

Research of school management development under the background of human-based concept

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Abstract—The general secondary school management system is an important part of school management, so the change of school management system determines the success of curriculum reform in some sense, and to research and explore the reform of schools' management system under the background of the concept of people has important practical significance to curriculum reform. Therefore, establishing soundly a scientific and rational school management system is the fundamental guarantee of a normal school teaching order and the quality improvement of education.

Keywords- the concept of people; school management; development

I. INTRODUCTION

Different schools in the domestic and overseas have different thoughts on the concept of the people-oriented management. As early as 60 years ago, the human relations school already had "people-oriented" management thinking. However, due to lack of science and technology and economic development, despite its ideology has gradually matured, its practice is far behind the theory. In essence, people-oriented management is actually a kind of "people-oriented" soft humane management. The enterprise is an organization, a system and a people-oriented economic entity. The purpose of "people management" study is how to perfectly play and use the most special product factor — person. 'Interpersonal relationships' originated in the 'social people' hypothesis in 'Hawthorne' experiment, and companies should strive to establish harmonious interpersonal relationships in formal organizations and do effective communications in order to achieve the exchange of emotions. By members of the in-depth, close communication and exchanges, they establish the same boat together to complete the concept of organizational goals when the special objectives and work plans are consistent. 'Human Resources Development' is the highest level application of 'people management' theory in the enterprise and the development focuses on the whole process of employees' business services that contains from the recruitment, training and the process motivating employees.

People management regard human nature as the core, including the four basic elements of business people, the environment, culture and values, etc., which need attention and research when learning and establishing the people administration.

Theoretical model of the people management is: a coordinate target between subject and object—an incentive contingency management — leadership training — management and training—shaping the environment of a

quality of life — a culture of a method to integrate — a complete social roles system. The basic contents of people management are: thinking management of people as the first; regarding motivation as the main way; establishing harmonious interpersonal relationships; positively developing human resources; cultivating and developing team spirits.

II. SCHOOL MANAGEMENT THEORIES

A. School-based management theory

The most basic definition of school-based management theory is the decentralization to the school. "Decentralization" means education authorities' giving school greater power and freedom, and they let the school decide allocation of resources according to the school case and implement reforms on the school's budget, curriculum, textbook selection, school personnel decisions. Its aims are to reform school management system and optimize educational resources to improve the quality of education. School-based management adopts a way of collective management of school resources and the collective composed as follows: school boards, school supervision, principals, teachers, community members and students.

The management philosophy of 'School-based management' has the following assumptions. First, schools and communities should be given greater powers to manage all sorts of things generated. Second, the school management strategy should focus on concepts like 'decentralization' and 'delegation'. 'Decentralization' and 'delegation' are all popular postmodernist philosophy concepts. Third, school resource allocation should be based on the characteristics of the community and the school itself.

School Based Management called SBM is a new education management originated in Western school reform movement of the 1980s, which is very influential in the field of foreign educational management. Over the past decade or two, some schools operate the school management in this new management concept and achieved good results. Currently, "school-based management" concept has been thorough in the heart of education managers, and people are committed to enhancing this concept to let it play a greater role in school reform. This new management model also has a certain significance and promotional value for China.

B. System management theory

The so-called system management refers that schools use laws, statutes, regulations, and units' rules and regulations formulated in accordance with national and local to manage and regulate the conduct of education and take efforts to achieve the educational goals of management.

With the deepening of the reform of the education management system, the school's autonomy continues to expand, and competition between schools becomes more and more intense. This situation requires schools to implement the system management objectively and fully tap the internal potential, overcome organizational inertia, play their enthusiasm, and then make it gain a foothold in the fierce competition. As the "hard" standardized management system has a certain objectivity, impartiality and normative, therefore, all activities in the management process are based on ration, and the way is concise and easy to operate, and there are rules that everyone's behavior can stand by, and there is a clear guide to action and responsibility, so it is easier for people to clear their responsibilities and effectively supervise and regulate the daily behavior of staff and students, besides system management can reduce human factors in administration management and effectively overcome the arbitrariness and weak in management, and enhance the normalization and impartiality in school management.

System is guideline to regulate people's behavior and the premise of improving the management quality. In the process of the implementation of the management system, we must also use elastic management. Elastic management contains ingredients of emotional largely, and it has a certain flexibility in the management process because of people, the incident, the environment and different or changing conditions. It is the additives of the system of management, and it is in favor of harmonious relationship between cadres, and it can prompt the normal operation of the school work. System is the basis of management and the principle of management. Elastic management system is built on the basis of the system management and the two are complementary to each other's. Managers should combine elastic management and the system management on the base of the actual needs of school's administration effectively and control a good grasp of the scale, so as to ensure the normal school teaching order and successfully complete the education goals and let its management at its best.

III. THE IMPORTANCE OF STRENGTHENING SCHOOL MANAGEMENT

Our modern school system has been established and developed after experiencing a difficult period of transformation, but it does not appear the proper function in modern education and school development because of the outdated modern school system construction and inefficient operation, where institutional change mechanism is hindering factors of the modern school system reform. Given the difficulties and problems that exist in the school management, in the school management practice, we should think how to maximize its positive side, overcome avoid the negative side and let the school administration in order.

In the school management we must give full play to the core role of the party branch, strengthen ideological and political work, and then use the scientific development concept to guide the work of the school. Former Soviet educator Sukhomlinski summarizes a very important point from his many years' the principal work experience:

"Leading School is firstly the lead of educational thought, followed by the administrative leadership." Practice tells us future competition is competition of school education thoughts in the final analysis and the competition of concept of the school.

