

Seven basic understandings on promoting the reform of primary and secondary school principals' rank system

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Abstract: the reform of the headmaster rank system in primary and secondary schools is of great significance to stimulate the vitality of primary and secondary schools and promote the high-quality development of basic education. In the work, it is necessary to clarify the seven basic understandings of the primary and secondary school principal rank system, such as the policy basis, significance and role, thinking misunderstanding, regional gap, work foundation, problems and future development, so as to continuously improve the reform efficiency.

Key words: primary and secondary school principal rank system; Basic understanding; Educational Governance

From the perspective of administration, the key of education and teaching lies in the principal, the important task of leading development lies in the principal, and the force of deepening reform lies in the principal. The headmaster rank system is an educational management system that conforms to the laws of education and the development of headmasters, and is a milestone in the specialization of headmasters. The implementation of the reform of the primary and secondary school principals' rank system, opening up the channels of talent flow, promoting the transformation of principals from position to occupation and from occupation to specialty, realizing the professionalization and professionalization of the principals' team, and stimulating the vitality of primary and secondary schools are conducive to promoting the high-quality development of basic education.

1. Understanding one, policy basis: the development process of primary and secondary school principal rank system

The "headmaster rank system" has attracted much attention and has been written into the central and national program documents for many times. Over the past 20 years, the CPC Central Committee and the State Council have successively issued the decision on deepening education reform and comprehensively promoting quality education, the outline of the national medium and long term talent development plan (2010-2020), the opinions on comprehensively deepening the reform of the construction of teachers in the new era, and the opinions on deepening education and teaching reform and comprehensively improving the quality of compulsory education, The requirements of "Trial Implementation of the headmaster rank system", "promotion of the headmaster rank system", "implementation of the reform of the headmaster rank system in primary and secondary schools" and "implementation of the headmaster rank system" were put forward respectively, which reflected the steady progress of the policy from trial implementation to promotion and from promotion to implementation; The office of the CPC Central Committee, the State Council office, the Organization Department of the CPC Central Committee and the Ministry of education have successively issued the opinions on deepening the reform of the educational system and mechanism and the Interim Measures for the management of primary and secondary school leaders, emphasizing "promoting the reform of the primary and secondary school principal rank system" and "promoting the professional construction of the principal team". Among them, it is clearly proposed that the regions that implement the primary and secondary school headmaster rank system can implement the corresponding headmaster income distribution methods; It is emphasized that efforts should be made to cultivate a team of high-quality professional principals. All these have made clear the policy support and target direction of the primary and secondary school principal rank system.

2. Understanding two, significance and role: the important effectiveness of the primary and secondary school principal rank system

For a long time, the administrative level of public primary and secondary school principals in China has been parallel to the evaluation and employment of professional titles, and the administrative appointment system has been implemented. There are some drawbacks in this system, such as: the appointment and management of primary and secondary school principals are constrained by many factors, principals need to often participate in various meetings and activities, and can not devote themselves to running schools and studying; The promotion of professional and technical positions of principals and teachers in primary and secondary schools is carried out according to the series of professional titles of teachers, but due to the limitation of the number of senior positions, the incentive competition between principals and teachers is caused; There is a big gap in the level of primary and secondary school principals around the country, resulting in principals' unwillingness to flow downward.

The implementation of the primary and secondary school principals' rank system is the realistic demand for the professional development of primary and secondary school principals' career, the development demand for the establishment of the basic pattern of professional principals' person time echelon, and the important system design to promote the development of education. Promote the primary and secondary school headmaster rank system, establish flexible headmaster tenure, job rotation and evaluation mechanisms, and

effectively empower headmasters; Promoting the cross regional and cross segment exchanges of primary and secondary school principals, promoting them to catch up with the examination, stimulating the endogenous driving force of principals' professional growth, is conducive to promoting the professional growth of primary and secondary school principals, realizing the school running of primary and secondary school educators, continuously improving the ability of running schools, enhancing the effectiveness of school management, improving the quality of regional education, and enhancing the equity of local education, Promote the overall sustainable development of regional schools.

