Research on Value-Based Process Management for Categorized and Tiered Teacher Training Model

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Abstract

Value driven BPM is a management principle that takes process as the crucial link to translate business strategy into execution through the connection of processes. It provides a clear focus for initial actions based on the organization's strategic deployment and transforms business processes into tangible assets that provide a real competitive advantage for the company.[1] It is both a management principle and a process-centric mindset that gradually permeates the entire organization to effectively meet customer needs.

Drawing on the concept of "Value-oriented Process Management" in organizational management, it is applied to the management of school teaching and research teams, breaking with the inherent training mindset and forming a potential training model that activates the potential and irons out the differences within the team. It not only helps teachers in the team to find his or her own area of expertise, but also stimulates individual's internal drive in the

process of professional development from "intentional receptive development" to "inquiry-based development", creating a sense of common purpose in the team. The team will continue to create a sense of common purpose and a deep desire to achieve mutual development.

Keywords: value-based process management, categorized and tiered teacher training

Research Background

No.1 Gao'an Road Primary School from Xuhui District, Shanghai, was founded in 1955 and has been operating for nearly 68 years. In 2020, the school has undertaken the mission to balance regional education by reallocating the school's quality resources to a new campus Huazhan in outskirt area, along with two downtown campuses known as the Kangping and Wanping campuses. As a public elementary school, it takes the healthy growth of every child as its responsibility, always sticks to the education policy of the Party and the government, aims to "build No.1 Gao'an Road Primary School a fun school with colorful activities", and adheres to the education philosophy that "every child can achieve something great". The school underlines educational values and concentrates on providing quality education with good external image and internal value, practicing the school's fundamental task in moral education through practice. The school wins social approval.

The school has won the titles of "National Civilized Unit", "National Civilized Campus", "Shanghai Civilized Unit", "Model of School Code for Primary and Secondary schools in Shanghai", "Shanghai Model School of Family Life Education", Shanghai Model School of Psychological Education", "Shanghai Model School with Rule of Law", "Shanghai Traditional School with Sports Characteristics", "Shanghai School with Arts Education Characteristics", "Shanghai Model Unit of Security", and "Model School with Science and Technology Characteristics in Xuhui District". It has been awarded as the advanced group of moral education in Shanghai.

In the past few years, No.1 Gao'an Road Primary School has been viewing the construction of teaching staff from the strategic height of ensuring educational advantages and sustainable development, firmly establishing the idea of "talent is the key resource", putting forward the goal of building "first-class education, first- class school and first-class team", forming the ideological consensus of "focusing on talent and accomplishing teachers", and striving to explore the mode of teacher development and training.

Propose the Problems

In recent years, the school has followed the guiding philosophy of "respecting differences, accommodating diversity, and advocating mainstream ideology", and has insisted on building a stratified, age-matched and categorized training system which is value-based and demand-driven. The system, featured with "knowledge sharing", builds a platform for teachers to grow and therefore promotes the common growth of teachers.

Excellent teacher resources ensure that the school can undertake the training task for Shanghai trainee base. A number of backbone teachers has participated in the city's backbone training project, and the number of backbone teachers is among the top in similar schools, which becomes the fundamental guarantee for the teaching and continuous development of the school. However, the long-term inertial way of thinking about training has also put the categorized and tiered teacher training model into a bottleneck, that is, from the school's perspective, the old training model hardly adapted to the new requirements of various types of teachers; from the teacher's perspective, the internal drive is weak due to the lack of categorized and tiered training targeted at the teachers' needs.

All appear as:

Model inertia and ineffective professional training. Training model optimization is an important guarantee for school management. The existing teacher training model has been

implemented for a long time, and its inertia is large, resulting in ineffective training, while it is difficult to change the training model and methods when adapting to new needs. Therefore, in order to make changes on the basis of the original model, it is necessary to innovate in terms of concepts and methods, so that the optimization of the training model becomes the common vision of schoolteachers.

Age discontinuity and uneven development of teacher in different phrases. The age structure is highly unbalanced: young teachers under 35 years old to account for 50% of the total number of teachers, they lack a certain amount of teaching experience; while the number of teachers over 41 years old is also close to 45%, they have a certain amount of education and teaching experience, but at the same time they are also easy to be narrow-minded. Therefore, how to address the problem and bridge the respective needs of teachers at both ends, is necessary to enhance the inner development motivation of teachers. The relevance and effectiveness of teachers' professional development needs to be further strengthened. Schools need to pay more attention to the needs of teachers at all levels, establish guidelines for stratified performance standards, develop and build a platform for stratified evaluation and display, and meet the needs of teachers at different ages and achieve development by remedying their shortcomings.

