

Probe into the personalized management of primary schools

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Abstract: today, education has risen to a new height related to national development and people's happiness. Educators are committed to continuously improving teaching efficiency and ensuring the comprehensive development of students. As the direct person in charge of various activities of the school, the principal's cognition and attitude towards management will affect others in the school in a subtle way, thus affecting the overall direction of educational development of the school. Therefore, with the wave of education reform, the principal, as the decision-maker of education development in primary school, has increasingly heavy responsibilities on his shoulders. This paper discusses how primary school principals should implement personalized school management, and puts forward some suggestions for reference.

Key words: personalization; School management; Primary school principal; proposal

Introduction:

The development of the times promotes the reform and innovation of education, and the campus management, which can directly affect the direction of education development and teaching efficiency, should also be updated. This is a higher standard challenge for principals who have the power to make school development plans and decisions. They should fully consider the psychological characteristics and growth needs of the student groups they face, Thinking about how to ensure the development of school education in line with the educational requirements of the new era under the guidance of democratic and people-oriented educational ideas. Primary school; It is a critical period for the development of students' body and mind, knowledge and ability. The integration of individualization into campus management at this stage can fully meet the growth needs of students with different personalities and abilities, and promote the sound development of all primary school students. Therefore, as a primary school principal, we should optimize the campus management and ensure the comprehensive development of students based on the consideration of the development requirements of the new era.

1. The importance of integrating individualized management thoughts into the management of primary school principals

1.1 The demand of primary school management development in the new era

With the development of the times and the progress of society, people's understanding and understanding of the idea of "building a new form of education around personalized teaching" has risen to a new level. This educational idea has also gradually become a recognized scientific educational idea in the field of education in the world. At the same time, whether it is conducive to the personalized growth of students has become one of the important labels of the progress of education, Only by integrating the idea of personalized education into school management can we ensure that school education keeps pace with the development of the times and implement the teaching practice activities in the new curriculum standard. Only by carrying out personalized school management can schools break through the constraints of traditional education and complete the construction of science teaching system under the new curriculum reform. However, it should be noted that, as a principal, in the process of promoting the integration of individualized ideas into school management, we must consider the actual situation of the school at this stage, try by breaking through the point, and gradually expand the integration results from point to area after achieving certain results, otherwise it will affect the orderly development of teaching activities.

1.2 The inevitable demand of teaching reform in the new era

With the emergence of the concepts of quality education and core literacy, the call for reshaping the dominant position of students in the activities of "teaching" and "learning" has become increasingly loud. As a teacher, we should give students full respect in practical teaching activities, and enable them to take the initiative to learn, explore deeply, and truly form the "master" consciousness. Although primary school students are young, they have the ability to think independently and are different in character, learning ability and learning pursuit. Only by promoting the individualization of teaching and school management can we meet the growth needs of different students. Therefore, the teaching reform in the new era must highlight the reform idea of personalization. It can be seen that the integration of personalization in school management is the basis and premise for teachers to carry out personalized teaching.

1.3 Contribute to the improvement of students' comprehensive quality

Strengthening students' subjective feelings and enhancing students' interest in subject teaching activities are the premise and basis of cultivating core literacy and implementing quality education. Primary school is the golden period for students' physical and mental development and habit formation. At this stage, the integration of personalized management ideas will promote the diversified development of teaching and management, and meet the comprehensive and personalized growth needs of students. For example, compared with the traditional knowledge education and skill teaching, the integration of personalized ideas effectively avoids the "one size fits all" of students' growth and education management, and truly realizes teaching students in accordance with their aptitude, so that all students can obtain the same development opportunities and give full play to their own advantages.

2. Personalized management path of primary school principals

2.1 Enhance personal charm

1. Enhance affinity

Affinity is the most important factor affecting the intimate relationship between people. A headmaster with affinity can really go deep into the students and truly grasp the growth and development demands of primary school students through sincere communication and discussion, which is the basis and premise for formulating teaching plans and school management plans. As a primary school principal, if he wants to do a good job in school management, he must improve his affinity. To some extent, primary school principals are on a “young battlefield”. They must master the psychological characteristics and actual needs of “soldiers” in the battlefield, and ensure “victory in battle” through effective communication.

2. Maintain authority

Primary school students are young, poor in psychological quality, and lack of control over their own thoughts and behaviors. In the face of such reality, the principal should give more attention and guidance in their study and life. The development of personalized school management needs to go deep into the student community, find common problems, find solutions, and answer questions and doubts for students in time. It basically needs to maintain the authority among students, so that students can “respect their teachers, believe in their ways, and listen to their words”, so as to ensure the stability of school education and teaching order, and improve the fairness of school management.

3. Have a tolerant heart

The language and behavior of primary school students are gradually qualitative in continuous imitation. The words and deeds of school teachers are engraved in the eyes of students. Over time, the way they communicate with others in life is the “result” of students’ imitation. Therefore, the principal should first be strict with himself, be lenient to others, and influence the development of students by words and deeds, so that they can obtain a positive impact.

