

# *How Do High School Teachers Do a Good Job in Education Management*

**Zhang Linyuan**

*Handan No.1 High School, Handan, Hebei, China*

**Keywords:** High school teachers; teaching management; and development measures

**Abstract:** High school as an important stage of students' learning and growth, in this period of education management work for their future development plays an incomparable significance, and with the present teaching means of constant update, related teachers should also actively change their education management mode, innovation change management methods, help high school students to better development and make progress. This paper will analyze this problem, and put forward the corresponding measures.

## **1. The importance of senior high school teachers to do a good job in education management**

If the class teaching management can be effectively developed, it can greatly promote the improvement of the class learning quality. Good class management, can mobilize students' learning enthusiasm and classroom participation, but also conducive to the development of students' creativity and independence, comprehensive quality can be further strengthened. Only by doing so can high school students form correct values and outlook on life in their future study and life, and can their body and mind get a more comprehensive and healthy development.

Educational management is accompanied by the development of educational activities, which includes not only the unified management of education by the state, but also the standardized management of students, teachers and other aspects of various schools.[1] It is the foundation for the normal operation of school teaching. Teaching activities in modern schools are based on a series of teaching management activities. The arrangement of teaching places, the provision of teaching facilities, the organization of teaching personnel, the preparation of students in class and the arrangement of class schedule are all indispensable conditions for teaching work and teaching management content. Without the basis of teaching management, it will affect the normal teaching order and destroy the teaching work. It can promote the continuous development and improvement of teachers. Although the development and improvement of teachers' professional quality and teaching level is inseparable from scientific research, it depends more on the cultivation and improvement of teaching work. Teachers' main activities in school are teaching and scientific research. The aim is to promote teaching without putting the cart before the horse. Scientific and reasonable teaching management can ensure that teachers can get beneficial exercise in teaching activities, and promote the development and improvement of teachers' professional quality and teaching level. In addition, it also brings great significance to the growth and development of students, which directly affects the quality of students and the realization of educational goals. The teaching process is not just a simple process of imparting knowledge knowledge, but a process of

students' comprehensive development in moral, intellectual and physical aspects under the guidance of teachers. Good teaching management is helpful to guide teachers to fully understand the teaching work and correctly handle the relationship between teaching and learning, so as to ensure the realization of the goal of school education.

In general, teaching management is an important part of the whole education and teaching work in colleges and universities, and it is also the core to ensure the normal operation of teaching order, the smooth implementation of teaching plans and the smooth development of teaching activities.[2] Good organization and coordination of teaching work can not only help to establish a stable and normal teaching order, but also help to promote other work. If the school's work center often transfers the teaching management, the school will be in a disorderly state, and if there is no other work, the teaching will be difficult to do well.

## **2. The current situation of senior high school education management work**

High school teaching has gradually changed from exam-oriented education to quality-oriented education. In this context, there will certainly be some places contrary to the current management mode in the management. In the current high school education management, there are still many problems to be solved. Relevant teachers should strengthen the innovation of high school education management, and ensure that the work is carried out diversified and comprehensively, so as to provide a strong guarantee for the better development of students. At present, there are mainly several problems in the management of senior high school education.

### **2.1 Teachers' educational concepts and ability are limited**

To a certain extent, the traditional teaching mode under the background of long-term implementation, is not only the students are difficult to come out from the traditional teaching thinking and exam-oriented education, teachers engaged in education career for many years more difficult from this completely out, their old teaching ideas and traditional teaching methods makes the teaching reform cannot be thoroughly implement and implement. In this case, if teachers' ideas do not make timely change and innovation, the reform and promotion of teaching management work will be hindered, and there may be problems in this process, in addition, teachers have different abilities, and cannot adapt to the new reform in time.

### **2.2 Lack of teaching management links**

Teaching management is not limited to the school, but also includes the extracurricular teaching management of students, and most school administrators also lack the supervision and control of the whole teaching management process, so they cannot control the effect of the whole teaching management. For example, most school administrators simply judge the quality of teaching by the level of academic performance. Although it is true that the teaching quality of teachers can be judged by the performance level of students, it is not the only factor to judge the teaching quality of teachers, but one of the factors that should be considered when evaluating the teaching quality of teachers. In addition, school administrators do not combine all the contents of teaching management to form a comprehensive supervision and management process, for example, they do not combine the daily management of teachers with classroom management.

### **2.3 The quality of teachers is generally not high**

The data show that junior and senior high school teachers generally have lower education levels.

Because most of the highly educated talents is not willing to engage in the education industry, the new recruitment of young teachers degree is relatively low, young teachers in high school without comprehensive knowledge and rich teaching experience, will not mobilize the classroom atmosphere, and high school students are active, boring classroom, cause them to produce weariness, inhibit students' learning enthusiasm, is not conducive to the development of education management work and conduct.

