

Research and Thinking on the Implementation of Educational Policy in New Era

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Abstract: In different historical periods and social environments, the main contradictions and problems to be solved by policies are different, so the essence of policy implementation research will be different, so we need to rethink the education policy implementation research in the new era. In the new era, we are faced with new social contradictions. The essence of China's educational policy implementation research lies in thinking about educational issues with people as the center and pursuing educational equity and quality. First of all, it requires emphasizing the organization's overall leadership over the implementation of education policies, paying attention to people's livelihood, paying attention to the most grass-roots implementers, and closely monitoring the relationship between the implementation actions and the pursuit of equity and quality value orientation of education policies. Secondly, it is necessary to re-understand the meaning of educational policy implementation and explore the implementers' reconstruction of the policy. Thirdly, we should be well aware of the diversity of educational policy implementation stages. Therefore, we should pay attention to the context of the policy and objectively analyze the implementation measures and implementation environment of educational policy in the new era.

1. Introduction

Since the 1970s, education research has gradually formed two major focuses of education policy and teacher education worldwide. Teacher education policy research, as the intersection becomes the focus of attention. With the vigorous development of theory and the endless emergence of practical problems, the research, formulation and adjustment of teacher education policy is also increasingly active. Successively published monographs on education policies and laws began to discuss teacher education policies, and there was no shortage of propaganda comments on new policies and comments and countermeasures on the disadvantages of previous policies in newspapers, magazines and the Internet. Based on the input papers of Chinese journals and teacher education research monographs, this paper investigates and analyzes the progress of teacher education policy research in China. What is the essence of the research of educational policy implementation in the new era and what should be the new understanding of educational policy implementation itself are considered.

2. Essentials of educational policy Implementation Research in the New era

In the field of education, to meet the growing needs of the people for a better life and to seek balanced and high-quality development, it is not only necessary to enact educational policies in real time to promote educational practices, but also to emphasize the implementation of educational policies. With the transformation of the principal contradiction in Chinese society, the implementation of education policies in the new era means two points: (1) We should adhere to the people-centered development approach. (2) We should pursue fairness and quality. "People's Satisfaction Education in the New Era" is not only the top-level design pointing to the level of policy and theory, but also the practical way to think and solve the problems of education [1]. For a long time, through comprehensive reform in the field of education and continuous promulgation and implementation of educational reform policies, China has popularized compulsory education, greatly increased the enrollment rate of secondary education, and already entered the stage of popularization of higher education to meet the needs of the people in education. However, there are still large regional and inter-school gaps in the field of education. The pursuit of fair development, the pursuit of quality education, to meet the needs of the people to learn, is the problem we must pay attention to. The research on the implementation of educational policy centered on the people first means to emphasize the organization's overall leadership in the implementation of educational policy. The greatest advantage of the socialist system with Chinese characteristics is the leadership of the Communist organization of China. Some studies believe that the working mode of "organization leadership" ensures the subordination relationship between superiors and subordinates and the cooperation relationship between departments at the same level, and such a system provides the cohesion needed for policy implementation [2]. The people-centered educational policy implementation research also means to emphasize the perspective of people's livelihood. The research on the implementation of educational policies centered on the people is to regard the people as the subject of practice and value in the implementation of educational policies and adhere to the perspective of people's livelihood. Some studies believe that the perspective of people's livelihood shows its unique advantages in listening to grassroots public opinions, taking into account different interests, coordinating equality and efficiency, and communicating between the government and the people [3].

The people's livelihood perspective of education policy implementation research should be realized in four aspects. First of all, education policy implementation research should adhere to the people's interests above everything else, start from the status quo of different groups, respect the wishes of different groups, and take into account the needs of different groups in the research and implementation of programs and measures. Secondly, the research on the implementation of educational policies should maintain an objective position and carry out investigation and research deeply in social practice. On the one hand, it should fully respect and carefully study public opinions, and on the other hand, it should promote the scientific adjustment of educational policies in the process of implementation. Thirdly, it emphasizes the implementation of a more balanced education development mode and pays attention to the sharing of high-quality education resources, so as to ensure the equality in the distribution of educational opportunities. Finally, build a bridge between the government and the subject of education policy implementation and the target group. On the one hand, through policy publicity and promotion, the public can understand the purpose, value orientation, realistic pertinence and expected effect of formulating education policies. On the one hand, based on the survey of public opinion and the actual situation, the policy implementation plan is designed to provide reference for decision makers. Finally, a combination of "top-down" and "bottom-up" implementation research paths is integrated to achieve effective communication between policy makers and implementers, so as to facilitate the search for solutions to problems.

The research of educational policy implementation focusing on the pursuit of equity and quality

should focus on the relationship between the policy implementation actions and the value orientation of educational policy pursuit of equity and quality. Educational equity is the basic value orientation of China's education policies in recent years. The balanced development of compulsory education is the key point emphasized by governments at all levels and educational policies at different levels in China. "Attending school and studying hard" has become the core appeal of the people for the quality of education. The study of educational policy implementation in the new historical period depends on whether the educational policy implementation actions are consistent with the value orientation and demands of pursuing educational equity and quality [4].

