

## Research on Career Planning of University Young Teachers

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**Keywords:** College; Young teachers; Career planning

**Abstract.** Through the investigation of the general situation of the career planning of teachers in higher vocational colleges, this paper analyzes some problems in the career planning of young teachers in colleges and universities, and on this basis, explores the effective strategies for the career planning of young teachers in colleges and universities.

### Introduction

Teacher career planning is a kind of planning behavior that teachers design their career and realize their career ideal. It includes the assumption and planning of the teacher's career development, to be specific, including: the selection of teachers, the teachers' career goals and expectations of achievement, the design of work units and position, the growth stage of steps and the environmental conditions. Young teachers are the backbone of higher education and teaching in our province and the reserve army of sustainable development. Therefore, career planning of novice teachers in colleges and universities has far-reaching significance. Career planning is not only a way to grasp career pulse and career direction, but also a kind of life planning. The career planning of young teachers has positive social meaning. You get better workers first. A good career planning for young teachers can not only promote their talents, but also improve the quality of education and teaching through their own development, so as to cultivate more qualified laborers for the society. Secondly, it can get more support and services. The goal of scientific research is indispensable in the career planning of higher vocational teachers. When teachers can combine their scientific research direction with the needs of the society, the society will also benefit from their achievements.

### Eight Stages of Development

Young teachers in colleges and universities need to have a deep understanding of the general process of their career development in order to avoid confusion and bottlenecks in the process of career development. Based on years of research on teacher career development, Feisler put forward a set of dynamic teacher career cycle theory. There are eight stages of development:

**Preparation Period.** It is mainly pre-service education and pre-service simulation teaching stage. At this time, the main task of teacher development is to learn theoretical knowledge from books, systematically learn theories and practical knowledge of pre-service positions, and initially seek for the superior quality of excellent teachers, and lay foundation for the long-term development of teachers in the future.

**Adaptation period.** It requires teachers to have basic education and teaching ability. Teachers need to get familiar with the working environment, teaching materials and students, especially to actively design their classroom. Only the accumulation of young teachers' practice in classroom design can lay a solid foundation for the promotion of teaching theory in the future. At this stage, teachers need to gradually form practical, specific and direct knowledge and experience in knowledge: in terms of ability, the practical ability of education and teaching began to take shape initially; in terms of quality, the level is still at a lower level, and gradually, they will explore the combination point of the theory and practice. In this stage, many colleges and universities have equipped young teachers with "one-to-one" tutors, who are guided by senior teachers with rich

teaching and research experience. Under the traditional training method of "mentoring", young teachers can quickly march towards teaching experts.

**The Development Period.** It teachers adapt to the teaching work and exercise their teaching ability to reach the stage of proficiency. In this stage, the comprehensive quality of teachers develops towards proficiency, depth and breadth, and the professional level is improved. In teaching, they will change from focusing teacher's "teaching" to focusing on student's "learning".

**The Creative Period.** It is the stage of development from the process of routine work to the period of exploration and innovation. Teachers in this stage shall have formed their own unique teaching style. In this stage, teachers should develop innovative quality, exploratory and forward-looking are their main tendencies in teaching and science research activities. In terms of theoretical achievements, attention should be paid to the work of theoretical summary to form the process of teaching reflection. This is a stage of qualitative change in the teaching of teachers, and it is at this stage that many excellent teaching experts turn to famous teachers and gradually form their own teaching styles, forming their own school.

**Career Setback Period.** The teacher may be affected by some factors, or produce frustration in teaching, and work satisfaction level gradually decline. The phenomenon of "job burnout" mostly appears in this stage. Teachers are dissatisfied with teaching, scientific research and institutions, and confused about their career development. Job burnout is also the bottleneck of teachers' career development. If teachers' job burnout is not dealt well, their teaching motivation and scientific research motivation will also be greatly affected. Therefore, teachers should actively adjust themselves and cooperate with the school's teacher training and various opportunities to improve themselves to get through this stage smoothly.

Stability and stagnation, is the later stage of teacher career development. In this period, teachers' initiative was weakened, and they would not actively pursue excellence and growth in teaching profession, and they lacked initiative and perfunctory responsibilities. At the same time, it should be noted that the health condition and family pressure at this stage are gradually increasing, which are also the objective factors hindering the development of teachers.

The depression period of teaching career, is the stage when teachers are ready to leave their teaching posts. Preparing for retirement, on the one hand, they feel happy and free; on the other hand, they may leave their post of education with a bitter mood, because they have sentimentally attached to the work of education. Career exit period, in which some teachers begin to spend their retired life in peace, and Some teachers may pursue a second career. These eight stages of teacher career development are a general process of career development that novice teachers should understand before entering the job. Young teachers should plan and manage their career development to avoid career detour.