Age			Degree			Professional title		
Age	Quantity	Percentage	Degree	Quantity	Percentage	Professional title	Quantity	Percentage
Age 35 and below	83	50.0%	Master	34	20.5%	Senior Title	2	1.2%
						Middle title	10	6.0%
Age 36-40	9	5.4%	Undergraduation	128	77.1%			
						Primary title	85	51.2%
						Vice-senior Title	55	33.1%
Age 41 and above	74	44.6%	College	4	2.4%	Trainee	14	8.4%

Note: The division of age groups in this table is based on the "Guidelines for the Professional Development of Teachers of the No.1 Gao'an Road Primary School in the 14th Five-Year Plan".

Problem Solving Strategies and Paths

Problem solving strategies. Focusing on the core issues of teachers' professional development: organizational learning and knowledge sharing; Focusing on two models of teacher professional development: intentional receptive development and inquiry-based development; (Intentional receptive development: Methods like organizational learning, course journals, and knowledge sharing provide faculty with theoretical knowledge and cutting-edge researches in academic development; Inquiry-based development: The process of "self-creation" by teachers, i.e., increasing awareness of and ability to develop autonomously.) Focusing on two characteristics of teacher professional development: reflecting the differences and levels of teacher development.

Ideas and paths to solve the problem. The "people-oriented" approach continues to be an important goal and basic path for the new round of teacher education. With the guiding principle of "respecting differences, embracing diversity, and advocating mainstream ideas", we are implementing differentiated development by providing stratified and categorized training and guidance based on the actual development status of teachers in schools and guided by needs.

Strengthen teacher training at the beginning of the career. As a base school for trainee teachers, the school develops and improves the training courses for trainee teachers according to the characteristics of teachers at this stage of growth, designing special courses, such as monthly online reading sessions and personal growth passports for trainee teachers. It relies on teaching and research groups and lesson planning groups to develop individual systematic training plans for trainee teachers. We have also developed a systematic training program for trainee teachers which relies on teaching and research groups and lesson preparation groups, and regularly displaying reports to promote the professional development of new teachers with

high starting points and standards.

Strengthen the training of new teachers. The school has designed a series of training courses for trainee teachers and teachers transferred from other schools, ranging from "School History and Culture", "Educational Policies and Regulations", "Professional Ethics", "Professional Psychology", "Understanding Teachers and Oneself", "Information Technology", "Head Teacher Work", "Youth Teamwork", "School Registration Management", "Theme-based Integrated Activity Design for Lower Grades" to "Education and Teaching". The thematic courses are designed to systematically help new teachers transition well into the all-around preparation for entering upper elementary school.

Strengthen backbone teacher training. The school paves the way for backbone teachers to achieve higher performance by providing various opportunities and helping them to summarize education and teaching experience, exploring the laws of exudation and teaching, further enhancing their teaching ability, research ability and the ability to train and guide young teachers. according to the teaching age level of young teachers. The school also explores the construction of a training community of backbone teachers, and carry out group development based on projects according to the teaching age level, subject characteristics and study section characteristics of young teachers; We should innovate the sharing mode of high-quality resources for key teachers and promote their leading and radiating role.

Implement teacher training for special positions. The school should fully excavate the resources inside and outside the school to strengthen the training of cutting-edge knowledge and ability for teachers based on external help, and focus on solving the practical problems teachers face in the process of promoting the new curriculum, and make teachers become compound talents.

Case Analysis Based on the Concept of "Value-oriented Process Management"

The organizational structure of the pilot teaching and research group was reorganized, and

teachers' training was categorized and tiered.

Definition of the concept of "value-oriented business process management" in organizational management. The concept of "value-oriented business process management" is defined in organizational management as a management principle that takes "process" as the key link to achieve the final implementation of business strategy through the articulation of processes. It provides a clear focus for initial actions based on the organization's strategic deployment and transforms business processes into tangible assets that provide a real competitive advantage for the company.[1]

Core concepts of the "value-oriented process management" based on categorized and tiered teacher training model. A training model based on "value-based process management" is a management principle that makes "value-based" a key component of the final implementation of teacher categorized and tiered training by reconfiguring the original organizational structure. It provides a clear focus for initial action based on teacher training strategies, and transforms organizational management into a tangible asset that gives teacher categorization and tiered training a real competitive advantage.

