

Innovation of Middle School Education Management Model and Countermeasures for Improving Quality

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Abstract: Currently, there are some common problems in the management of middle school education and teaching, which have existed for a long time and have caused obstacles to education and teaching management. As a manager, we should attach importance to these issues, propose solutions from the perspective of innovation and development, and actively practice them in practical management work. In management work, it is necessary to not only supervise teachers and students, but also innovate and reform the basic rules and regulations of education and teaching management based on their immediate interests and needs, making them more scientific and humane.

1. Introduction

With the continuous development and progress of society, secondary education plays a crucial role in cultivating students' comprehensive qualities and abilities. However, the traditional middle school education management model is no longer able to meet the rapidly changing social needs of today^[1]. In order to improve the quality of secondary education, we need to innovate educational management models and formulate corresponding strategies. This article will explore the importance of innovating middle school education management models and propose some feasible strategies to improve the quality of middle school education.

2. Establish correct educational management concepts

2.1 Adhere to the management principle of "student-centered"

Adhering to the student-centered management philosophy means that students should be the main body of educational management, and the goal of educational management should be the healthy growth of students and the talent needed for social development. The school should adhere to the "student-centered" management principle, take warm students, shape students and develop students as the purpose of education management, guide students with scientific education mode, use scientific learning methods to learn knowledge, so that students can learn to communicate with others and have the ability to survive.^[2]It is necessary to overcome the difficulties and solve the hot and difficult problems concerned by students in a scientific way Only by allowing students to feel the warmth of the school in their learning and life can the educational management work in

universities achieve twice the result with half the effort.

2.2 Establishing a Correct Talent View

Due to the limitations of teaching methods in secondary education, traditional teaching models cannot better meet students' deeper learning requirements. The scientific application of employment oriented teaching mode can effectively stimulate students' learning enthusiasm, scientifically unleash their subjective initiative, and promote the achievement of knowledge, ability, and quality goals for college students^[3]. According to the training goal of higher education, the comprehensive quality of students is evaluated scientifically, so that most students can have healthy psychology and good morals, and become talents needed by the country and society.. At the same time, it is necessary to cultivate a strong interest in the learning knowledge and research methods of this major among college students, in order to cultivate their innovative thinking and achieve their aspirations and pursuit for a better life^[4].

3. Problems with the management model of secondary education

3.1 Overemphasis on information transmission and neglect of behavior management

In the management of school education and teaching, the levels are very clear, and each level from top to bottom belongs to the previous level. This vertical management system has its advantages, but its drawbacks are also very obvious. Especially for ordinary teachers at the lowest level of management, their abilities are easily limited under this management model. The excessive hierarchy of teacher responsibilities and meticulous functions have led to rigid thinking and low adaptability of teachers. The lack of information exchange and transmission between teachers limits their sense of responsibility and creativity, especially when these teachers encounter difficulties in their work. Generally speaking, they do not actively face them and adopt effective solutions to cope, but instead try their best to shift responsibility.

3.2 Overemphasizing the whole while neglecting personalized development

Overemphasizing neatness and uniformity may curb individual creativity and make individuals feel more constrained rather than flexible and free. For an ordinary teacher, in order to truly unleash their inner work enthusiasm and potential, it is necessary to have a relaxed, reasonable, and scientific management environment, so that they can have a positive impact on students in the process of interacting with them. However, in many schools, such situations are still very rare. On the contrary, teachers' behavior and thinking are subject to too many constraints and limitations. For example, using unified requirements to measure educational behavior ignores the impact of teachers on students' emotional attitudes or emotional psychology in the process of educational and teaching management. The regulations in educational work limit the thinking and behavior of teachers. The standards are too unified, appearing too rigid, lacking flexibility and autonomy. This further affects the freedom of learning and the development of exploratory spirit between teachers and students.

3.3 Overemphasis on quantitative details and neglect of quality related standards

By setting quantitative standards, more scientific evaluation results can be obtained in educational management work through quantification. However, such quantitative evaluation sometimes exhibits significant drawbacks. For example, using pass and pass rates to measure teachers' performance, and using the number of pages and neat handwriting of lesson plans to

determine teachers' teaching attitude. Integrating quantification throughout the entire education and teaching management process can easily create a sense of resistance among teachers towards their work. Under the influence of such resistance psychology, teachers' work efficiency decreases and their enthusiasm for work also significantly decreases.

3.4 Overemphasis on imparting knowledge while neglecting the development of students' comprehensive qualities

Influenced by traditional educational and teaching management ideas, teachers often apply quantitative management rules to the management of students in education and teaching. The evaluation of students places too much emphasis on quantifiable, measurable, and external characteristics such as grades. Neglecting the measurement and evaluation of students' comprehensive qualities has also led to a common situation where it is difficult to improve students' comprehensive quality and abilities.

