

Research on Long-term Mechanism of School Coaches' Post Setting under the Background of Integration of Physical Education and Education

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Abstract: *The promulgation of "Implementation Opinions on Setting Coaches in Schools" is a key step to implement the strategy of integration of sports and education, which can strengthen the professional strength of school sports, optimize the training mode of competitive sports reserve talents and promote the re-employment of retired athletes. By using the research methods of literature, social investigation and logical analysis, this paper finds that the construction of school coaches can complement the construction of school physical education teachers, standardize the introduction learning of professional sports skills, cultivate the reserve talent base of competitive sports, and broaden the re-employment channels for retired athletes, but there are still practical obstacles such as imperfect legal guarantee system, imperfect training system for school coaches, unreasonable post setting and imperfect guarantee system. In the follow-up construction process, we should strengthen the top-level design and improve the legal mechanism of school coaches' posts; Break down departmental barriers and improve the post guarantee mechanism of school coaches; Improve the formation guidance system and improve the education and training mechanism of school coaches; Increase the proportion of full-time posts as needed and improve the post employment mechanism; So as to effectively ensure the long-term development of school coaches.*

Keywords: *school coaches; Retired athletes; Time value; Propulsion path; Long-term mechanism*

1. Introduction

And the establishment of coaches in schools can effectively help to cultivate a high-quality team of physical education teachers with high political quality, professional ability and excellent education level. This is not only the basic work of school sports construction, but also the strong support for standardizing the study of professional sports skills, thickening the foundation of sports reserve talents and broadening the reemployment channels of retired athletes. The Opinions on Deepening the Integration of Physical Education and Education to Promote the Healthy Development of Adolescents pointed out that it is necessary to vigorously cultivate the team of physical education teachers and coaches. In addition, the Curriculum Standards for Compulsory Education Physical Education and Health (2022 Edition) proposed that it should be based on the students' learning needs and interests, for all students, implement the requirements of "teaching, practicing and regular competition", pay attention to the integrated teaching of "learning, practicing and playing", adhere to the organic combination of inside and outside the class, and guide students to learn basic sports skills, physical fitness and special sports skills. The realization of these goals requires a high-quality team as the basic guarantee, which is the idea and method of the integration of physical education. In order to solve this problem, in February 2023, the Implementation Opinions on the Establishment of Coaches in Schools (hereinafter referred to as the Implementation Opinions) proposed that schools in the stage of compulsory education, ordinary high schools, vocational colleges and ordinary universities can set up full-time (part-time) coaches according to the actual work. However, the construction of school coaches in China started late, and there are still problems such as shortage of post establishment, imperfect legal protection, imperfect training posts for coaches, and inadequate job security in the post setting of school coaches. Therefore, this paper aims to systematically explain the value of the construction of school coaches, analyze the practical dilemmas of the post setting of school coaches, and put forward the long-term mechanism of the post setting of school coaches, in order to help the long-term development of the post of school coaches in the new era.

2. The Times Value of School Coaches' Post Setting under the Background of Integration of Physical Education and Education

2.1 Strengthen the study of professional skills

At present, the widespread phenomenon of "small glasses" "small fat mound" "students like sports, do not like PE class" "twelve years did not learn a sport skill" is the realistic problem of school sports. The implementation of the Opinions provides a direction for solving this problem. After systematic and high-intensity professional training and competition exercise, coaches are very familiar with physical training skills, sports talent selection and cultivation, sports event process, sports team construction and management, sports injury protection and rehabilitation and other professional work content in professional sports. These advantages are especially suitable for the era requirements of strengthening the professionalization of student sports and the high-quality development of school sports in the background of sports and education integration. They can effectively standardize the introduction to professional skills and improve students' interest in learning sports skills. Secondly, as the tower base of competitive sports, school sports plays a positive role in the cultivation of outstanding athletes, promoting the organic integration of youth competition system and school competition system ^[1]. At present, in order to cultivate outstanding student athletes who can be compared with professional athletes in competitive sports level, some ordinary colleges and universities take the initiative to combine with some middle schools and even some primary schools to form a one-stop training system of college, middle school and primary school ^[2]. Such a model can make the sports talents realize their life values through the development and cultivation of coaches, broaden the path of students' success, and provide diversified choices for students' development. It breaks through the previous "score-only" mechanism of admission. Thus improving students' interest in skill learning and promoting students to consciously strengthen the learning of sports skills.