The "value-based process management" model of categorized and tiered teacher training makes assumptions about the needs of teachers at different ages and stages of professional development, and how schools can achieve long-term shared and win-win goals to meet these needs when developing and designing training. is an innovative concept.

Significance of " value-oriented process management " applied in the categorized and tiered teacher training model. Drawing on the concept of "value-oriented process management" in organizational management, it is applied to the management of school teaching and research teams, breaking with the inherent training mindset and forming a potential training model that

activates the potential and irons out the differences within the team. It not only helps teachers in the team to find his or her own area of expertise, but also stimulates individual's internal drive in the process of professional development from "intentional receptive development" to "inquiry-based development", creating a sense of common purpose in the team. The team will continue to create a sense of common purpose and a deep desire to achieve mutual development.

The Main Content of Results

Building a "value-based process management" Teacher categorization and stratification Training model: An example of restructuring the organization of English teaching and research group

The "value-oriented process management" based on categorized and tiered teacher training addresses how the processes between different preparation groups, projects, and resource platforms within the English teaching and research group provide professional value to each teacher. At the same time, in a "value-oriented" culture of teaching and research, everyone has a clear understanding of how their daily work or projects provide value to other teachers, students, and parents in practice. In this way, they are motivated to exchange ideas and suggestions, to fully grasp the implicit training process in the team structure, and to make links to achieve valuable, shared, and win-win teacher professional development.

At the same time, categorized and tiered professional training based on the concept of "value-oriented process management" realizes "knowledge sharing" in the knowledge management process. In other words, teachers define organizational learning on the teacher professional development platform as a knowledge-sharing context in which they continuously create practical meanings toward certain goals. In organizational learning, knowledge is shared, created, and practiced. Organizational learning based on "value-oriented management" also provides energy, quality, and place for knowledge, and completes the transformation of individual knowledge into shared knowledge, and spirals along with knowledge creation.

Basic process of based on "value-based process management" for categorized and tiered teacher training *Restructured team organization structure.* The English teaching and research team focused on three points in " Reconstructing Team Organizational Structure" : To increase the willingness of each teacher in the team to develop their professional skills at different age levels and stages of professional development; To change some aspects of the organizational structure to form a potential model for teacher professional development training to better enhance teacher professional development performance; and to systematically transfer knowledge and skills to organizational members through organizational learning.

The former organizational structure of the teaching and research group was a top-down structure with many levels of management, which tended to distort the transmission of information and was not conducive to the development of multiple disciplinary projects.

The "reorganization of the team" in this study is a more important core area of people, processes and expertise in the context of digital transformation, which can be directly linked to the training business outside the scope of learning organization management.
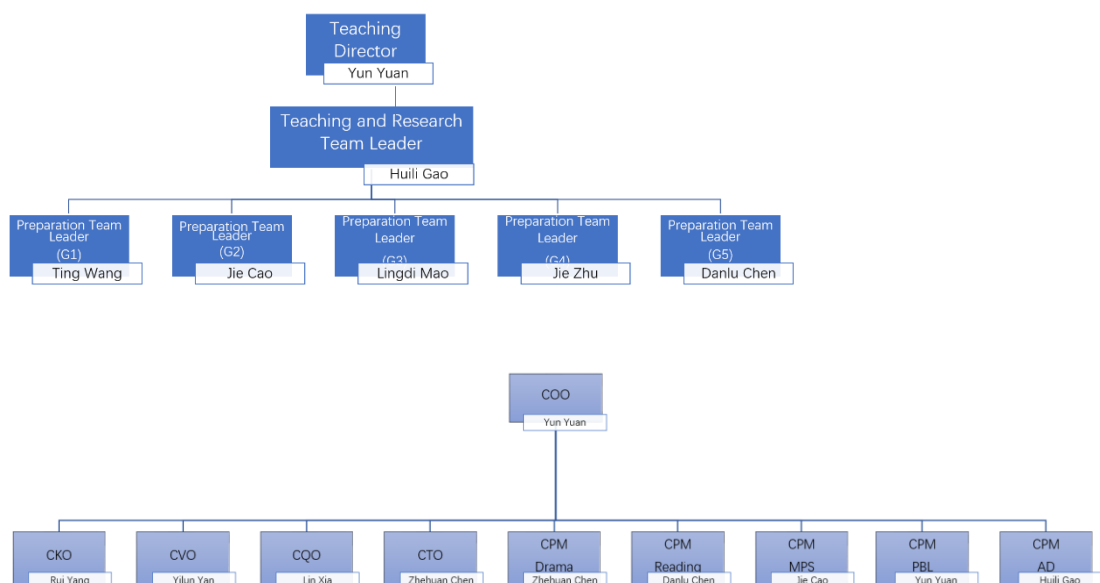
In this reconstructed organizational structure, we can see that faculty members of different age

groups in the team are in charge of different projects according to their areas of expertise.