4. Measures for improving the quality of educational management models

4.1 Update educational concepts and mobilize positive factors in teaching management

To update the concept of education and teaching management, it is necessary to clarify the new educational situation we are facing. After the new curriculum reform, education and teaching have deeply rooted in people's hearts, and various teaching models and innovations have continuously intervened in teaching management, bringing us new cognitive topics. The traditional educational and teaching concepts are deeply rooted and have a certain constraint and impact on our educational and teaching management, which is the most practical difficulty. We should start from the details of teaching management, completely change the habits, practices, and ideas of education and teaching management, with the basic goal of students' comprehensive development, promote the comprehensive progress of students' morality, intelligence, physical fitness, aesthetics, and labor, and shape their noble and healthy personality. Education and teaching management involves many concerned parties, and we need to do a good job of coordination, mobilize positive factors in teaching management, and form a joint force in education and teaching management. Teaching management is the most core content of school education management. In the specific implementation process of management, we need to guide teachers to accept new educational concepts, adjust and innovate the school's teaching management system, upgrade the school's education and teaching evaluation system, and make cultivating high-quality students the basic purpose of school teaching management. The comprehensive development of students refers to the improvement of basic quality indicators and the comprehensive growth of morality, intelligence, physical fitness, aesthetics, and labor. As for teacher teaching evaluation, in previous teaching management, teaching performance was the only indicator of evaluation, which is a concrete manifestation of exam oriented education. In the context of the new curriculum reform, this performance-based approach is clearly unscientific and unacceptable. To this end, we need to carry out a comprehensive reform of education and teaching management, starting from the overall situation of school teaching management, and improving the construction of teaching management mechanisms. Teaching management is a complex and systematic project, and every teacher should be an engineer and architect, playing their due role in their own positions. Mobilizing positive factors in teaching management and providing rich services for classroom teaching is an important concept in modern school education management. As a school manager, it is necessary to maintain a clear mind, streamline work procedures, and improve teaching management efficiency.

4.2 Strengthen routine management and create a good atmosphere for teaching management

Routine management of education and teaching is currently the basic operating mode of school management. The so-called routine management refers to the most common and commonly used teaching management procedures, which are mandatory and continuous. As for routine teaching management, it refers to the teacher's lesson preparation, classes, homework correction, listening and evaluation activities, student guidance, and other content. When implementing specific management measures, it is necessary to have an innovative awareness. Routine management of teaching is a necessary means to maintain teaching order and a basic system to constrain teachers' teaching behavior. When attempting innovation, it is necessary to pay attention to teachers' acceptance and also consider the effectiveness of innovation. The routine management of teaching includes many contents. In the specific execution process, in addition to regular teaching inspections, we also need to carry out diverse teaching activities. Activities such as listening and evaluating classes, courseware production, research projects, cloud platform display and evaluation, and inter school communication enable teachers to learn and accept advanced educational concepts through communication and interaction, and enhance their personal professional qualities. The regular management of schools also includes student learning activities, such as writing competitions, speech competitions, storytelling events, etc., which can also serve as a driving force for enriching teaching management. The school is a whole, and every teacher and student is a member of the school. From the perspective of the education and teaching subject, it is necessary to enrich teaching management activities, create a good teaching management atmosphere, and promote the growth of school education and teaching management. Each school has its own advantageous conditions, and these objective advantageous conditions can also become the focus of teaching management design. Middle school education should make full use of teaching advantages and create good opportunities for building school teaching management brand. We need to fully tap into the teaching resources of school-based courses, provide rich support for school education management, and create favorable conditions for teaching improvement.

4.3 Highlighting Subjective Consciousness and Optimizing Teaching Management Operating Procedures

Highlighting the subject status is a popular saying and a hot topic in education and teaching management. The so-called subject consciousness refers to the effective manifestation of students' learning subject status. The same applies to education and teaching management. Students are the objects and subjects of education and teaching management, and teachers and teaching management serve the growth of students. In order to improve the suitability of educational and teaching management, we need to optimize the teaching management procedures to reflect the student's dominant position. Facing students of different grades and age groups, we need to provide the most scientific strategy design and comprehensively consider various constraints. Students have differences in age and interest, which poses challenges to school teaching management. When implementing specific teaching management measures, we need to have a sense of observation and conduct teaching research on student groups. Especially in terms of school teaching evaluation, we use grade groups as the evaluation unit and do not conduct cross grade longitudinal evaluations. Allowing the same grade to conduct horizontal evaluations reflects the fairness and rationality of the evaluation system. To highlight the subjectivity of students, we pay attention to both process evaluation and the evaluation of the comprehensive index of student quality when evaluating teachers' teaching. In order to enhance the level of teaching management, we have also improved and innovated the teaching management procedures, such as giving students and their parents some say when evaluating teachers' teaching. This is also a creative teaching management measure. We