3. Policy reconstruction in educational policy implementation

If it is said that educational policy makers formulate educational policies according to educational practices and needs, then educational policy implementers play a role in policy reconstruction. It is the implementers of educational policies that transform text policies into practical policies and bring policy effects. "The achievement of policy goals depends on pragmatic policy implementation, and policy implementation depends on numerous street bureaucrats on the front lines" [5]. In other words, the quality of policy implementation largely depends on policy implementers, especially those at the grassroots level. Therefore, the process of educational policy implementation is the process of policy reconstruction by the implementers. This reconstruction includes two aspects. First, the implementers at different levels reconstruct educational policies through the re-interpretation of educational policy texts. One is the reconstruction of educational policies by the most grass-roots implementers, school leaders, teachers, students, parents, etc., who transform the content and spiritual essence of educational policies into educational teaching actions based on the re-interpretation of educational policies. In the pursuit of people-centered educational policy implementation and educational equity and quality, we should pay close attention to the policy restructuring process of educational policy implementers, especially those at the grass-roots level.

In the implementation of educational policies, teachers are the most basic level and key implementers of educational policies. Their large numbers and wide sources result in the variable of their understanding and comprehension of the same policies. At the same time, due to the different growth background, work experience and working environment, executives at different levels will also have different understandings of education policies and have different interpretations of the same policy content. In the process of policy publicity and policy understanding, the implementers repeatedly study and discuss, and combine with the actual work, after a slow comparison and analysis of the policy content and practical requirements, the educational policy and its implementation are re-interpreted again and again. It is the duty of policy implementation researchers to study how the re-interpretation of different groups and levels occurs, what problems are prone to occur, and how to promote the correct re-interpretation of educational policies. In the process of reinterpreting and transforming educational policies, the implementers may repeat many times, which requires researchers to pay attention to the complexity of the implementation process. The implementers change from understanding but disagreeing, to understanding and agreeing but taking limited actions, and then to smoothly implementing educational policies. In this way, the transformation from understanding educational policies to actions in line with policy objectives often involves repeated re-interpretation and re-transformation, which requires repeated adjustments, and there are a variety of trial and error possibilities. It not only needs to allow time to test and test, but also needs researchers to pay attention to each link of the performer's re-interpretation and transformation, to find the crux of different links through detailed and in-depth research, so as to provide reference for practice.

4. Possible paths of diversification in the implementation of education policy

"Crossing the river by feeling the stones" is a common mode of policy implementation, which refers to making limited and prudent decisions according to the realistic objectives under limited

known conditions and lacking understanding of the consequences of reform, and maintaining the room to adjust the established decisions at any time [6]. It can be seen that the paths of policy implementation are diverse, and often dynamic and changeable. In other words, policy implementation can be divided into different stages according to the progress of time and the effect of implementation. In a certain stage, there may be multiple types of paths from the start to the end of a certain policy implementation action, and the paths will also change with the transformation of stages. If a reform policy consists of a number of core contents and is implemented in parallel with other supporting policies, then it is entirely possible that one of the core contents is the same as the previous reform policy, that is, in the long run, this core content will be sometimes abolished, sometimes used, and continue in a discontinuous state with the previous reform policy. However, due to the changes in other core contents and supporting policies, the effect of the policies has been greatly different from the previous reform policies, often avoiding the mistakes in the past and solving or trying to solve new problems, which is exactly the educational policy implementation expressed by the spiral path. In the face of various possible implementation paths, the research of educational policy implementation needs to pay attention to the context and historical evolution of the policy when looking at the implementation of the policy, and objectively and historically analyze the implementation measures and implementation environment of educational policy in the new era. Only in this way, can the real problems and core issues of the implementation of educational policy be grasped with long-term vision, understanding and analysis ability. Identify key research questions. In fact, there is no problem with the policy instrument itself. The key depends on whether a certain policy instrument is suitable for the needs of The Times and realistic conditions.

5. Conclusion

To sum up, we are faced with new social contradictions in the new era. When studying the implementation of education policies, we should firmly hold the belief of people-centered and pursuit of fairness and quality. We should pay special attention to the re-interpretation of education policies by grassroots implementers and the process in which they transform the content and spirit of policies into educational and teaching actions. Our research results are conducive to their reconstruction of educational policies, to meet the needs of the people to the greatest extent and reflect the value pursuit of fairness and quality. At the same time, we should be fully aware of the diversity of possible stages of education policy implementation. We should view and study reform measures objectively and historically, and look through the phenomenon to see the essence. As long as the measures are beneficial to the people, conducive to the realization of education equity and improve the quality of education, they are worthy of praise.

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