

"Headmaster rank system" Helps Educators Run Schools

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Abstract: In the process of promoting the principal level system, there are often practical dilemmas such as the dislocation of modern school system construction, the dislocation of school values, the absence of assessment and evaluation mechanisms, and the lack of endogenous development of subjects. Therefore, it is necessary to actively establish a modern school system, stimulate the vitality of educators in running schools, adhere to the conscience of educating people, call on the professional awareness of educators in running schools, optimize the evaluation and evaluation mechanism, enhance the growth momentum of educators in running schools, enhance the connotative construction of the subject, and lead The continuous development of educators is the exploration of the main path.

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In the "Opinions of the Central Committee of the Communist Party of China on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Compulsory Education" in 2019, it once again emphasized that "respect for the characteristics of principal posts, improve the selection mechanism and management methods, and promote the rank system of principals, and strive to create a politically strong, high moral, High-quality professional principals with superb business and good school management.

The implementation of the principal rank system allows principals to be free of administrative ties to the greatest extent, and can be fully devoted to education and teaching research, enhance the level of specialization, and feel at ease to be an educator-type principal. Calling educators to run schools also reflects people's dissatisfaction with the phenomena of "politicians running schools" and "official schools" in current education management and some behaviors that violate the laws of education and education.

1 Principal rank system and its significance to educators

1.1 The connotation of the principal rank system

The principal level system is a standard for the promotion of school principals, which is different from the level identification of administrative duties. It provides a basis for sustainable development for the assessment of principals' professional ability, work performance evaluation, and improvement of their own qualities.

China is liberated and no more effort is required to engage in administrative development. Instead, the main focus is on the school level such as its own professional development and the ability to run schools and schools. At the same time, it is also different from the evaluation system of professional titles of teachers, so that the principal can maximize the professional level. The implementation of the principal rank system not only strengthens the principal's professional development but also emphasizes the principal's concept of professionalism^[1].

2 The Significance of the Principal Rank System for Educators in Running Schools

The traditional school administrative management system adopts the form that the principal and the administrative level are linked.

However, with the deepening of education reform, this model gradually exposed some shortcomings: excessive emphasis on the "official standard" awareness is not conducive to the development of school characteristics; excessive attention to the division of administrative levels is not conducive to the improvement of the principal's professional ability^[2]. Therefore, the promotion of the principal level system and the abolition of the principal administrative level can maximize the professional development of principals, in-depth teaching and research, and help educators grow with professional attitudes and concepts.

2.1 Promoting the rank system of principals is conducive to straightening out the relationship between politics and schools and creating a good atmosphere for educators to run schools

Between the school and the government, there are practical problems such as unclear management subjects, unclear responsibilities, imperfect assessment mechanism, and inadequate implementation of responsibilities. Contradictions between powers. Therefore, the promotion of the principal level system can straighten out the relationship between the government, schools, and other stakeholders, promote the transformation of government functions, achieve separation of government and school, and separate management and administration. The role orientation of type principals.

While the principals are expanding their autonomy in running schools, they need to establish a sound principal appraisal and evaluation committee to supervise and restrict the authority and responsibilities of principals.

2.2 Promoting the rank system of principals can help break the shackles of administration and provide guarantees for educators to run schools

In the original educational administrative management system, the principals were constrained by the idea of "official standard", which made the principals unable

to run schools quietly in pursuit of their own better administrative level treatment. The principal's vision of running a school often serves the administrative regulations of higher education, which can easily lead to the principal's schooling not being able to better integrate with the actual development of the school, making it difficult to form a characteristic school^[3].

However, the promotion of the principal level system can change the situation of principals' administrative schooling to the greatest extent, free the principals from the constraints of administrative levels, strengthen the principal's professional development ability, and truly transform from "administrators" to "educators".

2.3 Promoting the principal level system is beneficial to breaking the principal lifelong system and injecting new vitality into education for educators

In order to pursue a higher administrative level, most principals in the traditional administrative management system may concentrate most of their energy on how to "promote officials" and "engage in administration". The original principal's administrative level adopts the principle of "only go up and down", which will cause the principal to have a job burnout and a passive working attitude.

The rank system is to inspect the principal's comprehensive ability and literacy, so that the principal must continue to improve his professional level, clarify the ideology of the educator, and lead the direction of the school with the ideology and attitude of the educator. The implementation of the principal ranking system not only strengthens the principal's sense of competition and responsibility^[4], but also puts forward higher requirements for the principal's innovative spirit.

3 The real predicament of educators in running schools

3.1 Dislocation of modern school system construction

The modern school system refers to the rules and regulations for the normal operation of schools at all levels, and is an effective way to ensure the healthy operation of schools at all levels. However, the modern school system gradually exposed some deficiencies and vacancies in the process of exploration and construction.

