

THE GUIDLINE OF EDUCATIONAL MANAGEMENT STAFF IN CHINA

Zonglei Li

E-mail: 290117910@qq.com

Abstract

This paper, titled "The Guideline of Educational Management Staff in China", focuses on the roles, responsibilities and development related aspects of educational management staff in China. It explores the current situation of educational management in China, including the characteristics of the management system, the skills and qualities required for management staff. Through in-depth research and analysis, it aims to provide practical guidelines and suggestions for educational management staff to improve their management efficiency and contribute to the high-quality development of China's education.

Keywords: educational, management, staff in china

Introduction

In recent years, China has attached great importance to educational management. A series of educational management guidelines issued successively play a crucial role in the field of education. In terms of ensuring educational quality, these guidelines provide clear standards and norms for educational and teaching activities. There are clear definitions ranging from curriculum design to teaching methods, from academic assessment to teacher requirements, thus ensuring the smooth realization of educational goals at all stages and cultivating talents who meet the needs of social development. At the level of promoting educational equity, educational management guidelines are committed to promoting the rational allocation of educational resources. Through policy guidance and resource inclination, efforts are made to narrow the educational gap between regions and between urban and rural areas, enabling students in different regions to enjoy high - quality educational resources and providing them with equal development opportunities. In terms of promoting educational reform and innovation, the guidelines actively guide the renewal of educational concepts and practices, encouraging educators to explore new educational models and methods, injecting continuous vitality into the development of education.

From a professional perspective, focus on improving the professional qualities of educational administrators, improve professional standards for educational management, and build a high - quality and professional educational management team to promote the scientific and standardized development of educational management work. In terms of the trend of diversification, encourage extensive participation of social forces in educational management, form a co - governance pattern of the government, schools, and society, fully integrate resources from all parties, and jointly promote the development of education.

Educational

The current situation of education in China presents multiple aspects. In 2024, the Central Committee of the Communist Party of China and the State Council issued the "Outline for the Construction of an Education - powerful Country (2024 - 2035)", putting forward a number of strategic goals such as promoting the high - quality and balanced development of compulsory education, optimizing the layout of higher education, facilitating the integration of vocational and general education, and enhancing the status of teachers. It emphasizes leveraging the digital strategy and artificial intelligence to facilitate educational



transformation, and improving the educational resource allocation mechanism to adapt to demographic changes. The "Double Reduction" policy continues to be advanced to reduce students' homework burden and the burden of off-campus tutoring, and the educational evaluation reform is deepened to alleviate the pressure of exam-oriented education. However, there are problems of inadequate implementation in some areas. For example, private tutoring institutions still exist covertly, and students' actual burden has not been significantly reduced. There are nearly 530,000 schools of all types and at all levels in the country, with over 290 million students. The gross enrollment rate in preschool education has reached 88.1%, an increase of 23.6 percentage points compared with ten years ago. The consolidation rate of nine-year compulsory education has reached 95.4%, an increase of 3.6 percentage points compared with ten years ago. The gross enrollment rate in senior high school education is 91.4%, an increase of 6.4 percentage points. The gross enrollment rate in higher education is 57.8%, an increase of 27.8 percentage points. The popularization level of education at all levels has reached or exceeded the average level of middle- and high-income countries. Preschool education and compulsory education have reached the average level of high-income countries in the world, and higher education has entered the stage of universalization. In addition, 200,000 students from poverty-stricken families receiving file-registered support in compulsory education have been ensured to stay in school, solving the long-standing problem of school dropout and achieving a basic balance in compulsory education. The special plan for key universities to enroll students from rural and poor areas has been continuously implemented, with a cumulative enrollment of more than 950,000 students. The number of people with a college education in the country has exceeded 218 million, a significant increase compared with ten years ago. Programs such as the Cultivation Plan for Top-notch Talents in Basic Disciplines have been implemented, and the orientation of vocational education types has been optimized. Secondary and higher vocational schools (excluding technical schools) have cultivated more than 79 million graduates in ten years. The construction of "Double First-Class" universities and disciplines has been steadily advanced, and the innovation ability of universities has been continuously enhanced. Universities have made important contributions in aspects such as original innovation and tackling key and core technologies. The amount of patent transformation has increased from 820 million yuan to 8.89 billion yuan in ten years. However, there is an uneven distribution of educational resources. The differences between urban and rural areas and among regions are significant. High-quality educational resources are concentrated in first-tier cities and developed regions. In rural areas, the infrastructure is weak, and the mobility of teachers is high. The quality of compulsory education has declined in some areas. For example, the academic level of junior high school graduates in rural areas is even lower than that of primary school students in the past. Teachers in remote areas lack professional training, have insufficient international perspectives, and their teaching methods are rigid, affecting the all-round development of students. At the same time, the government has proposed to increase investment in education, optimize resource allocation, promote the rotation system of teachers within the county, and strengthen the integration of vocational and general education. However, there is still a controversy that insufficient investment in education funds leads to grass-roots schools relying on charging items, increasing the burden on families. Chinese education is at a critical stage of transformation. Digital and artificial intelligence technologies provide new paths for educational equity, and the strengthening of vocational education is expected to alleviate the shortage of skilled talents. However, it also faces challenges such as balancing the contradiction between exam-oriented and quality-oriented education, breaking the problem of solidified educational resources, and reshaping the professionalism and sense of mission of the teaching staff.