2.2 Complement and reinforce the school physical education teachers

The new era puts forward new requirements for school physical education, but the imbalance and insufficiency in the development of school physical education have become the main restrictive factors to comprehensively improve the core literacy of students' physical education and health disciplines and meet the needs of students' better life in the new era, which needs to be solved with great efforts ^[3]. Professor Mao Zhenming pointed out that the direction of physical education curriculum reform in the future is that physical education curriculum should abandon the thinking of "allowing students to learn more sports" and pursue the curriculum idea of "students learn individually, but form lifelong physical education ability in a unified way" ^[4]. However, the data shows that the number of physical education teachers in primary and secondary schools in China is 770,500 in 2021. According to the workload of physical education teachers in compulsory education stage, the current gap is about 120,000. Therefore, it is difficult to meet the personalized teaching ideas under such an unbalanced teacher-student ratio. Secondly, the publication of the new curriculum standard indicates the start of a new round of physical education teaching reform. This physical education curriculum reform has distinct characteristics of school physical education development in the new era. Compared with the previous physical education curriculum reform, it is more problem-oriented, clear-cut, specific and practical ^[5]. In the past, most PE teachers came from graduates of physical education and other related majors. Generally speaking, although they have mastered one or two sports skills, they can only adapt to the physical education curriculum teaching tasks required by the physical education curriculum standards. However, due to the different nature of physical education curriculum teaching and sports training tasks, it is difficult to take care of both after-school training and competitive sports talents, resulting in the long-term existence of "low-level repetition, giving up halfway" and other teaching modes in the physical education teaching process, and some students have responded for 12 years. Setting up coaching posts in schools can meet students' demands for specialization and specialization in sports under the background of today's times, and can implement the top-level design of "teaching", "diligent practice" and "regular competition" in school sports in the new curriculum standard. Therefore, with the establishment of school coaches' posts, it can not only effectively supplement and strengthen the physical education teachers in schools, but also play an advantageous role in improving the level of school sports competition and building schools with sports characteristics.

2.3 Thick planting sports reserve talent base

The construction of school coaches is helpful to speed up the process of strengthening the country by

sports and meet the requirements of the times to build a high-quality education system. The construction of school coaches means that the selection and training of high-level athletes will be further integrated into the education system, which will help to cultivate the foundation of sports reserve talents and improve the quantity and quality of sports talents. Compared with other disciplines, physical education is short of sports talents. Influenced by exam-oriented education, the cultivation of sports reserve talents in China is utilitarian, and most of them serve for further studies. Students do not really understand sports. This training mode of sports talents is not conducive to the rapid development of sports in China. However, with the progress of the times, school physical education is an important part of building a sports power. The "Implementation Opinions" suggest that coaches should be built in schools, which indicates that China's physical education is advancing in the direction of sports modernization. The construction of school coaches can improve students' understanding of physical education from all aspects, and lay a solid foundation for improving the quality and speeding up the independent training of sports reserve talents in China. From another angle, we can intuitively find that school sports is an important base for cultivating reserve talents in competitive sports, and talent resources are the first strategic resources^[6]. Studies have shown that the key period of athletes' selection is adolescence, which is generally not ideal either too early or too late. At this stage, most students are still in the school education environment, and the enrollment of sports schools has certain limitations, which is further limited by the "poor export" of the training system, resulting in the "poor entrance" of athletes^[7]. The construction of school coaches can actively control student athletes from the exit, and can make use of their own connections with sports teams and universities to timely and effectively select sports talents and actively cultivate and export competitive sports reserve talents.