It is necessary for the new young teachers to learn to make their own career plan, and pay attention to the problems in the process of making the plan. Influence from the supervisor, such as individual personality, individual initiative, internal motivation, etc. Among them, the most important one is the influence of individual's intelligence, sexual orientation, ability, interest, achievement, value, educational background, qualification and experience. Objective influence, such as social environment, interpersonal relations, opportunities, opportunities and so on. Among them, interpersonal relationship has a great influence on the quality of planning, and the positioning of teachers who are close to excellent talents is higher than that of those who are narrow-minded. Unexpected factors, which is mainly refers to the health status of teachers and personal temporary emergencies. These unexpected factors may interfere with the sustainability of the program, so attention should be paid to them. Fully awareness of their own situation, such as the knowledge structure and the practical ability influence, the individuality introversion or the extroversion, the independence or the conformity, the rationality type or the emotion type and so on are all considered factors. Fully understand the objective environment, such as the growth environment and social environment. The contemporary political, economic, social, scientific, technological and cultural conditions have provided us with favorable conditions, as well as challenges and opportunities. At the same time our college has brought us favorable teaching and research

conditions to our professional development. The career development of young teachers in colleges and universities is the harmonious unity of professional knowledge, ability and spirit. The career development stage of young teachers can be divided into four stages: pre-service preparation period, entry retention period, in-service tenure and variable reassessment period. The preparation period before entry is mainly based on the characteristics of young teachers. At this stage, the basic requirements of teacher career development standards are: 1. Mastering the necessary professional knowledge, having a certain depth of understanding of the subject knowledge taught. 2. Having the teaching practice experience, grasps the basic teaching strategy and the skill. 3. Mastering the basic pedagogy, psychology and other educational scientific knowledge, understand the physiological and psychological characteristics of college students. 4. Through the university teacher certification, meeting the basic requirements of the university teacher certification standards.

The basic requirements for the career development of teachers at the entry and retention stage are: Mastering the necessary professional knowledge and skills to meet the specific learning needs of college students. Having a basic understanding of the content and teaching strategies of the courses they are teaching and able to control classroom activities and meet the requirements of the course outline. Teachers can improve their teaching practice and enhance the student's classroom achievement according to students' classroom reflection. Establishing quite harmonious teacher-student relations and supervising student's behavior. Teachers are able to care for students and communicate effectively with their parents according to the requirements of university education and curriculum system. 4. Bearing the basic knowledge of teaching practice and able to teach independently, mastering teaching principles and meeting students' needs.

On-the-job competent tenure refers to the characteristics of young teacher's in-service competent tenure. The basic requirement of the criteria for teachers' career development at this stage are as follows: Bearing profound professional knowledge on certain subjects and rich experience in the education teaching, being skillful on classroom teaching and making students in the good class atmosphere, experiencing the fun of teaching and learning. Being able to teach students in accordance with their personality factor, being good at analyzing students' classroom performance and evaluating materials to improve their teaching. They can effectively use all kinds of modern teaching resources to help and guide students' learning. Actively exploring new teaching and research methods, taking the initiative to carry out teaching practice and scientific research and improving themselves. Often participating in various relevant academic seminars to exchange and share own experience in teaching and research with colleagues and seniors. In the daily work, showing high degree of professionalism, noble professional ethics and good interpersonal relationships with strong organizational and expression skills.

## Conclusion

The basic requirements for teachers' career development in the bottleneck reassessment stage are: Having educational concept of keeping pace with The Times and have insight into the development trend of this discipline. Making continuous innovation in teaching and scientific research, breaking through them, and maintaining their leading position in the discipline profession. Guiding and helping their colleagues skillfully to help them accumulate knowledge, enrich practice and obtain career development. 4. using profound knowledge and rich skill to carry on the work and carry on the effective teaching.

The development of teacher's career has great influence on the development of teacher's professional development and immeasurable influence on the development of school and the cultivation of students. If young teachers in universities and colleges can make career development plans before entering the job, they can master the initiative of teacher development and realize teacher potential development and self-value realization. Therefore, young teachers in colleges and universities should have professional quality, professional ability and professional knowledge, as well as professional development planning ability, professional identity, professional spirit and positive psychological orientation. Through the effective planning and management of teachers' career, teachers' ability and value can keep moving forward in the right direction.

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