3. Understanding three, thinking misunderstanding, there is an essential difference between primary and secondary school principals' rank and teachers' professional title

There are essential differences between primary and secondary school principals' ranks and primary and secondary school teachers' Titles: first, the objects are different. The implementation objects of the primary and secondary school rank system are generally the principal principals of primary and secondary schools (kindergartens), while the application and evaluation objects of primary and secondary school teachers' professional titles are primary and secondary schools (kindergartens), special education schools, specialized schools, teaching and research, teacher development, audio-visual education, educational technology equipment, and on-the-job professional and technical personnel engaged in education and teaching in off-campus education and training institutions. Secondly, the connotation is different. The grade system of primary and secondary school principals refers to the classification of principals into different levels according to certain evaluation criteria. Its essence is the specialization of primary and secondary school principals, which is embodied in educational consciousness and educational philosophy, compound knowledge structure, professional ability of education, teaching and school management, wisdom and art of education and management, etc; The professional title of primary and secondary school teachers is the evaluation of the professional and technical level of primary and secondary school teachers. Its essence is the specialization of primary and secondary school teachers, which is reflected in the ideological and political and professional ethics, academic qualifications, education, teaching and research work. Third, different permissions. Primary and secondary school principals can not only apply for and evaluate the professional titles of primary and secondary school teachers according to the professional and technical route, but also confirm the corresponding ranks according to the headmaster rank system. Primary and secondary school teachers can only apply for corresponding professional titles according to their own professional and technical level, and cannot confirm the grade of primary and secondary school principals. Fourth, different responsibilities. The grade of primary and secondary school principals is the grade corresponding to a certain job level of primary and secondary school principals (generally principal principals). It is often associated with the management level, focusing on education and teaching management; The professional title of primary and secondary school teachers refers to the professional and technical level and ability of primary and secondary school teachers, which indicates the level of professional and technical level, focusing on education and teaching.

4. Understanding four, regional gap: some developed provinces and cities try first, fast birds fly first

In 2010, the general office of the State Council identified Shanghai and other cities as pilot areas to explore the primary and secondary school principal rank system. In recent years, a number of provinces and cities across the country have actively promoted reform pilot projects: in 1994, Shanghai decided to take Luwan District and Jing'an District as pilot areas and support research projects. In 2000, the pilot areas implemented the integration of the headmaster rank system, which was fully launched in all districts and counties of the city in 2001. From 2004 to 2016, Shandong Province has successively piloted in Weifang, Qingdao, Yantai, Weihai and other places, from the 1.0 stage of canceling the administrative level of primary and secondary schools with "old methods for the elderly and new methods" to the 3.0 stage of "implementing the autonomy of schools and promoting independent school running according to law". Since 2004, Guangdong Province has taken the lead in Trial Implementation in Zhongshan City and Shenzhen City, and established four key systems, including rank sequence, President evaluation, rank promotion and rank treatment. Suzhou, Jiangsu Province, bred the rudiment of the headmaster rank system by industrial parks in 2012 - the regional headmaster rank annual salary system, which was piloted in municipal primary and secondary schools in 2014. Wenzhou City, Zhejiang Province, formulated and issued the implementation opinions in 2018 and officially implemented the reform pilot. Beijing will determine the conditions for application, review and identification in 2019, carry out the review and identification of the first batch of primary and secondary school principals, and comprehensively implement the headmaster rank system in primary and secondary kindergartens.

5. Understanding five, working basis: experience and practice of implementing the primary and secondary school principal rank system

The implementation of the primary and secondary school principals' rank system in various regions mainly includes five aspects: abolishing the principal's administrative level, formulating the qualifications of the principal, forming a sequence of the principal's rank, establishing the principal's quality evaluation system, and establishing the rank salary system.