2.4 Broaden the reemployment channels for retired athletes

Excellent retired athletes, as a part of people who have made great contributions to the country, their growth and security have always been a matter of great concern to the country, especially the welfare of retired athletes. However, since the reform and opening-up policy, with China's transition from a planned economy to a market economy, the effect of government-related resettlement policies is no longer obvious, resulting in many difficulties for most retired athletes in finding jobs. These problems are more prominent in sports with low social awareness and retired athletes from rural and remote areas with low education. Retired athletes have extremely high standards for their work, so that they are unwilling to accept ordinary jobs in society, and it is difficult for them to enter excellent industries, while some industries with poor environment are not to their liking. As a result, they have fewer and fewer employment opportunities to choose, and their vision of the future is gradually broken. No matter whether they are Olympic champions or ordinary athletes, once their honor disappears, their chances of being chosen by society are very limited. Among the athletes who have found jobs, their job characteristics and income can't meet the expectations of most school coaches because they don't have relevant knowledge and technology. Although the State Sports General Administration and other departments have issued a series of documents on the employment security and placement of athletes, calling on the education departments and social forces to help athletes find new jobs, these policies are vague and do not provide a clear solution for athletes' employment, which also increases the difficulty of athletes' retirement placement. By providing athletes with specific career direction, the Implementation Opinions can show their high-level sports skills in high-level competitions by using their experience gained in hard training and deep understanding of the projects they are engaged in, and be familiar with professional knowledge such as competition organization and referee rules of related projects. Through proper training, athletes can not only solve their own employment problems, but also use their own advantages to promote the modernization of school physical education.

3. Predicament of post setting of school coaches under the background of integration of physical education and education

3.1 The legal guarantee mechanism for the career development of school coaches needs to be improved

By actively legislating and amending the law, China has established a legal protection system for the rights of school coaches at this stage, with the Constitution, Labor Law and Sports Law as the main laws and the opinions on post implementation, school sports work and integration of sports and education as the supporting policies^[8]. However, the protection mechanism is still not perfect, and it is difficult to form a modern and fair legal environment, which is not conducive to protecting the professional development rights of school coaches.

On the legal level, both the Constitution and the Labor Law explicitly require the state to protect workers' rights. However, compared with ordinary workers, the profession of school coaches has certain particularity, and the scope of their career development rights is broader. The related rights (such as the right to vocational training, the right to lead a team to participate in competitions, the right to train and coach, etc.) need to be protected through special legislative provisions. In addition, Article 31 of the Sports Law only provides a general provision for the establishment of coaches' posts in schools, but does not clearly stipulate the establishment of coaches' posts, career development goals and rights protection in schools, and lacks supporting policies and regulations to refine and improve them. In view of the imperfection of the special legislation and supporting policies of school coaches, China should improve the legal protection system of school coaches' professional development rights as soon as possible.

At the policy level, the relevant departments have not defined the professional attributes and work nature of school coaches through supporting policies, which is not conducive to guiding the protection of rights. For example, the Opinions on the Integration of Physical Education and Education stipulates that full-time and part-time coaches should be established in schools, colleges and universities, but it does not accurately distinguish the differences between the career development rights of school coaches and part-time coaches, and does not make specific provisions on the protection of their rights. In addition, the Opinions on Post Implementation, as a supporting policy to carry out the work of school coaches, does not specifically stipulate the protection of the rights of school coaches in different career stages in the form of special chapters, except for basic provisions such as post setting, post conditions and assessment standards. If there is an infringement dispute or conflict of interest, these supporting policies will have policy application problems.

3.2 School coaches post security mechanism is not perfect

Since the implementation of the existing policy, it is found that most places have introduced supporting implementation methods, but there is a lack of comprehensive consideration of the professional characteristics, work nature, salary and rest and vacation of school coaches. The imperfection of the post setting guarantee system will affect their career development rights such as training and coaching rights, labor remuneration rights, rest and vacation rights, safety and health protection rights.

In terms of the guarantee of school coaches' training and coaching rights, according to the feedback from some school coaches, most schools in the province have not yet distinguished the nature of work between physical education teachers and school coaches^[9]. In school physical education, physical education teachers are usually in charge of physical education teaching, sports skill training, sports injury and rehabilitation knowledge imparting, and it is difficult for school coaches to truly perform their duties, which leads to the impact on their professional development rights such as training and coaching rights and the right to lead the team.

In the aspect of guaranteeing the right of school coaches' labor remuneration, some scholars found through field investigation that 65% of schools in Sichuan Province had set up the position of school coaches in 2023^[10], but most school coaches not only had to complete the task of school physical education teaching, but also had to be responsible for the selection of sports reserve talents, the management of school sports teams' training competitions and the construction of sports clubs for a long time. Their work content, time and intensity were overloaded, but they did not formulate the management measures for school coaches' remuneration in time, resulting in remuneration.