At present, China is in the crucial period of educational reform, where there are still barriers to stick to the idea of examination-oriented education at the same time of vigorously promoting education reform and the implementation of quality education. How to make the idea of management education not a feeble 'preaching' and not 'impractical', not 'slick', is the problem placed in front of the school management needing to be solved urgently.

IV. THE CONCEPT OF STRENGTHENING MANAGEMENT EDUCATION THINKING STRATEGIES

A. *Principals must establish awareness of education thought leadership*

Principals should recognize the importance of ideological education thought leaderships, and properly handle the relationship between education thought leadership and school behavior leadership, namely the relationship between transactional issues and educational issues. It must prevent two undesirable tendencies: The first is that simple, empty preaching or ideological indoctrination make ideological leadership education a 'sign' in school management. Second, they simply focus on transactional work in the school administration, and give up educational thought leadership. They should base on education and development of students to deal with various matters, and should be good at reflecting educational thoughts in a wide variety of events.

Strengthening educational thought leadership also requires principals' educational thoughts clear and correct. Educational thought conveyed by chancellor should reflect the spirit of the times, the overall trend in education reform and development and the basic law of education.

B. *The unity and updates of kinds of ways to achieve educational thought*

School principals should cultivate and guide all teachers' modern education thinking to enable teachers to form a new concept of education, student view, teaching view, values, efficiency and quality in concept, which is the impetus for school development. They should establish a large educational concept in line with requirements of the development of the Quality Education. Schools should always adhere to the people-centered education, and that teaching is important, quality is first; they must seize these two lines that the teacher is the first element of teaching activities and teaching and research activities is the first productive teaching students. Only consistent idea can unify the paces. Changes in teacher education ideas should go through the practice of reform. New educational ideas are generated in the practice of education reform, and encouraging teachers to participate actively in teaching reform and practice is the fundamental approach to change teachers' educational concepts and achieve educational thought leadership. The main approaches are to organize

teachers to read books and learn advanced experience in educational theory and experimental education; to implement school-based training including inviting experts to give lectures for teachers and letting teacher dialogue with famous teachers; to organize teachers to go out to visit and broaden their horizons, enrich their knowledge; to organize teachers take part in education research and use facts to convince and support the principle, thoughts, ideas and bias errors of educational activities,.

C. To determine the appropriate way of running school to develop its distinctive features

On a deep understanding of the overall development of the concept of quality education, they should base on the reality of the school, determine the appropriate thought of running school to develop its distinctive features. Principals should be good at transfer their own education into teacher education thought and reflected schools' educational thoughts in their management objectives and the implementation of management behavior. Characteristic education thoughts of their own school should be implanted in teachers' mind, and then be transformed into educational practice.

D. Focus on goal-oriented management and implement school management effectively

Educational goals are the ideal setting of the school, and they are the results of an anticipated planning, and they are mainly related to what school will be built. Every school and every principal will made educational goals that can be achieved through the school faculty's efforts in a given period on base of the special circumstances of a faculty level, quality of students, teaching conditions and environment of the community ethos of discipline, etc. Due to the different conditions of the schools, different schools have different educational goals.

After the establishment of educational goals, they need to implement management by objectives. Currently, there are two-fold common problems in school objectives management. First, the management goals are not accurate enough, and the goals and the objective reality gap. Lofty goals cannot be achieved are easy to let people lose morale; and too shallow the goals cannot inspire enthusiasm for work and cannot reach the aim to enhance the school level.

Secondly, after the establishment of management objectives, the objective evaluation systems and security systems to achieve goals are needed. Without a strong support system and evaluation systems, target and actual teaching is still a mismatch, and it is a failure of management by objectives.

E. Emphasis on emotional management and build a harmonious campus

School management is the management of people in fundamental sense, in other words to mobilize the initiative, enthusiasm and creativity of the school staff and students, to achieve schools' work goals, teaching and management objectives. The starting point and destination of school

management are people, and the power and core of school management is people, the success of the school management depends on the people. Therefore, the school management must be people-oriented, and manage the school with emotion.

Pay attention to emotional factors in the management. Respecting, understanding and caring people are the important principle of management. In school management, the principal not only need to exert influence in terms of reference, but also rely on non-faculty competence clout to complement each other. Factors of non-faculty include all aspects of which physical and mental emotion is an indispensable factor to achieve the goal of school management. Achieving management objectives mainly depends on teachers and students to work together. This requires that school administrators must have an emotional investment and move others emotionally and enlighten others with reason and lend a hand to treat people equally. With their rustic, warm, goodness and other virtues, they try to get out of the circle of evil emotions. They should not only be concerned about the progress and requirements of the faculty in political aspects, but also take the initiative to help them solve some practical difficulties in learning and life and be their close friends to form a good peaceful and progressive atmosphere.

V. CONCLUSIONS

In modern society, the management of the school is a complex and specialized activity that requires principals to upgrade their management philosophy constantly and improve their knowledge and ability structure. Exploring the school management thinking and practice and presenting unique insights on principal theories on base of education management provide many useful lessons for theoretical education of how to manage schools, and promote teachers, students, campus harmonious development given the new educational reform idea. In implement and application level, we can make education management researchers deepen education management theory analysis and let management practitioners reflect constantly and look at ourselves as a model for outstanding people and consciously promote education management reform advance, which will help to ensure scientific and rational decision-making, and thereby enhance the effectiveness of management.

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