Implementation object. Shanghai is a full-time primary and secondary schools, kindergartens, adult schools and directly affiliated units (except management units) of the party and government chief and retain the treatment of the chief. Zhongshan City, Guangdong

Province, is the principal principal of all primary and secondary schools in the city (excluding non current and kindergarten principals). The full-time secretary of the Party committee (general branch and branch) of primary and secondary schools can participate in the rank assessment, and the principal of private schools can also participate in the rank assessment. Among the full-time primary and secondary schools, kindergartens, and vocational high schools in Beijing, the on-the-job principal (including the Secretary of the party organization) of a vocational school (kindergarten) who has not reached the retirement age before the end of the current year or has gone through the procedures for extending retirement according to regulations.

Rank structure. In Shanghai, there are eleven grades, including primary (Grade 1-3), intermediate (grade 1-4), advanced (grade 1-4) and super grade 4. Zhongshan City and Dongguan City in Guangdong Province are set as four levels and nine levels, which are super level, high level (1-3 levels), intermediate level (1-3 levels) and primary level (1-2 levels). Weifang City in Shandong Province is divided into three series: primary school, junior high school and high school (secondary vocational). Each series is divided into four levels and nine grades, including super grade, senior (1-3 grades), intermediate (1-3 grades) and junior principal (1-2 grades). Suzhou, Jiangsu Province, is divided into four levels and six levels, namely super level, high level (1-2), intermediate level (1-2) and primary level. Beijing has set up super grade, advanced (1-3 grade), intermediate (1-3 grade) and primary four grade eight grades, with a structural ratio of 0.5:4:4.5:1.

Declaration procedures. Shanghai implements the grading assessment method, and the assessment of super grade principals is organized by the Shanghai Municipal Education Commission once every three years; The evaluation of principals at other levels shall be organized by the district and county education bureaus. Individual declaration, assessment and evaluation, review and recommendation, filing and other procedures shall be adopted. Suzhou, Jiangsu Province, implements the procedures of individual declaration, qualification review, democratic evaluation, school satisfaction evaluation, and defense.

In terms of rank salary. Zhongshan City, Guangdong Province, has added a rank allowance of 600-3000 yuan per month while retaining the original treatment of the principal. The principal's salary after the reform includes four parts: post salary, salary scale salary, performance salary and subsidies. Liaocheng City, Shandong Province, has two parts of salary: basic and incentive, accounting for 70% and 30% respectively. Beijing has linked performance-based pay to the headmaster's rank and included it in the scope of financial security at the same level. It does not occupy the total amount of performance-based pay in schools.

6. Understanding six, problem deficiency: the practical dilemma of implementing the primary and secondary school principal rank system

There are some contradictions, problems and deficiencies in the reform in various places, such as the contradiction between decentralization and management, the contradiction between ability and efficiency, the contradiction between subjective stability and objective mobility, the contradiction between rank stagnation and professional development; The orientation of reform objectives is not accurate enough, and the essence of reform is not fully grasped; The system and mechanism are not perfect enough, and some places place too much emphasis on individual advance, lacking supporting policy support; It is not accurate enough to grasp the core issues of "de administrative reform, promoting the professional development of principals, and advocating the education of educators"; The breadth and depth of the reform of primary and secondary school principals' rank system are lack of academic support. Some problems need to be solved urgently. First, the implementation goal of specialization is not prominent enough. Some places failed to effectively implement the work requirements of "expanding the space for professional development and promoting the professional construction of headmasters" required by the document, overemphasized the "de administration" and the exchange and rotation of headmasters, and ignored the professional growth of headmasters. Second, there is a lack of institutional support for rank division. The classification of the ranks of primary and secondary school principals in various regions is complicated and diverse, and it is not closely and systematically linked with the existing understanding policies such as the Trial Measures for the management of post setting in public institutions, the guidance for deepening the reform of the professional title system of primary and secondary school teachers, and the Interim Measures for the management of primary and secondary school leaders. Third, the deputy head of the school (kindergarten) is in an awkward position. Most provinces have made it clear that the implementation object of the primary and secondary school principal rank system is the head of the school (kindergarten), excluding the "deputy" as an important stage of the growth of the head of the school (kindergarten). Fourth, the entry and exit mechanism is not clear enough. Although some places have listed the primary, intermediate, senior and special levels of primary and secondary school principals, the conditions, standards and requirements for promotion and withdrawal are not clear enough, and there is a lack of connection and transformation mechanism with the professional title level of primary and secondary school teachers. Fifth, the salary system is not completely rationalized. More is the assessment and capital increase in performance-based pay. Further exploration is needed on how to integrate the "administrative level, teachers' professional title and headmaster's rank" of primary and secondary school principals into the wage system of public institutions.