In terms of the protection of school coaches' right to rest and vacation, influenced by professional particularity, school coaches have long undertaken the task of leading the team to train and participate in competitions, especially in the preparation stage of training. School coaches need to devote themselves to the training of young athletes and cannot enjoy the same legal holidays as subject teachers. In addition, according to the feedback from some track and field and basketball coaches in Sichuan Province, considering the characteristics of sports events, school coaches need to lead school sports teams to conduct outdoor training all the year round, which increases the potential risks of labor safety, but the lack of supporting management measures for school coaches' rest and vacation, labor health protection and outdoor work is not conducive to the realization of school coaches' right to rest and vacation, safety and health protection and related rights.

3.3 School coaches on-the-job training mechanism is not perfect

From the perspective of system construction, the State Sports General Administration established a

coach post training management system (hereinafter referred to as CSEA) in 2016. However, there are long-standing problems such as unclear powers and responsibilities of the training department, unclear training subjects, and lack of cultural and educational resources, which affect the post setting of school coaches.

Judging from the existing resources, CSEA has clearly defined the evaluation of coaches' professional titles, coaching requirements, cultural education and other aspects, and comprehensively assessed coaches' professional quality, coaching ability and team participation results. However, in the past, the decision-making power of job training was concentrated in sports bureaus at all levels, so it was difficult to integrate sports, education and other resources efficiently when training school coaches^[11], and the Ministry of Education and schools at all levels could not participate in the vocational training and cultural education of coaches in the whole process, which led to the existing job training system unable to meet the job development needs of school coaches in different career periods, which was not conducive to the development of school coaches.

From the perspective of training subjects, CSEA is mainly for coaches of clubs or sports teams, and has not provided professional training and assessment programs for school coaches, resulting in the absence of on-the-job training system for school coaches. The reasons are as follows: firstly, the problems of career development demands, barriers to rights protection, and lagging training mode of school coaches in different career stages have not been really solved. Second, there is no career planning education system in line with the nature of their work based on "career preparation period-career development period-career transition period", and only one-sided cultural education or professional and technical training is given to them, which can not meet the post requirements of school coaches at all levels and schools, and affects the good career development of school coaches.

3.4 School coaches post employment mechanism is not perfect

At present, "Sports Law" and "Opinions on Post Implementation" have been fully implemented. However, due to factors such as subject course training, the pressure of entering the college entrance examination, and the cancellation of the policy of extra points for sports specialty students, the proportion of full-time positions of school coaches is relatively small, which restricts school coaches from teaching in their careers to varying degrees.

The "Implementation Opinions" pointed out that schools can set up full-time (part-time) coach positions according to the actual work. Conditional areas can provide physical education and teaching services to schools by purchasing services and cooperating with relevant professional institutions and other social forces. All localities can take out a certain number of school coach positions and openly recruit retired athletes who have obtained the technical level of athletes at or above the first level. It can be seen that at present, the source of school coaches is mainly composed of "retired athletes and college graduates from social training institutions", and the entry requirements do not exist as stipulated in the teacher qualification certificate. The difference in entry standards will inevitably lead to inconsistency in daily management requirements. This will easily lead to the mismatch of talent positions, and even the situation that morality does not match. For example, in the Implementation Opinions on the Management of Coaches' Post Setting in Primary and Secondary Schools in Henan Province issued by Henan Province in 2023, it is required that public schools, ordinary high schools, vocational colleges and universities with more than 600 students in compulsory education should, in principle, set up at least one coach post according to the needs of school physical education. According to the statistics of the State Sports General Administration, there are about 50,000 registered professional athletes in China, and 3,000-4,000 athletes retire every year. Although there are many "iconic figures" such as Yao Ming, Liu Xiang and Li Ning in this huge group, more ordinary athletes are unknown, and there will be a big problem in how to choose such a large number of retired athletes. If the employment mechanism of coaches in various schools at all levels is not adjusted in place, most school coaches will be forced to compete for a scarce number of full-time positions, resulting in blind competition, which is not conducive to the long-term development of school coaches

