Research on the Leadership of School Managers under Collectivization

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Abstract: In order to realize the high-quality and balanced development of the obligation education, school of collectivization has become an important measure. It promotes the fairness of education by expanding the coverage of high-quality education resources and sharing experience of education management. Its essence is the process of combining multiple individual schools in the region to form an organic organization of education group. In this process, school managers are faced with many problems such as remote management, increased difficulty in management, and increased cost of management. How to improve their leadership under collectivization has become a key issue of research. This study takes Jing'an District of Shanghai as an example, pays attention to the leadership of school managers under collectivization, in order to provide targeted suggestions for improving the leadership of school managers. This study analyzes the concept of school management leadership, and investigates the performance of three education groups and eight school managers in the aspects of structural leadership, teaching leadership, curriculum leadership and cultural value leadership. The study finds that school managers think that the main challenge after collectivization is the increase of management difficulty, followed by the expansion of school scale, insufficient policy support and insufficient resource allocation. In a word, these problems greatly affect the leadership level of school managers under collectivization. It thinks that school managers should optimize the organizational structure, build a modern school system, improve the professional level, promote the common development of teachers, build school culture and create a good organizational atmosphere to continuously improve their leadership.

1 Introduction

At present, collectivized education has become an important measure to achieve high-quality and balanced development of compulsory education. It promotes the fairness of education by expanding the coverage of high-quality education resources and sharing experience of education management. The essence of collectivization is to combine a number of individual schools in the region to form an organic organization process of education groups, which can be formed in a variety of ways, such as "quality schools+new schools", entrustment management, single-legal person education groups and multi-legal person education groups. Cheng Yulin selected the J district of Shanghai group management school as the research object, and analyzed the school-running achievements of the three education groups in schools, teachers and students. She thinks that the group-run school has expanded the coverage of prestigious schools and improved the quality of running schools. It promotes the professional development of teachers, and at the same time makes overall balanced development of students' comprehensive quality[1]. But Cao Meiqi thinks that the basic education group management also brings about diluting high-quality educational resources, the homogenization of

school culture, and increasing the burden of school management[2].

Throughout the existing research results, most of them focus on the study of management problems caused by collectivized schooling, but fail to deeply explore the role school managers should play. At the same time, scholars only pay more attention to the leadership of the principal, rather than the leadership of the entire management team, or only focus on the partial leadership, rather than the overall leadership.

This study thinks that group-based schooling has brought about the practical problems of expanding personnel and increasing the number of campuses, allowing school managers to travel between multiple schools, making them face many problems such as long-distance management, increased management difficulty, and increased management costs. In addition, if the education group does not establish a sound management system and organizational structure, it will lead to disorderly management and chaotic duties. Group-based school tests the leadership ability of school managers. How to improve their leadership in this context has become a key issue for research. This study takes Jing'an District of Shanghai as an example, pays attention to the leadership of school managers under collectivization, in order to provide targeted suggestions for improving the leadership of school managers.

2　The concept of the school manager leadership

The concept of "leadership" originates from leadership science, which refers to the ability of managers to take various measures to motivate employees to make contributions and achieve organizational goals in a certain organizational structure[3]. When applied to the field of education, it can be considered that school manager leadership, which refers to the ability of school managers to make clear group rules and plans, determine group development goals based on teachers' vision, and integrate educational resources to explore multiple development opportunities in the education group formed by collectivization. School manager leadership can be measured from three aspects: the overall leadership of the school, the individual leadership of the principal and the leadership of the management team.

2.1　The overall leadership of the school

Pei Dina proposed a schematic diagram of school-level leadership structure in a reform paper on school leadership, which systematically and comprehensively analyzed the composition of the overall leadership of the school, including the goal and value system, education mode system, management system and school-running resource system[4]. She thinks that the idea and training goal of running a school are the premise of school construction; curriculum reform and moral education culture are the core of promoting students' all-round development; system construction and organizational structure are the support of school reform; Various educational resources are the guarantee of school development.

Collectivization is different from traditional schools in that it organically organizes the two schools into a group to form a complete education group, which poses a great challenge to the overall leadership of the school. For example, the school should form the value consensus and the characteristic culture of "harmony but difference". It is necessary to establish a correlation mechanism of course co-construction and sharing to promote students' academic development. We should also strive for social and government resources to promote development. All of these need to optimize the ecological system of the education group through various configurations, so as to improve the overall leadership of the school.

2.2　The individual leadership of the principal

Principal leadership refers to the ability of the principal of a school to lead the teachers and students of the school to achieve the school's development goals, and is the embodiment of the principal's comprehensive ability[5]. The theoretical foundation of principal leadership stems from the "five-force model" of Thomas J. Sergiovanni, including technical leadership, interpersonal leadership, educational leadership, symbolic leadership, and cultural leadership[6]. Chinese scholar Zheng Yanxiang integrated the existing principal leadership model and put forward the "five-dimension model": That is, the structure of leadership, human leadership, political leadership, cultural leadership and educational leadership[7]. The "five-dimension model" has been used for reference by many researchers in China.