7. Understanding seven, future development: prospects for promoting the reform of primary and secondary school principals' rank system

To promote the rank system of primary and secondary school principals, we should constantly deepen our understanding and explore

the key points restricting the reform of the rank system; We should promote and implement the autonomy of the school as soon as possible, and carry out relevant system support; We should adhere to multiple evaluations, give full play to the functions of evaluation feedback and construction, establish and improve the supervision, reward and punishment mechanism, lead the professional and professional construction of primary and secondary school principals, promote the scientific and ecological development of primary and secondary schools, and run high-quality basic education to the satisfaction of the people.

First, we will advance reform in an orderly manner. Compared with Shanghai and other provinces, the implementation of the primary and secondary school principal rank system in the western region and other provinces has fallen behind for 20 years. The national education authorities and relevant provinces and cities should actively summarize the practice and experience of relevant provinces and cities across the country, strengthen top-level design and work coordination, and arrange according to the five-year schedule on the basis of advanced provinces and cities' pilot practices such as building a long-term mechanism to help educators grow, forming a basic paradigm to promote the headmaster rank system, and continuously stimulating the power of headmaster reform and innovation, Accelerate the exploration and promotion, and timely promote it in the whole country and the whole province. Second, grasp the key elements. Fully investigate and demonstrate, guide the pilot area to unify ideas, eliminate misunderstandings, determine the implementation object, rank structure, application procedures, evaluation and evaluation, application of results and other elements, discuss and formulate the classification and evaluation standards for the rank system of primary and secondary school principals, prepare to establish the evaluation leading organization, and explore the supporting evaluation, evaluation, promotion, mobility, remuneration and other systems. Third, strengthen service guarantee. List the powers of the government and schools, implement the principal responsibility system under the leadership of Party organizations, expand the autonomy of primary and secondary school principals, improve the internal governance mechanism of schools, and promote the implementation of educators' school running. Grasp the key minority of primary and secondary school principals, adhere to the concept of lifelong learning, and strengthen periodic professional development training according to categories and stages in combination with corresponding ranks. Establish an information platform for the growth and development of primary and secondary school principals, and promote their professional growth through artificial intelligence. Fourth, comprehensive planning and coordination. We should integrate the reform tasks of primary and secondary school teachers, such as "county management and employment", "school district system" governance, and collectivized school running, and take exploring and promoting the reform of the primary and secondary school principal rank system as the starting point, speed up the construction of the provincial primary and secondary school backbone, excellent and excellent principals echelon, promote the growth and development of high-quality management resources and orderly flow, and promote the balanced development of regional compulsory education. Fifth, future oriented education. Grasp the world education reform and China's education opportunities under the great changes that have not been seen in a century, focus on future education, build future schools, cultivate future principals, adhere to the humanistic dimension, empower primary and secondary school principals with the reform of headmaster's rank system, and make organic efforts in history, technology, culture and other dimensions to help improve the future leadership of primary and secondary school principals. In combination with the UNESCO report "rethinking our future together", create "demand" operators, managers and catalysts for "a new social contract for education".

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