## **2.4 Teachers' management awareness is not in place**

In high school teaching, there is often such a phenomenon: most high school teachers do not realize their important position in teaching management. They all believe that teaching management is what school administrators should do, and their task is to do a good job in students' teaching, so as to ensure students' academic performance. This understanding is wrong. In high school teaching, teachers are not only the disseminator of knowledge, but also the participants of teaching management. Teaching management includes classroom management, classroom management is mainly implemented by teachers, classroom management is closely related to teachers' teaching, only a good classroom management for students, can ensure the teaching efficiency and students' academic performance. Therefore, in teaching management, teachers are not the role of bystanders, but to take themselves as their participants.

## **3. Measures for high school education management**

### **3.1 Teachers can change their traditional ideas through the Internet**

If the head teacher wants to change his traditional concept, he should first strengthen his study. In the current era background, the head teacher needs to constantly study, learn the class management mode in the new era, and learn the information network technology well. Only by combining the two into one can he realize the class management. Only when the head teacher truly understands the theoretical knowledge of education management, and puts these theories into practice, can he constantly explore and make continuous progress in the class management, and the students' learning efficiency will also be improved. In addition, the technology and ability of the Internet should also be improved. The head teacher can learn the Internet in his spare time, and can also watch relevant videos on the Internet for self-study. Finally is particularly important, the teacher in charge should improve themselves for Internet technology, the Internet education management of cognition, this is the product of our new era, should be accepted by each of us, the teacher in charge to completely break their own traditional management concept, to continue to find suitable for our new era of management methods, to adapt to the new management system of the development of the Internet.

### **3.2 Teachers need to build a strong team**

Class cadres of the strength of the sense of responsibility largely affects the quality of the class management, they are the spirit of the whole class, so the teacher on the selection of the class cadre need to pay attention to, to comprehensive analysis of each person's ability and characteristics, choose the most sense of responsibility and mission of students form a strong management team. In the daily process of students, teachers should constantly exercise and improve their management and organization ability, so that they can effectively play their ability to practice, the unity of the class depends on the class cadres to guide, they are the formation of class cohesion and competitiveness is a strong support.

The role of the teacher in class teaching management is important, but the class cadre team also plays a big role, so the teacher in charge need through a reasonable and scientific way to the choice of the class cadre, to give them regular arrange tasks and work, as long as they have the look forward, will be able to class order effective management, the class effective together.

### **3.3 Improve the teachers' moral education ability and the level of teachers**

Teachers are the role models of the students, the teachers' words and deeds are subtly affecting them, there is an old saying in China: the iron first have their own hard. This shows that if teachers want to make students truly educated and quality people, want to do a good job in education management, first of all to be strict with themselves, set an example. Teachers should cultivate students' correct three views as the top priority of daily work, which also puts forward new challenges to teachers themselves, teachers must have good ideological and political quality, not only to love their own career, but also to love their students. As a high school teacher, their own ideological and moral character should be noble, but also should be a teacher, constantly to improve their own cultural connotation and quality, and effectively cooperate with a series of moral education work in the school, and then promote the smooth and efficient development of high school education management work. For example, teachers in the daily teaching should always pay attention to their image and behavior, because their move is a certain influence to the students, should also always keep a rigorous and serious work attitude, need to dress neatly when teaching, to the students in the process of teaching language should be clear and logical, for high school students have a good demonstration role, let them follow their example. If the teachers can get along with the students kindly and harmoniously, in this context, they can not only be more active to learn, but also will take the teachers as their own example, and then to learn the good qualities of the teachers.

We should not only improve the ability of managers, but also pay attention to the construction of teachers. In the high school education, the overall quality of the teachers directly affects the teaching quality of the high school, and has a profound impact on the future development of the school. High school administrators should firmly establish the idea that "teachers are the first resource for school development", and constantly improve the status and treatment of teachers.[3] In this regard, we should adhere to the people-oriented, establish a high-quality teacher team, in effectively promote the school teaching quality improvement at the same time, enhance the effectiveness of high school education management. It can be said that in the management of senior high school education, the comprehensive quality of the teachers directly affects the development of the management work. From the perspective of high school education managers, establishing the concept of "people-oriented" education management, can greatly help managers to close the distance with the staff and students. The focus of school management should be on teacher development, encourage teachers to pursue further study or provide training opportunities, and improve the overall quality and professional level of teachers, so as to promote the further development of school management.