4. Long-term mechanism of post setting of school coaches under the background of integration of sports and education

4.1 Strengthen the top-level design and improve the legal guarantee mechanism for school coaches' posts

The practical path of long-term development of school coaches is also the inherent requirement for school coaches to play their professional value. The role orientation of school coaches with clear rights and responsibilities needs to be clearly implemented on the basis of laws and regulations, and the mutually supporting laws and regulations provide a solid institutional guarantee for school coaches. We can refer to the basic situation of the establishment of the system of physical education teachers. For example, the Teachers Law clarifies the basic norms and codes of conduct of physical education teachers, the Regulations on School Physical Education Work clarifies the specific work behavior boundaries of physical education teachers in the implementation of school physical education work, and the Physical Education Law provides a legal basis for the rights and responsibilities of physical education teachers. Although the post setting of school coaches fills the gap in the absence of professional coaches in schools, the key proposition of "who will guarantee the rights and responsibilities of school coaches and how to guarantee them" also needs to be answered urgently. Therefore, it is particularly important to further establish and improve the laws and regulations of coaches and form a mutually supportive system. (1) The education department should design and coordinate the formulation or modification of the school coach system, clarify the applicability of the Teacher Law to school coaches, provide a basis for the assessment of the basic duties of school coaches, and provide a top-level design reference for the management of school coaches. Relevant functional departments further amended the "Regulations on School Sports", added relevant provisions for school coaches, clarified the rights and responsibilities of school coaches, and provided an institutional basis for the development of school coaches at all levels from the aspects of post allocation, resource guarantee and responsibility content. At the same time, the detailed rules for the post management of school coaches are detailed from the national level to provide guidance for the formulation of grass-roots policies. (2) Grass-roots administrative departments, relying on the characteristics and needs of top-level design and local development, formulate relevant policies and systems for school coaches to adapt to the development of physical education in local schools. Before the implementation of school coaches' opinions, many provinces have formulated policies for retired athletes to teach on campus, encouraging outstanding retired athletes to be part-time physical education teachers or engage in school physical education (for example, Shandong Province and Zhejiang Province have issued specific implementation rules for school coaches). To this end, all regions should actively explore the formulation of policies to adapt to the development of schools, and schools at all levels should formulate corresponding recruitment and management methods according to the requirements of policy formulation and the characteristics of school

4.2 Break down departmental barriers and improve the job security mechanism for school coaches

coaches are important promoters of deepening the integration of physical education and education and boosting the reform process of school physical education. In the process of deepening the integration of sports and education, from the perspective of the relationship between the organizational structure of multiple subjects, it seems that the integration of sports and education, which is promoted by multiple entities, has been implemented in school physical education, but there are actually departmental barriers between the subjects. This is the "pain point" that restricts whether the school coaches can give full play to their post responsibilities and make achievements under the background of the current integration of physical education and education. Therefore, it is necessary to break the barriers between departments, get rid of the narrow concept among multiple subjects, and form a governance model of joint action of subjects. Efforts will be made to jointly promote school coaches to play their post value from three aspects: unified goal, co-construction of mechanism and resource sharing, and help the development of school physical education. (1) It is suggested that we should strengthen the multi-subject goal aggregation in the post management of school coaches, update the subject participation concept, and reach a value consensus. Focusing on the post work of school coaches as the main objective of value orientation and clarifying the implementation of the post responsibilities of school coaches are the basic values for deepening the integration of sports and education and helping the development of school sports. The paper suggests promoting the recognition of school coaches by local governments, sports administrative departments, education administrative departments, sports organizations and schools, reducing the post responsibilities of school coaches in school sports work, making multiple subjects determine their role positioning in the process of school coaches' post management, working together to ensure the work

efficiency of school coaches, and constructing the recruitment, training and supervision of school coaches. Dredging the relevant channels of youth event approval organization, sports performance evaluation, school sports resources construction, etc., to avoid the hidden worry of school coaches "powerless". (2) This paper proposes to establish and share the aggregation mechanism of multi-subject participation in the development of school coaches. The establishment of coach positions in schools is in the initial stage, and the establishment of multi-agent participation in the transformation, training and guarantee of school coaches will lay a solid foundation for the sustainable development of school coaches. (3) Depending on the management category, different administrative departments give school coaches sufficient development resources and space. Among them, the government should pay grass-roots physical education teachers and school coaches, optimize their working environment, and close the psychological gap between retired athletes and coaches who are transformed into school coaches; The sports administrative department should improve the training scheme of athletes' professional skills teaching, establish a systematic and whole-process education and re-education mechanism, and avoid the key problem of "difficult transformation"; The administrative department of education organizes cultural teachers to provide teaching training for retired athletes, so as to deepen their understanding and mastery of school physical education and accumulate practical experience for them; Sports organizations provide resource support for school coaches in the aspects of competition organization, the practice of school sports club construction and the construction of school sports characteristic projects, and provide necessary space for school coaches to display their talents.