2.3　The leadership of the management team

Management team leadership refers to the ability of multiple management teams established by the school to achieve the development goals of the education group

through cooperation and mutual assistance. According to different functions, it can be divided into functional teams, cross-functional teams and self-managed teams. The normal operation of an organization is inseparable from the support and help of the management team. The composition of the management team is mainly the middle managers and backbone teachers of the school. This is the backbone of the development of the education group.

Based on the above aspects of leadership connotation, this study combined with the actual situation of collectivized school running, and analyzed the leadership of school managers in terms of structure leadership, teaching leadership, curriculum leadership and cultural value leadership.

3 Research design

3.1 Research object

This study selected Jing'an District, a typical regional grouping school in Shanghai, as the research object. A field survey was conducted on the managers of 3 education groups and 8 schools, including the general principal, the executive principal, the secretary, the middle-level management cadres and the backbone teachers' representatives.

3.2 Research method

Based on the connotation of school management leadership, this study used the questionnaire to investigate the school management leadership under collectivization. According to the characteristics of collectivization in running a school, a leadership questionnaire for school managers was developed. The five-point Likert Scale was used for the scoring items, and the values were assigned from 1 to 5, where 1=strongly disagree and 5=strongly agree. This school management leadership scale contains the management leadership evaluation, including structural leadership, teaching leadership, curriculum leadership and cultural value leadership.

3.3 Research content

In structural leadership, this study measures whether school managers establish a sound education group charter and plan; whether they establish a flat management system, decision-making mechanism and supervision mechanism; whether they have a reasonable selection, training and assessment mechanism for the executive principal.

In teaching leadership, this study focuses on whether school managers establish clear teaching reform development goals and plans; whether they develop a sound teaching evaluation system; whether they promote the professional development of teachers.

In curriculum leadership, this study measures whether school managers develop a comprehensive curriculum planning and curriculum management system; whether they develop the school-based curriculums; and whether they establish the association mechanism for the joint construction and sharing of curriculums.

In cultural value leadership, this study measures whether school managers lead the school to form consistent values; whether they encourage each school to have a distinctive school culture; whether they enhance the school brand culture value.

4 Analysis of school management leadership under collectivization

4.1 Structural leadership

44.4% of managers think that structural leadership is the ability to set clear development goals and plans; 27.8% of managers think that it is the ability to co-ordinate all aspects of the school's orderly operation; and 27.8% of managers think that It is the ability of organization and coordination and communication in the decision-making process. The top three scores are: "school leaders and middle-level cadres can communicate in a timely manner", "actively listen to teachers' opinions and suggestions", and "actively listen to parents' opinions and suggestions". The last three items with the lowest scores are: "established a reasonable cadre evaluation mechanism", "established a streamlined and efficient organization", and "developed a sound education group plan". It can be seen that school managers under collectivization have strong organizational and communication skills, but they need to improve their organizational structure and sound rules and regulations.

4.2 Teaching leadership

75.9% of managers think that the focus of educational leadership is to do a good job in teaching leadership and management. 68.5% of the managers will carry out teaching reforms by constructing teaching teams, designing teaching methods and institutional teaching content, and 25.9% of managers will carry out teaching reforms in the form of teaching and research groups.

24.1% will pay attention to the formation of innovative teaching culture, 20.4% will emphasize curriculum design and development. School managers do well in the aspects of "making educational reform plans", "guiding classroom teaching" and "improving the evaluation system", while they score low in the aspects of "setting teacher development goals", "promoting teacher professional development" and "providing teacher resource security". This shows that school managers have realized the importance of teaching under the collectivization, but there are still some deficiencies in promoting teachers' professional development and improving teachers' satisfaction ability.

4.3 Curriculum leadership

54.1% of managers think that curriculum leadership and teaching leadership are inseparable, and its fundamental purpose is to promote student development; 36.7% think that curriculum leadership is the ability to develop a curriculum system and manage daily curriculum. School managers score the highest in "cooperating with higher education departments to promote curriculum reform" and "formulating low-grade and high-grade curriculum planning", while they score the lowest in "establishing a correlation mechanism of curriculum co-construction and sharing". It is particularly important to establish the mechanism of curriculum co-construction and sharing within the education group, which is one of the characteristics of collectivized school running different from traditional schools. This also reflects that after the collectivization, school managers are not able to deal with the problem of how to coordinate the co-construction of multiple school courses and the dispersion of students' grades.