### **3.4 Enhance teaching management by holding collective activities**

In addition to the measures mentioned above, the head teacher can also effectively enhance the effectiveness of teaching management by holding regular collective activities, activities and games are effective ways to harmonize the relationship between each other, because the collective activities can effectively stimulate the students' collective sense of honor and unity and cooperation. It is not difficult to make a collective cohesive group. As long as they have a common goal and direction, and they are willing to strive towards this goal, then cohesion is very easy to cultivate. Effective class activities can increase students' sense of identity for the class, and then make the

class cohesion stronger. Group activities can also help class members to better understand the class goals, experience the class responsibility, and establish a harmonious interpersonal relationship; group activities can also test the work efficiency of class cadres. The specific content of the activities is not limited, such as the sports meeting, class meeting or some relatively large cultural activities can build a bridge of communication and unity between the students. Activities can be a group activity organized by the school to show the class atmosphere, class appearance and learning style to the school; it can also be a class group cooperation activity used by the head teacher in the class to demonstrate the ability and strength of a group. Whether it is the large-scale activities in the school or the group activities, the students need to make collective efforts and work together to achieve satisfactory results. In the activity, the students' cohesion and centripetal force are stronger. They will take the initiative to recognize the importance of unity and the advantages of cooperation. It is self-evident, it has cultivated their team spirit and achieved twice the result with half the effort.

For example, teachers can let the students in their own class compete with the students in other classes, and then discuss the class rules, questioning and debate can help all the members of the class to more comprehensively understand and grasp the common goal of the group, and improve the cohesion of the class. Not only that, in the various collective activities organized by the school, every student can also actively participate in it, make contributions to the class, and win glory for the class body, which are of great help to the improvement of teaching management.

### **3.5 Update the educational management mode and concept**

The learning situation in high school directly affects the future of students, so schools should actively introduce diversified training models. Under the diversified training mode, schools should not only pay attention to the teaching of basic theory, but also carry out personalized training according to the different characteristics of students, that is, to selectively increase elective courses, so that students can freely learn the subjects they are interested in, so as to ensure the all-round development of students' body and mind. In addition, the establishment and improvement of the school management system is also very important, using a scientific and humanized management mode, to help students and teachers to achieve personalized development, so as to promote the implementation of the school management system. High school education administrators should learn to listen to others' opinions, accept the criticism of students and teaching staff with an open mind, timely rectification and feedback, and further improve their own working ability and professional quality. For the high school education management related staff, they should also pay attention to the cultivation of their own innovation ability, understand their ideas and ideas in the process of communication with the students and the staff, innovate the targeted management methods, and provide more help for the students' learning and the work of the staff.

Moreover, relevant management teachers should have more equal communication and communication with students, and communication is the most important work in high school education management. Managers should communicate with teachers, employees and students equally as well as friends, so that they can put down their caution and express their feelings bravely, and managers can also have a more comprehensive understanding of the ideological dynamics of teachers, employees and students. In the process of communication, students and staff should give timely help if they encounter difficulties, so that they can feel more care. In the teaching process, teachers can make teaching plans suitable for students, divide the students at different learning levels, and conduct stratified teaching in teaching, rather than hitting the learning enthusiasm of each student.[4]

### 3.6 Forming various incentive systems

In the class management, the head teacher should scientifically carry out comments on the students, comprehensively analyze the students' ability, can consider from the moral, intellectual, physical, beauty, labor and other aspects, see the highlights of the students, so that the students can get satisfaction, get the confidence of learning and training.[5] Teachers should reform the evaluation mechanism, adopt a variety of incentive mode to evaluate students, allow and encourage teachers according to their own expertise and understanding of their students to design and organize teaching activities, allowing teachers to school management system have personalized explanation and understanding, and even allow teachers to boldly design unique student development direction and way. Comprehensive incentive mechanism is more conducive to improving the efficiency of teaching management, and can reduce the difficulty of teachers to manage the class. If the evaluation mechanism is perfect enough, it can also effectively evaluate the students' comprehensive ability and consider them more comprehensively. In the use of incentive concept, teachers should also establish a certain reward and punishment system, so that students understand right and wrong. If teachers can effectively adopt the incentive concept in the class teaching management, it can not only well meet the spiritual needs of students, but also stimulate them to contribute their own strength to the class, but also help to provide an important basic guarantee for the high school class teaching management.

### 4. Conclusions

To sum up, we can find that if the relevant teachers want to achieve more efficient management of the class, they should not only pay attention to the every move of students, but also set an example by making their words and deeds decent, so that students can take their own example. Teachers must fully realize the importance of class management for the class teaching work, and actively do a good job in this management work, to achieve the overall progress of the teaching level in this important stage of high school.

### References

- [1] Sun Xianyi. *Research status, Problems and Countermeasures of Education Management in China* [D]. Liaoning University Logistics Development Group, 2017, (1).
- [2] You Zhaoyuan. *On the importance of teaching management in colleges and universities* [J]. *Educational Digest*, 2020, No.7.
- [3] Wu Hongjin. *Problems existing in high school management and improvement measures* [D]. Fujian Lianjiang Shangde Middle School, 2018, (7).
- [4] Liu Guo. *On the reform and practice of high school teaching management* [J]. *Xizang Daily*, 2020, (11).
- [5] Chen Haiyan. *Analyze the current situation and countermeasures of class management of high school class teachers* [J]. *Primary and Secondary Education*, 2021, March, No.7.