For example, Yang Rui, a young faculty member who just graduated from Shanghai International Studies University last year, serves as the chief knowledge officer. The main responsibility of the chief knowledge officer is to help team projects and individual faculty projects to provide project-related literature in the first place. The selection of this supervisor was based on Ms. Yang's expertise. For example, Ms. Gao Huili, the team leader of the teaching and research team, served as the homework project supervisor, not only because of her role as the team leader of the thematic research and training topics linked to the team, but also because as a representative of the team of middle-aged teachers who had been polished in various competitions in the city for several years, she used her own strengths to drive more members to learn and accumulate experience in the "homework design" project. experience. Secondly, Ms. Xia Lin, the representative of the senior teachers in the teaching and research team, has formed a set of very characteristic methods and experiences in controlling the overall performance of students in the class, so she acts as our quality director and carries out micro-lectures and platform sharing from time to time to export her teaching experiences and share them with the team members for mutual benefit.

Establishing a team learning wheel. People learn in cycles, going through phases of repeated action, reflection, activity, and recess. For managers to make effective change, they need to find ways to match this rhythm: not only to have time to think, but also to collect different ideas and discuss them collectively.[2]

To do this, the English team has created a "learning wheel" based on the program. The "Schwart Cycle" promoted by Deming is the "Plan-Act-Learn-Act" cycle. British management author Charles Handy coined the term "Wheel of Learning" in his book, *The Age of Unreason*. Innovation consultant Stephanie Spear has changed this cycle a bit to develop a cycle that is

particularly applicable to team development.

In this "learning wheel" process, project leaders and team members work closely with the Chief Knowledge Officer and Chief Technology Officer of the team to publish weekly learning articles on relevant topics, while other members study and record their own reflective logs. Such a learning process is integrated at all levels of the teacher categorization and tiered training by a common understanding of the system that brings together the various project groups to effectively discuss complex issues using each participant's language (reflection journal) as a marker to understand each other's perspectives on a common point of view.

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Exchange and share
Huili Gao 《Is phonics or IPA more suitable for Chinese students to learn English?》
Cihang Zhou In the enlightenment stage of more complex phonetic system, phonics has its advantages. For monosyllabic learning, we can help students master the pronunciation rules of letters as soon as possible through nursery rhymes and other forms. The learning of words in the lower grades is mainly monosyllabic and rarely involves the stress of words. Therefore, phonics in the lower grades can undoubtedly help students grasp the pronunciation of words quickly and accurately and establish the relationship between sound and shape. However, English learning involves not only the relationship between vowels and shapes,

but also the relationship between meanings. Phonics in native language learning. The meaning of this piece is weaker, students read, but still do not understand the meaning......
Lingdi Mao For young non-native language learners, especially those who are not sensitive to reading, the learning of high-frequency words should precede phonics, because some high-frequency words cannot be corresponded by phonics rules. In addition, self-spelling learning should be started on the basis of considerable accumulation of listening vocabulary, especially in the case of identifying stress. In order to read correctly, the accumulated listening vocabulary needs to be used for phonetic correction, which is the subtle place of "listening, speaking, reading and writing", the underlying logic of language learning.
Yi Sun This paper compares the differences between phonics and international phonetic symbols. Phonics is the spelling of words by mastering letter sounds regularly. Suitable for young children to learn. But Chinese children lack early language input and vocabulary, so the learning effect of phonics can be greatly reduced. The international phonetic alphabet for young children, will produce letters and phonetic alphabet to read confusion and difficulty. Synthesizing the advantages and disadvantages of the two learning methods, phonics is more suitable for young students. Teachers should also increase the amount of English language and vocabulary input. And integrate phonics into vocabulary teaching.
Zhehuan Chen The teaching of 3C mode is divided into combine create compose, through which high-frequency factors suitable for students' learning can be sorted out, and through creating situations, phonics teaching will no longer be separated phoneme teaching, but let students learn by immersing themselves in stories.
Jie Zhu Starting from the high frequency of letter combinations in phonics teaching, students can quickly establish the relationship between letter combinations and factors, which is conducive to students' acquisition of phonics rules.