Management

Educational administrators are professionals within the education system who are responsible for planning, organizing, leading, coordinating, and controlling educational activities and resources. They play a crucial role at different levels and have a profound impact on the development of the education sector. Administrators in Educational Administrative Departments: They are tasked with formulating educational policies and planning educational development strategies. For example, they plan the layout of schools and set enrollment policies in accordance with national development needs. Meanwhile, they allocate educational resources, including funds and teaching staff, to ensure educational equity. Additionally, they need to monitor the quality of school operations and promote the implementation of educational reforms. School Administrators: This group includes principals, deans of teaching, etc. Principals are required to establish the school's educational philosophy and development goals, create a favorable campus culture, manage the teaching staff, and facilitate the professional growth of teachers. They also need to coordinate the relationships among schools, families, and the community to create a good external environment for the school's development. The dean of teaching is mainly responsible for teaching management, such as arranging courses and organizing teaching evaluations, to ensure the orderly conduct of teaching work. Importance of Educational Administrators Ensuring Educational Quality: By formulating scientific teaching plans and supervising the teaching process, they ensure the achievement of educational goals. For instance, a reasonable curriculum arrangement can meet the needs of students' all - round development, and regular evaluations of teachers' teaching can contribute to the improvement of teaching methods. Promoting Educational Equity: They rationally allocate educational resources, enabling students in different regions and schools to access high - quality education. For example, promoting the rotation of teachers can narrow the educational gap between urban and rural areas and among different schools. Driving Educational Innovation: They encourage teachers to explore new teaching models and introduce advanced educational technologies. For example, supporting schools to carry out pilot projects of information - based teaching can enhance teaching efficiency and effectiveness. Challenges Faced by Educational Administrators Updating Educational Concepts: They need to keep up with the pace of the times and adapt to the shift from traditional knowledge - imparting to cultivating students' innovative and practical abilities. For example, in the era of artificial intelligence, they need to figure out how to integrate new technologies into teaching. Resource Allocation Dilemma: They have to meet the educational needs of all parties and balance the distribution of resources among different regions and schools with limited resources. Coordinating Diverse Demands: They need to take into account the different expectations of students, parents, teachers, and society for education. For example, they need to strike a balance between parents' focus on academic performance and students' need for all - round development.

Staff in china

Chinese teachers are the core force driving the development of China's education cause. According to data released by the Ministry of Education, as of 2023, the total number of full - time teachers at all levels and of all types in China reached 18.8036 million. The continuous expansion of the teaching staff has provided a solid human resource foundation for the development of education. In terms of the educational stage structure, there are corresponding numbers of teachers in school education, compulsory education, senior high school education, higher education, etc. With the improvement of the education popularization level and the adjustment of the education structure, the proportion of teachers in each educational stage is

also constantly being optimized. In terms of the subject structure, in addition to teachers of traditional basic subjects such as Chinese, mathematics, and English, with the advancement of quality - oriented education, the number of teachers in subjects such as art, physical education, and science is gradually increasing. The professional characteristics of teachers are as follows: High professionalism: Teachers need to possess solid subject knowledge and educational and teaching knowledge, and continuously improve their professional qualities through learning and training. Great responsibility: They not only need to impart knowledge but also cultivate students' morality, values, and sense of social responsibility, and pay attention to students' physical and mental health and all - round development. Complex and diverse work: Besides classroom teaching, teachers also need to prepare lessons, correct assignments, tutor students, organize class activities, participate in teaching research, etc. Their working hours are long and the tasks are heavy. With the continuous deepening of educational reforms, teachers need to constantly adapt to new educational concepts, teaching methods, and evaluation methods, such as curriculum reforms and college entrance examination reforms. This puts forward higher requirements for teachers' professional abilities and adaptability.

Analysis of the components of transformational leadership

This article synthesizes the components of transformational leadership from the perspectives and research findings of seven scholars both international and Thai mentioned above. The author observes that while the names of the components vary across these scholars, the underlying components are essentially the same. Therefore, components with similar meanings but different names have been grouped under neutral, overarching categories that reflect the common underlying element and encompass other components with different names. These are organized into a single component, enabling analysis of transformational leadership components. Individualized Consideration. Intellectual Stimulation. Inspirational Motivation and Idealized Influence (Charisma). Other components, such as emphasizing vision, providing incentives, mentoring, possessing expertise and exceptional abilities, exhibiting ethical conduct, focusing on excellence, demonstrating loyalty, providing contingent rewards, creating innovations, and driving change, can be considered sub - components of the main components already mentioned.

Conclusion

Research Conclusions Through in-depth research on Chinese educational managers, this study reveals the problems and challenges they face in educational management work and clarifies the key elements of educational management work. It provides a set of practical guides for Chinese educational managers, including suggestions on updating educational management concepts, improving professional qualities, relieving work pressure, and optimizing the allocation of educational resources.

Discussions The results of this study are consistent with existing research findings and also provide new perspectives and ideas for further research. In future research, we can further focus on issues such as innovation in educational management and the application of information technology in educational management to continuously improve the practical guide for Chinese educational managers. **Suggestions** **Strengthen Educational Management Training** Regularly organize educational managers to participate in training courses and academic exchange activities to update educational management concepts and improve professional qualities and management capabilities. **Establish a Scientific Evaluation Mechanism** Establish a scientific and reasonable evaluation mechanism for educational



managers, focusing on the evaluation of their work performance, management capabilities, and innovation abilities, and encourage educational managers to be proactive.

References

- Chen, X., & Gao, H. (2019). *Educational Management*. Beijing Normal University Press.
- Drucker, P. (2021). *The Practice of Management*. China Machine Press.
- Gu, M. (2020). *The Great Dictionary of Education*. Shanghai Education Press.
- Hanushek, E. A. (2018). The economics of schooling: Production and efficiency in public schools. *Journal of Economic Literature*, 24(3), 1141–1177.
- Zhou, S. (2022). *Management: Principles and Methods*. Fudan University Press.