4. Introduce the concept of personalization in work

As the designer of the school training model, the principal’s attitude towards school governance affects the school’s philosophy and education methods, and directly affects the formulation of talent training objectives at the primary school stage. Therefore, as a primary school principal, we must respond to the call of education reform, follow the concept of education reform, meet the requirements of social development for education, and update the campus management ideas around the concept of personalized school running. For example, by participating in various activities in the industry and learning from the experience of other schools, we can improve our understanding of the implementation of personalized management. Before introducing the concept of personalized management and improving the working system and management mode of campus management, the principal must fully understand the basic situation of teachers and students and fully grasp the daily management practice of the school. When formulating the personalized campus management system, we should follow the principles of running the school according to law and scientific management, meet the requirements of educational reform, and meet the needs of social development. At the same time, we should constantly improve our enthusiasm and initiative in campus management, and strengthen the implementation to ensure the implementation of personalized campus management and the comprehensive development of students.

2.2 Strengthening the construction of personalized campus environment

With the development of the times, the attention of education has been increasing. The government has invested a lot of money to improve the campus infrastructure, and the use of intelligent teaching methods has enabled students to study and live in a more comfortable environment, which is also beneficial to the integration of personalized education elements into the management of the campus to a certain extent. The improvement of the external environment of the campus not only improves the quality of students’ learning, for example, multimedia technology helps students visualize abstract theories and concepts, which is in line with their learning characteristics of visualized thinking. At the same time, it has a silent influence on students’ physical and mental feelings. It uses electronic class cards, blackboard newspapers, bulletin boards, banners, campus radio and other ways to create a unique campus cultural atmosphere and shape students’ personality. For example, the famous sayings in the corridor enable students to obtain the power of example; The social hot events broadcast on the bulletin board enable students to form correct values; The deeds of outstanding figures in the campus radio let students feel the true meaning of truth, goodness and beauty.

2.3 Encourage teachers to carry out personalized teaching practice

Teaching work is an important part of school work, but also the external expression of management thought. From a macro perspective, only high-quality teaching practice activities can win the recognition of the society and parents. If you want to investigate the strength of a school, you must go deep into the school and evaluate the teaching quality of various disciplines. The premise of carrying out high-quality teaching practice is to think deeply about the in-depth teaching reform, and implement the teaching innovation under the guidance of the new curriculum concept through the implementation of the new education and teaching concept. As the makers and decision makers of school work, principals themselves should strengthen the interpretation of education and teaching concepts in the new era, focus on the core of teaching management, and integrate the idea of personalized management into the process of school management. Teachers are encouraged to build a new platform for teaching practice with the concept of personalization, improve the formulation of teaching programs around the goal of ensuring students’ personalized growth, pay attention to the differentiated needs of students’ individual growth, and realize students’

comprehensive and personalized development. For example, Chinese is a key subject for primary school students to develop good learning habits and cultivate innovative thinking. Headmasters should encourage teachers to carry out personalized teaching, improve teaching design, innovate classroom teaching organization, guide students to actively express their understanding of the text, respect students' thoughts, and promote the development of their personality awareness around the core literacy of the Chinese subject, Ensure its all-round development.

2.4 Strengthening the construction of personalized campus management system

A perfect school management system is the basis and premise for the efficient and orderly implementation of various education and management work in the school. In the new era, with the deepening of educational reform and the strengthening of teachers' and students' democratic consciousness, personalized school management system will better serve the common development of teachers and students. More personalized school management makes teachers and students more aware of participating in teaching activities and more active in teaching reform research. At the same time, it also creates a greater platform for teachers and students to stimulate their potential of "teaching" and "learning". Therefore, as the top decision-maker of primary school education and management, we should formulate a more scientific and personalized campus management system to ensure the scientific and orderly development of education. For example, front-line teachers can be included in the school management to understand the actual difficulties in school management, master the first-hand information of students and teachers, and solve the actual problems of teachers and students by selecting advanced teachers, distributing teaching benefits, helping teachers and students with difficulties, so that they can truly feel the advantages of personalized school management, Enhance the trust of teachers and students in school management and provide a solid foundation for school reform.

2.5 Improve the school management evaluation system

The new era requires that school education should pay attention to the development of students' core literacy, and abandon the traditional concept of focusing on the division of energy and ignoring energy. Personalized school management is based on the concept of human text, which can fully guarantee the implementation of democratic thought in school management. In the face of the fact that primary school students are young and the management work is relatively complex, primary school principals should first clarify the responsibilities of different management levels according to the work content, and formulate a management system around the idea of grouping and grading to improve work efficiency. Secondly, we should break through the previous one-sided understanding that student achievement and school enrollment rate are used as the reference basis for the evaluation of teaching management quality, redefine the evaluation criteria of school management around the development of students' ability in personalized education, and encourage teachers to reconstruct teaching content, give full play to their personal expertise, innovate teaching methods, and reduce the negative impact on teaching management. Make use of diversified teacher evaluation, teaching evaluation and student development evaluation to pave the way for the personalized development of school management. However, in the process of improving the personalized school evaluation mechanism, it is necessary to pay attention to the diversity of the evaluation subject. The headmaster should synthesize the results of multiple evaluations to store energy for the development of the school.

Conclusion:

With the development of the times and the progress of society, the traditional idea of campus management has been unable to meet the needs of education in the new era. As the decision-maker and executor of the school's work and activities, the principal must deeply understand the core content of the new era's educational thought, focus on personalized innovation of school management ideas, contents and methods, ensure the comprehensive development of students, cultivate more talents that meet the requirements of the times, and promote the steady development of education.

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