*Shared "knowledge management" domains.*In the organizational learning of the team, based on the concept of "knowledge management", the principle of knowledge sharing is organically combined with teachers' school-based teaching and research from the perspective of knowledge management, and the construction of teaching and research groups is strengthened to realize the accumulation, dissemination and sharing of professional knowledge.

Secondly, we give full play to the demonstration and radiation role of outstanding teachers and backbone teachers in the group, focus on peer guidance and mutual assistance learning, create

a barrier-free sustainable learning atmosphere, establish a relationship network based on mutual trust, make team differences a shared resource, and build a united, collaborative and positive learning community.

Collaborative platform performance assessment

Establishment of teachers' personal professional development e-portfolio. The school's teacher professional development platform has established an exclusive teacher personal professional development electronic file for the English teaching and research team based on the value-oriented management of the teacher classification and tiered training model, and analyzed and sorted out the team's organizational learning, teaching and research activities, evaluation activities, file management, system management and points reward points. The teacher's individual data was analyzed based on the "*the 14th Five-Year Plan on teacher stratification and classification training guide"*, and the dimensions of teacher performance assessment.

Analysis of information collection and data integration for analyzing teachers' professional development. The teacher professional development platform also fills in data through several aspects of school administration, English teaching and research groups, English preparation groups and individual teachers to form a perfect management mechanism, conducts educational management evaluation of teachers' personal professional development information based on value-oriented management, helps improve teachers' professionalism, and builds an evaluation system with relevance and integration.

Data collection

In this study, the English teaching and research team collected data on the stages of individual teachers' professional development through the professional review system, the online platform for teaching and research activities, and the "Teacher Professional   Development Points Bank". Through the management and division of each department in the professional

development platform system, the teachers' professional development data were audited monthly and the audited data were presented on the development platform. The audited data is presented on the development platform to assist the school's Curriculum Development Department and Teacher Training Department in process management.

Category **I**	**Category II**	**Category III**	Permission			
			Teacher	Team leader	Auditor	Manager
Basic Information	Teaching situation	/	●		●	
	Teacher information	/	●		●	
Teaching and Research Activities	Routine	Management of lesson preparation	●			
	Professional activities	Teach and guide	●			
		Micro-course management	●			
		Open class	●			
		Lecture and communication	●			
	Training Management	Training task		●		
		Self-study training	●			
	Awards and honors	Thesis management	●			
		Award for scientific research	●			
		Title of honor	●			
		Award in the competition	●			
		Team Award	●			
		Others	●			
	Teaching and research activities	The task of teaching and research		●		
		Reading notes	●			
	Scientific research activities	National Project Research	●			
		Municipal Project	●			

		Research				
		School Project Research	●			
	Resource Management	/		●		
Assessment activities	Assessment	/			●	
	Teacher portfolio	/	●			
Records Management	Data Definition	/				●
	System log	/				●
	Custom groups	/				●
	Teaching Materials Management	/				●
	Assessment scale	/				●
	Examiners	/				●
User permissions	List of users	/				●
	Role Management	/				●

Data analysis

At the school management level, through the collection of data on the individual professional development of English teaching and research team teachers, we analyze and understand the business levels of teachers at different development levels and identify the team's strengths and weaknesses in teacher development, providing a strong basis for the development planning of the teaching and research team and the school, and providing empirical analysis for the continuous development and team building of team teachers.

At the teacher level, through the combination of personal growth space and online teaching and research activities, teachers' personal records of education, teaching and learning growth and training experiences are formed. Teachers' growth trajectories and training experiences are gathered into teachers' personal files and gradually form a traceable teacher growth trajectory, which provides guidance and analysis for teachers' next career planning and training needs.

At the same time, the school's teacher training department can also design teacher training courses in response to the data, and provide teachers with path planning and development suggestions for professional growth based on the development trajectory of similar teachers.

Effectiveness and Reflection

Restructure the organization and innovate the model to improve the effectiveness of training.

The original organizational structure of the teaching and research team is to some extent problematic in that it has many chains of relationships, consumes time and resources, and lacks timely communication. Communication is an important part of a team's smooth operation. The English team's "reconstructed organizational structure" has reduced the time cost of communication to some extent. Second, the original top-down organizational structure of training management confined the development of team creativity; it affected the common values, behaviors and thinking patterns formed by team members during the long training process. Various external and internal factors influence the manifestation of team members' creativity, and the differences in each of them can be a source of non-development of team members' potential. This non-development will inevitably result in significant consuming costs for teacher professional development training, which are often somewhat hidden.