4.4 Cultural value leadership

58.4% of managers think that cultural value leadership is the ability to guide the building of campus culture and create a good campus environment. School managers score the highest in "developing school moral education" and "improving the cultural value of school brand", but score the lowest in "each school has its own distinctive campus culture". How to build a "harmonious but different" school culture on the basis of forming a consistent educational group values and giving play to the characteristics and advantages of each school has become a problem that school managers need to pay attention to.

Overall, for the question "what is the most important

ability of school managers", 50% of managers chose scientific decision-making, 24.1% chose innovative management mode, and 13% considered leading teaching and curriculum reform. At the same time, 43% of school managers think that the increase of management difficulty is the main challenge after the collectivization, followed by the expansion of school scale, insufficient policy support and insufficient resource allocation. In a word, these problems have greatly affected the leadership level of school managers under the collectivization.

5 Suggestions on how to improve the leadership of school managers under collectivization

5.1 Optimize organizational structure and build a modern school system

The top-down leadership framework of "principals-managers-teachers-students" formed in traditional schools is no longer suitable for the education groups formed under collectivization. Therefore, it is necessary to give full play to the enthusiasm of all levels to participate in school management and build a new framework of school managers' leadership synergy. First, school managers should optimize the organizational structure of education groups with the value orientation of "function determines structure"[8]. With the promotion of collectivization and the adjustment of management activities, the realization of the function of running a school affects the establishment of organizational structure. School managers may set up group organizations, such as human resources department, logistics department, labor union, etc. They can also set up school organization, such as course department, student department, etc. Secondly, school managers should constantly sort out post functions and implement flat management mode. The education group shall establish the group leadership center, and the major decisions shall be jointly decided by its members, so that the management teams shall have clear responsibilities and division of labor, so as to improve the management efficiency. At the same time, school managers should also innovate school development and build a modern school system. System construction is the key element to construct the ecological system of education groups. It is necessary to improve the charter and planning of education groups, improve the autonomy of schools, and encourage the government to issue preferential policies.

5.2 Improve professional standards and promote common development of teachers

School managers should establish the concept of learning and progress. Only by improving their own professional level, can they improve teaching and curriculum leadership, thus promoting the common development of teachers. First of all, the school should establish and improve a complete "pre-employment entry on-the-job resignation" manager evaluation mechanism[9]. The leading cadres of the education group should implement a regular debriefing system and evaluate them based on professional standards. Secondly, it is necessary to improve the training system for school managers and improve the teaching and curriculum leadership. Only by paying full attention to the construction of school managers' leadership can they promote the reform and development of collectivized school running. The education group can rely on the educational scientific research institutes in various places to carry out symposiums on the practical problems encountered in the collectivized running of schools. It can also give full play to the advantages of higher education and management majors and attend lectures by school management experts to broaden its horizon. At the same time, school managers should combine theory with practice and take various measures to promote the common development of teachers. In terms of teaching leadership, teachers and students should take the form of teaching to promote the rapid development of new teachers, carry out joint teaching and research activities to establish a teacher learning community, and make overall arrangements for teacher turnover to promote professional development. In terms of curriculum leadership, relying on the graduate research office and combining the curriculum outline with the actual situation of the education group, scientific plan is provided for the curriculum setting. It is also necessary to establish a course selection management platform, improve the class selection mechanism for students, and share high-quality course resources among schools.

5.3 Build campus culture and create a good organizational atmosphere

Organizational climate refers to the different styles in the internal environment of an organization. Under the influence of the leadership of managers, different organizational climate will have different influences on the members and development of the organization[10].

Under collectivization, the organizational atmosphere of different schools is characterized by their own campus culture, which has a direct impact on the staff and students. School managers should pay attention to the construction of characteristic campus culture and create a good organizational atmosphere. First of all, they should avoid homogenization in running schools and create distinctive school culture. School managers can strengthen the construction of characteristic courses and give full play to the advantages of schools in the education group. For example, one school pays attention to the cultivation of humanistic quality, while the other pays attention to the cultivation of science and technology and international vision. Secondly, rich and colorful campus activities should be held to form the group value. School managers can establish a student exchange and interaction mechanism, carry out various forms of fellowship activities and club activities, and encourage students to participate in the sports meeting, art festival, science and technology festival of the education group. At the same time, school managers should also build a harmonious campus atmosphere, form a harmonious interpersonal relationship among the management, teachers and students, and promote the positive influence between the group schools.

6 Conclusion

With the rapid development of collectivized education, higher demands are placed on the leadership of school managers. School managers, as the key figures of collectivized running schools, have an important role in improving the level of running a school. By investigating the performance of three education groups and eight school managers in the aspects of structural leadership, teaching leadership, curriculum leadership and cultural value leadership, this study found that the problems mainly focused on improving organizational structure, promoting the professional development of teachers, coordinating curriculum construction and developing the characteristic campus culture. In the future practice of running schools, school managers should strive to improve their professional level, build a modern school system, and build a campus culture to continuously improve their leadership.

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