk English Morning Reading Competition for vocational colleges in Guangdong Province, 12 students from the School of Humanities and Education alone won the Talent Award in the first MoTalk English Morning Reading Competition for vocational colleges in Guangdong Province; One student won the second prize in the English Speaking Competition of Guangdong Vocational College Skills Competition; 56 students were awarded the title of "Star of Early Learning" by the school, 52 students were honored to become active members of the Communist Party after investigation, and 13 students became probationary members of the Communist Party of China.

As a private university, Nanyang Technological University actively promotes the work of ideological and political course teachers serving as counselors through pilot projects, which plays a positive role in promoting the deep integration of theoretical teaching and ideological and political education for ideological and political teachers. This innovation and experimentation not only fully leverage the leading role of ideological and political education teachers in enhancing the ideological consciousness, political quality, and moral character of college students through their words and deeds, but also improve the pertinence and effectiveness of school ideological and political education work. Nanyang Technological University is constantly trying, discovering problems in a timely manner, summarizing, improving, and innovating, laying a solid foundation for comprehensive promotion. For example, after achieving phased results in the pilot work, in 2021, on the basis of the original 6 ideological and political teachers serving as part-time counselors, efforts were increased and it was decided to increase the number to 13, achieving the goal of doubling the number of part-time counselors. The work of deeply integrating theoretical teaching of ideological and political teachers with ideological and political education has taken a big step forward.

In the new era, college ideological and political course teachers serving as counselors are a new topic. As long as we firmly grasp the fundamental issue of who, how and for whom to cultivate people, arm our minds with Xi Jinping's socialist ideology with Chinese characteristics for a new era, establish a student-centered service concept, and organically integrate the realization of self-worth and the growth of students in work practice, we can effectively solve the problem of collaborative education between theoretical teaching and ideological and political education of ideological and political course teachers [6]. Thus promoting the achievement of the goal of "educating everyone", helping college students grow and succeed, and fulfilling the glorious mission of educating

people for the Party and the country.

5. Conclusion

The study indicates that the model of private college ideological and political education teachers serving as counselors is of great significance for implementing the goal of "educating all students," maximizing the use of human resources, and promoting the innovation and adherence to principles in ideological and political courses. Through this model, the leading role of ideological and political education teachers in enhancing college students' ideological awareness, political quality, and moral character can be fully exerted, while also improving the targeted and practical effectiveness of school's ideological and political education work. The practical case of Nanyang Polytechnic further proves the feasibility and effectiveness of this model, providing other private colleges with valuable experience to draw upon.

Therefore, the model of private college ideological and political education teachers serving as counselors is an effective way to achieve the fundamental task of "molding virtue and cultivating talent" in higher education, which has significant practical importance and profound strategic impact on cultivating builders and successors of the cause of socialism with Chinese characteristics in the new era. In the future, private colleges should continue to explore and refine this model to better serve the comprehensive growth and talent development of students, fulfilling the honorable mission of educating for the Party and nurturing talent for the nation.

Acknowledgements

2020 Guangdong Province Higher Education Ideological and Political Education Project (2020GXSZ199), titled "Research on the Professional Enhancement Path of Vocational College Counselors Based on the Perspective of Counselor Learning Community"; 2022 Guangzhou Nanyang Polytechnic College School level Research Project "Research on the Path of Enhancing the Ability of Vocational College Students Empowered by Social Services under the Background of Rural Revitalization" (NY-2022KYYB-17); Research Project on Party Building and Ideological and Political Education at the School Level in 2024 (NY-2024DJ-YB01); The 2024 school level scientific research project "Research on the Long term Mechanism of 'Senior Guidance' in Vocational Colleges - Taking the School of Humanities and Education as an Example" (NY-2024KYYB-14); The phased achievement of the 2022 Guangzhou Nanyang Polytechnic College Innovation Strong School Project "Innovative Research on Ideological and Political Teaching in Higher Vocational Colleges in the New Era: Taking College Chinese Curriculum as an Example" (NY-2022CQ-JG004).

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