use online interactive platforms to mobilize parents of students to participate in our school's teaching management evaluation activities, which not only enriches the evaluation methods but also brings new impetus to teaching management. Students are the main body of learning and also the main body of education and teaching. In order to highlight the status of students as the main body, our teaching management focus should tilt towards cultivating students' core academic literacy. Teaching management involves a wide range of aspects, integrating the collective efforts of the entire social education management, which is bound to form important educational growth points and create a good environment for students' healthy growth. Every teacher should have an innovative awareness and comprehensively update and design educational and teaching methods to improve the quality of education and teaching.

4.4 Extending Management Dimensions and Improving the Implementation Effectiveness of Teaching Management

Education and teaching management is a systematic project with various components. When designing the scope of education and teaching management, we need to have a sense of observation, conduct multiple teaching management surveys, grasp first-hand management measure design information, pay attention to appropriately extending the dimensions of education and teaching management, provide students with richer management services, and promote the comprehensive development of school education and teaching. Middle school students have a strong regional living environment, and their families and schools are the basic living environment. Strengthening the alliance between families and schools and establishing a joint management system can effectively improve the quality of management. Extended teaching management is an important innovative concept in modern school management. Students, parents, and society are important stakeholders in educational interests, and teaching management cannot be separated from their participation. Firstly, it is necessary to establish a home school management platform, allowing parents to play a more educational role. Due to the continuous development of information technology, good conditions have been created for home school connections. Parents are the first teachers of students. If the communication channels between home and school are smooth, it will play a crucial role in promoting student education and cultivation. Secondly, it is necessary to mobilize teachers to encourage students to participate in rich social activities, including the layout of practical assignments, social welfare activities, etc., so that students can deeply immerse themselves in life and society, and receive more practical experiences. This is beneficial for students' healthy growth. If conditions permit, teachers can also organize students to participate in practical activities, allowing them to form learning cognition through real experiences. School teaching management presents diversified characteristics, and no matter what type of school it is, it is necessary to build a strong teaching team, which is a key factor in the success or failure of teaching management. The construction of the teaching staff requires new concepts and a solid management mechanism, in order to enhance the overall quality of the teaching staff and provide rich growth momentum for school education and teaching management. School education and teaching management has a complete system. In the new situation, we need to have new education and teaching management measures, improve the scientific nature of education and teaching management, and upgrade the education and teaching management system. This is the goal pursued by education and teaching management. There are some problems and shortcomings in current school education and teaching management, which need to be widely recognized by us. By summarizing and analyzing the causes of the problems and providing more suitable education and teaching strategies, we can definitely achieve good educational and teaching results.

5. Conclusion

The importance of innovative management models and quality improvement strategies in secondary education cannot be ignored. With the continuous development of society and the changing educational needs, traditional educational management models are no longer able to fully meet the needs of students and society. Therefore, innovative educational management models have become the key to improving the quality of education. Firstly, innovation in the management model of secondary education can improve teaching effectiveness. The traditional education management model focuses on talking on paper and neglects the individual differences and needs of students. And innovative management models can better understand the characteristics and needs of students, providing them with more personalized educational services. In this way, students' interest and motivation in learning will be stimulated, and the learning effect will also be significantly improved. Secondly, innovative educational management models can promote the professional development of teachers. The traditional education management model often overemphasizes teachers' teaching methods and textbook selection, neglecting their professional growth. The innovative management model encourages teachers to conduct educational research and professional exchanges, providing more training and development opportunities. In this way, the teaching level and professional literacy of teachers will be improved, thereby improving the quality of education. Finally, innovative educational management models can enhance the competitiveness of schools. The traditional educational management model is often limited to traditional educational concepts and methods, and cannot adapt to the needs of modern society. Innovative management models can make schools more flexible, open, and adaptable, enhancing their reputation and attractiveness. In this way, schools will be able to attract more outstanding students and teachers, further improving the quality of education.

In summary, the innovation and quality improvement strategies of middle school education management models are urgent issues that need to be addressed in the current education field. By innovating educational management models, teaching effectiveness can be improved, teachers' professional development can be promoted, and schools' competitiveness can be enhanced. We should actively explore and promote innovative management models to inject new vitality into the development of secondary education.

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