On the one hand, it is reflected in the government's

excessive intervention in school work development, affairs operation, construction development, etc., which often leads to the unclear main body and borders between the government and the principal in school management. Issues such as clarity and inconsistency of powers and responsibilities^[5]. This is prone to the government's difficulty in concentrating on managing "should be managed" matters and putting more energy on "should not manage" matters, and the government's need to assume multiple roles.

3.2 The misplacement of the value concept of running a school

The concept of education and education is to promote people's comprehensive and individualized development, and to build the relationship between people and society with the values of "learning people, teaching and educating people" and "educating adults". However, in the process of education, educators are often influenced by concepts such as utilitarianism, instrumental rationalism, and efficiency supremacy, which lead to the gradual deviation of the relationship between education and society from the basic laws of education development and the fundamental laws of human development.

Taking the value orientation of "whether to cultivate useful people" as a criterion for measuring the success of school education leads to the misalignment of school education values.

3.3 The absence of the evaluation mechanism

On the one hand, due to the professionalism, complexity, fragmentation and other characteristics of the principal's own work, it often results in the singularity, one-sidedness, and mechanization of the principal's assessment criteria. These characteristics easily lead to over-emphasis on the quantification and index of the principal's evaluation and evaluation, while ignoring the implicit and uncertain factors in the process of running the school, so that the principal's evaluation^[6] and evaluation mechanism pays more attention to the explicit and consequential effects.

On the other hand, current school education pays more attention to the tendency of "only score" and "only progression rate", which intensifies the utilitarian and test-oriented trend of school.

3.4 Insufficiency of the endogenous development of the subject

In reality, the main reasons that hinder the endogenous

development of school principals are the lack of consciousness of the principal's internal subject and the lack of awareness of educators in running schools, resulting in a lack of initiative and enthusiasm in the process of implementing educators.

Due to the imperfection of the educator's endogenous growth mechanism, the educator's school-running behavior is largely anomie and blind. The society's expectations and demands for educators are constantly increasing, which also constantly requires the principal to be able to coordinate, handle, and maintain all aspects of work.

4 Promote the "principal rank system" to help educators realize the path selection

It is necessary to provide the educators with a sustainable development momentum from the institutional level (principal rank system), and create a scientific and orderly system guarantee for educators. The principal rank system returns the principal to the path of professional and professional development, releases the principal pursuit of the management and education of the principal, and enables the principal to become an educational professional engaged in educational professional school-running activities, thereby realizing the help of educators.

4.1 Establish a modern school system to stimulate the vitality of educators in running schools

The principal rank system has made principals free from the constraints of the administrative system, and has increased the enthusiasm for running schools. Principals have more autonomy to run schools and need to clarify their responsibilities under the modern school system (what things need to be done, what things should not be done, what reasonable things to do), the government is giving principals appropriate examination and evaluation. The right to hire and hire is to provide educators with independent development space and to create an environment for the principal to consciously and actively develop.

The effective development of educators is inseparable from the principal's active mobilization of social forces to participate in cooperation.

4.2 Persevere in educating people's conscience, calling on educators' professional awareness of running schools

Educators must standardize their professional

management behaviors and professional leadership behaviors, and build a strong atmosphere for educators to run schools. Through the principal's professional influence, professional radiation, professional appeal and appeal, more professional care models can be used to replace administrative command forms.

The principal leads all teachers and students to learn together and progress together with the concept and identity of an educator, and forms an equal and democratic management relationship between the principal and the teachers and students. Educators need a strong sense of specialization for the principal, less bureaucracy, more professionalism, less superficial image, more practice in running school, less deviation in concept, and more value rationality. Run a school.

4.3 Optimize the assessment and evaluation mechanism to enhance the growth momentum of educators in running schools

The effectiveness of educators in running schools is evaluated through the multi-dimensional evaluation dimensions of society's satisfaction with schools, students' academic performance, and teachers' growth and development.

Secondly, third-party organizations such as social professional assessment agencies, parent committees, faculty and staff congresses should be strengthened to participate in the assessment of educators in the school process, and give full play to the scientific and democratic, fair and just, restrictive supervision and other aspects of third-party organizations in public governance Advantages to provide systematic support for the growth of educators in running schools.

Finally, we must implement the accountability mechanism for educators to run schools, and conduct multiple accountabilities for educators' behavior, effects, processes, and decision-making, so that educators can run their schools in a transparent and open environment, and make educators healthy in a good atmosphere. growing up.

4.4 To enhance the connotative construction of the subject and lead the sustainable development of educators

The principal should replace the experience-based and model-based schooling with a professional attitude. The principal level system breaks the principal's lifetime appointment system, and clearly incorporates the principle of competition for appointment and ability first into the principal appointment mechanism, which creates a benign and sustainable development environment for educators to run schools.

Educators only have to fully realize their own connotative construction, and carry out autonomous connotative development with a proactive enthusiasm, a spirit of innovation, and a consciously displayed personality. Educator-type principals should actively take responsibility for the school, encourage teachers, approach students, communicate with parents, and combine their intensional construction with school-running practices to realize the value of educators.

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