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Research on the Implementation of Student Management in Higher Vocational Colleges under the Human-Centered Philosophy

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Abstract: Guided by the human-centered philosophy, this paper explores the current status, existing problems, and improvement measures of student management in higher vocational colleges. Through theoretical analysis and case studies, a series of targeted suggestions are proposed to provide reference for student management work in higher vocational colleges.

Keywords: Human-centered; Higher vocational colleges; Student management

Introduction

As the cradle for cultivating technically skilled talents, the student management work of higher vocational colleges is directly related to the growth and development of students. With the development of society and the evolution of educational concepts, the status of the human-centered philosophy in educational management has become increasingly prominent. This paper aims to analyze the current status of student management in higher vocational colleges and explore how to improve and optimize student management under the guidance of the human-centered philosophy.

1. The Theoretical Basis of the Human-Centered Philosophy

The human-centered philosophy is an important theoretical foundation in modern management and education, emphasizing respect, care, and service for individuals. Specifically in educational management, it means focusing on the individual differences of students, respecting their subject status, and promoting their overall development. This philosophy requires educational managers to pay attention not only to students' academic performance but also to their psychological health, moral character, and comprehensive qualities.

2. Current Status of Student Management in Higher Vocational Colleges

2.1 Characteristics of Student Management Work

Student management work in higher vocational colleges has the following characteristics: firstly, the diversity of the student body, as students come from various backgrounds with different academic foundations, interests, and career goals; secondly, the complexity of management work, as it involves not only academic performance but also the cultivation of vocational skills; thirdly, the diversity of management methods, requiring both traditional administrative means and modern information technology.

2.2 Existing Problems

Despite some achievements in student management, there are still several urgent issues: firstly, the management concept is relatively outdated, with some managers still adopting traditional management models and neglecting the subject status of students; secondly, the management methods are singular, lacking information-based management tools and data support; thirdly, the quality of the management team needs improvement, as some staff members lack professional competence and service awareness.

3. Application of Human-Centered Philosophy in Student Management of Higher Vocational Colleges

3.1 Changing the Management Concept

The application of the human-centered philosophy in student management of higher vocational colleges is first reflected in the transformation of management concepts. Traditional student management concepts usually focus on disciplining and supervising students academically, emphasizing the authority of teachers and the obedience of students. However, the human-centered management philosophy emphasizes

the central position of students, advocating for teachers to shift from "controllers" to "service providers." This shift in concept requires teachers to deeply recognize that each student is an individual with an independent personality, unique interests, needs, and development potential.

Students in higher vocational colleges come from diverse backgrounds with varying academic foundations, interests, and career goals. Therefore, teachers should pay attention to the diversity of students in their work, respect each student's uniqueness, and avoid a one-size-fits-all management approach. For example, for students with weaker academic performance, teachers should provide more tutoring and assistance rather than simply criticizing and punishing them; for students with special interests and talents, more development opportunities and platforms should be provided to encourage them to utilize their strengths.

Students in higher vocational colleges are in a critical stage of transition from adolescence to adulthood, where their psychological development is not yet mature and they are easily affected by various pressures. Teachers should proactively pay attention to students' psychological states and provide timely psychological counseling and support. Establishing a sound psychological counseling mechanism and regularly conducting mental health education activities to help students relieve stress, adjust emotions, and improve psychological quality is an important manifestation of the human-centered philosophy.

Higher vocational colleges should create more communication channels, listen to students' voices, understand their needs and confusions, and respond to and solve their problems in a timely manner. By establishing a smooth feedback mechanism, managers can better grasp students' dynamics and provide more targeted services and support. At the same time, teachers should actively encourage students to participate in school management and decision-making, giving them more autonomy and a sense of participation, making students truly the masters of school management.

3.2 Optimizing Management Methods

The key to applying the human-centered philosophy in student management in higher vocational colleges lies in optimizing management methods to better serve students and meet their diverse needs. Traditional student management methods often rely on offline administrative instructions and simple rules, which are not only inefficient but also tend to overlook students' individual needs and psychological feelings. To achieve human-centered management, the application of modern information technology has become an inevitable choice for improving management efficiency and accuracy.

By establishing a comprehensive student information management system, higher vocational colleges can achieve a full grasp and dynamic update of student information. An information system can not only record students' basic information and academic performance but also track their learning behaviors, extracurricular activities, psychological health, and other data. Through big data analysis technology, colleges and teachers can discover students' behavior patterns and potential problems and take targeted measures in time. For example, if the system analysis finds that the attendance rate of certain students drops significantly during a specific period, teachers can quickly intervene, understand the reasons, and provide appropriate help.

With online communication platforms and mobile applications, communication between schools and students becomes more convenient and efficient. Students can reflect problems and make suggestions to managers at any time through these platforms, and teachers can also publish notices and feedback in a timely manner. This two-way interaction not only shortens communication time, reduces errors in information transmission, but also enhances students' sense of participation and satisfaction.

Students in higher vocational colleges have different interests and career development goals, and a uniform management model cannot meet all students' needs. With the support of an information system, schools can provide personalized guidance and services based on students' different characteristics and needs. For example, in career planning and employment guidance, the system can recommend suitable career directions and job information based on students' academic performance, interest test results, and market demand. At the same time, higher vocational colleges can organize targeted training and lectures according to system feedback, helping students improve their professional skills and employability.

Information technology can provide comprehensive and multi-dimensional evaluations of students' performance, including academic achievements, practical abilities, and innovative results. Managers can use system-generated reports to fully understand students' development status and provide timely feedback and suggestions. This scientific evaluation mechanism helps students identify their strengths and weaknesses, develop reasonable plans, and continuously improve themselves.

3.3 Improving the Quality of the Management Team

The management team is the core force of student management work, and its quality directly affects the quality and effectiveness of management. Guided by the human-centered philosophy, higher vocational colleges must strive to enhance the professional qualities and service capabilities of the management team to better serve students and promote their overall development.

Improving the quality of the management team first requires strengthening professional training. Teachers need to possess solid management knowledge and master various fields of knowledge such as psychology, education, and career planning. Through systematic training and continuing education, teachers can continuously update their knowledge structure, improve their professional level, and adapt to the requirements of modern student management work. The human-centered philosophy emphasizes that managers should shift from "management" to "service," requiring them to always prioritize students' needs and interests in their daily work. Teachers should establish the concept of "students first," actively listen to students' voices, care about their growth, and strive to provide high-quality services. Improving service awareness not only requires a shift in mindset but also continuous practice and enhancement. Teachers should closely interact and communicate with students to understand their actual difficulties and needs, provide timely assistance and support, and establish harmonious teacher-student relationships.

In addition, enhancing the quality of the management team requires strengthening teamwork and cross-department collaboration. Student management involves multiple aspects, requiring the concerted efforts of various departments. Through regular work exchanges and collaborative training, teachers can share experiences, exchange information, form synergy, and improve the overall management level. For example, the student affairs office, academic affairs office, and psychological counseling center can jointly develop and implement student growth plans, ensuring seamless integration of various tasks and providing comprehensive support and services to students.

4. Conclusion

The human-centered philosophy has significant guiding significance in the student management work of higher vocational colleges. By changing management concepts, optimizing management methods, improving the quality of the management team, and perfecting institutional construction, the quality and level of student management work can be effectively improved, promoting the comprehensive development of students. To better implement the human-centered philosophy, higher vocational colleges should further strengthen theoretical research and practical exploration, continuously summarize experiences and lessons, and innovate management models and methods. Meanwhile, the government and educational authorities should also increase support for student management work in higher vocational colleges, providing policy and funding support.

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