Thus, this "restructuring of the organization" invariably integrates the teachers' categorical and hierarchical training model with organizational change at all levels, facilitating learning at all levels of the organization. Team members also explore the true meaning of systems thinking in an "organizational learning" process that is appropriate to their own situation and needs. It also creates a sense of common purpose within the team, and the desire for all members to work together to achieve the deepest professional development possible.

Restructuring organizational structure, integrating research with training, and building

balanced development. This "reorganizational structure" not only helped each teacher in the team find his or her own area of expertise at different ages, but also helped the team move from "intentional receptive development" to "inquiry-based development. In the process of developing teachers from "intentional receptive development" to "inquiry-based development," each individual was motivated to find his or her own best way forward in the professional development of teachers.

Case in Point:

Chen Chehuan, as a teacher with 2 years of teaching experience at the beginning of her career, has experienced rapid professional growth under the reconstructed team structure.

As the Chief Technology Officer, she researched the using skills of the teacher professional development platform and developed the functions in the platform to provide knowledge-based micro-lessons, quality lesson sharing and media support for teachers in teaching and research groups. In the process, her media skills have improved by leaps and bounds, and she has been able to think more about lesson design. This has helped her in the IT competition for the two basic skills competitions and in the school's smart classroom research. It also provided her with a solid foundation in curriculum design and media production for her public lessons.

As a drama supervisor, she takes the initiative to study and research educational drama paradigms, case studies and projects, and brings what she learns to the members of the project team. Through self-study and peer learning, the drama extension classes are more interesting and meaningful. She also incorporates drama elements in her home and public classes, which adds luster to her lessons.

As a member of the MPS natural spelling program, she studied literature, exchanged discussions, wrote teaching materials, and wrote lesson examples under the leadership of the program director. Through the two years of study, she was able to write school-based natural

spelling materials and design supporting exercises based on students' learning situations, and to integrate the natural spelling curriculum with the main textbook, adding a boost to the teaching of her Oxford materials.

Today's example is just an example. In fact, under the training principle of tiered training, young teachers have formed a "learning community" by studying the new standards, reading lesson examples, exchanging and reflecting on them. At the end of last semester, the young teachers' study report in the teaching and research group made every teacher in the group marvel at it.

Project	Title	Level
Competition	Shanghai Trainee Teacher Standardized Training Basic Skills Competition Third prize	Shanghai
	Xuhui District Trainee teacher standardized training basic skills competition First prize	District
	2-5 Years Young Teacher "Little Stallion"	School
Open class	2A M2U1 p1 I am super	School
	2A M3U1 1 Look at the playground	School
	2A M3U1 p2 Let's go to the playground	School
	2A M3U2 p1 Tidy up your desk	School
	2A M3U2 p2 Tidy up your room	School
	2A M4U1 p1In the street	School
Subject research	A practical study of phonics teaching in Elementary English Lower grades based on picture book reading	District
	Research on moral education theme picture books	School
	Experimental research on intelligent classroom	School
	English drama studies	School

Exchange and share	May Fourth Youth Day -- E art language	School
	The opening meeting of District level project 《A Practical Research on Phonics Teaching in the Lower Grades of Primary English Based on Picture Book Reading》	School
	New class standard, "true" landing	School

Future Outlook

In this study, we focus on the English teaching and research team and carry out a new paradigm of "value-oriented process management" based on a categorized and tiered training model for teachers' professional development, which is "model inertia, ineffective professional training, and uneven development of the teaching staff due to age discontinuity". The research of teacher classification and stratification training model, try to reconstruct the organizational structure, project-driven, standardized organizational learning and knowledge construction of a new paradigm of teacher development training model, develop the team "learning wheel", explore the "research and training" training model for teachers in different age groups and at different stages of professional development, and the overall training model of "research and training". The training model of "integrating training with research" for teachers at different ages and stages of professional development has formed a progressive process of "reconstructing the organizational structure－establishing a team learning wheel－establishing an e-file of teachers' personal development—analyzing information collection and data integration and analysis of teachers' professional development". However, due to the short period of practice, we have not yet condensed the qualitative and quantitative research data of teachers' development in each age group and the digital portraits of teachers' personal development

formed by empirical analysis. These white space points are yet to be accumulated and developed in future practice research.

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