4.3 Perfecting the guidance system and constructing the training mechanism of school coaches

We should improve the supporting career planning system, construct the guiding system of school coaches' career development planning under the guidance of laws and policies such as Sports Law and Post Implementation Opinions, and set up multi-level and multi-dimensional training courses to improve the professional development ability of school coaches on the basis of comprehensive consideration of their professional characteristics and work nature. For example, school coaches' theoretical classes on political policies and regulations, physical fitness professional theoretical training classes, and teacher qualification We need to coordinate all resources, actively promote the comprehensive exchange of physical education resources, accelerate the improvement of the school coach culture curriculum system, and formulate unified standards in teaching objectives, curriculum design, teaching organization forms, assessment and evaluation. We should actively introduce social education resources, strengthen cooperation with off-campus education and training institutions, and effectively protect the cultural and educational rights of school coaches. At the same time, all parties should do a good job of collaborative education, establish a new career development training mechanism of "career planning - cultural education - work guidance", integrate the career planning guidance course into the cultural education curriculum system of school coaches, regularly carry out legal education and teacher ethics training in school sports, and train school coaches to establish the concept of "educating people by virtue". In particular, it is necessary to formulate specific implementation plans in the aspects of cultural education, training and coaching, and leading the team to participate in the competition, so as to promote the long-term development of school coaches in an all-round way.

4.4 Increase the proportion of full-time posts as needed, and improve the employment mechanism of learning coaches

On the basis of problem-oriented, it is urgent to collect statistics on the number of school coaches in various provinces and cities, conduct on-the-spot research on the employment of school coaches in central, eastern and western regions of China, and share the latest data with the Ministry of Education and Ministry of Human Resources and Social Security, so as to provide a direct basis for adding full-time positions of school coaches in the future. In addition, in view of the key issues such as adjusting the proportion of post preparation and the allocation method, and adhering to the principle of "integrated design and integrated promotion", the relevant state departments should jointly formulate the "Regulations on the Management of Post Preparation and Setting of School Coaches", requiring schools of all levels and types to increase the proportion of full-time positions of school coaches according to actual needs. According to the relevant provisions of the Opinions on Post Implementation, the human resources and social security departments of various provinces and cities need to support the number and structure of full-time positions of school coaches. Schools at all levels and types should carry out job recruitment according to the principle of "fairness, justice, open recruitment and merit-based employment", and try first in combination with the needs of physical education in their respective schools to set up full-time positions for school coaches in line with their career development direction. It is

suggested that schools of all levels and types should set up reasonable full-time positions for school coaches according to the overall proportion of the number of young athletes and give them equal opportunities for career development.

5. Conclusion

One of the major issues in the development of youth sports, the integration of sports and education, is put forward according to the concept of integration of national governance system and the needs of deepening sports reform. Its overall and long-term goal is to promote the cultivation of competitive sports reserve talents and realize the high-quality development of school sports. Setting the post policy of school coaches is a key measure to realize the overall goal of the integration of sports and education, which is directly related to the success or failure of the integration strategy of sports and education. We found the problems existing in the post setting of school coaches at present. The problems such as the dislocation of ability training, talent selection and the dislocation of guarantee objects have led to the long-term operation and development of school coaches. Therefore, in the future, only by clarifying the long-term mechanism of school coaches, comprehensively grasping its development laws and characteristics, and systematically analyzing the current difficulties and specific causes of rights protection, can we accelerate the long-term operation of school coaches' posts. We must admit that any new policy reform measures will encounter a series of challenges in the implementation stage, and these challenges will definitely directly affect the effectiveness of policy practice, and even seriously lag behind the integration of sports and education. However, despite the difficulties, we need to continue to pay attention to the implementation of the "Implementation Opinions on Setting up Coaches' Posts in Schools" in various places in order to help the long-term operation of coaches' posts in schools.

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