

The Realistic Dilemma and Countermeasures of School Governance in the New Era

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Abstract: School governance in the process of educational modernization is a relatively complex issue. The modernization of school governance capacity is the path choice for school development. It also faces new goals and tasks for education, participation of multiple subjects and improvement of governance capabilities, diversification of governance methods brought about by the development of information technology, and diversity and quality of the people. New problems and challenges such as educational needs. This article adopts research methods of literature research and logical analysis, and proposes to emphasize value guidance, strengthen teachers' responsibilities in the era, establish mass concepts, strengthen school curriculum leadership, strengthen ideological education, implement the task of establishing morality and make good use of new media, guide public opinion, improve governance and other response measures.

Keywords: new era, school governance, coping strategies

1. Introduction

With the development of social economic transformation and the continuous progress of productivity and technological level, school governance has become a hot topic in the education field. School governance is different from school management. It refers to a process in which principals, teachers, students, parents, communities and other stakeholders participate together to achieve common value pursuit through interaction. School governance in the new era faces many challenges, which require educators to follow the laws of education and actively respond with the courage to overcome difficulties.

2. Difficulties facing school governance in the new era

2.1 Insufficient teacher literacy

At present, there are still many problems with teachers' literacy: First, they stick to old concepts and are afraid of change. A small number of teachers are not sensitive enough to hot issues reflecting the country's major policies and educational reforms, and they are not sensitive to new changes, new phenomena, and new hotspots at home and abroad that are closely related to school education. The second is the lack of reading, and the vision is not wide. Many teachers are seriously inadequate to read the classics of Chinese and foreign literature, history and philosophy, and educational monographs that reflect the general trends and new ideas of international education development. Third, there is relatively serious job burnout, lack of motivation for active learning and professional development, and the psychological condition of a few teachers is not optimistic. The fourth is to adhere to the "exam-oriented" thinking, emphasizing intellectual education, light moral education, knowledge instillation, light student experience, traditional teaching methods, light modern technology application, classroom learning, light social practice [1]. There is a big gap between the teacher's humanistic quality and the requirement of "building morality and cultivating people" put forward by the Party Central Committee since the 18th National Congress of the Communist Party of China. Without improving the humanistic quality of teachers, it will be difficult to implement the fundamental task of establishing moralities and cultivating people, and it is difficult to cultivate the core quality of students.

2.2 The concept of cadres is lagging behind

Curriculum leadership refers to a series of behaviors that guide and drive teachers or the teacher community in curriculum development, implementation, evaluation, management and other curriculum reform activities. Curriculum leadership refers to the above-mentioned behavioral abilities and effects. The new curriculum reform urgently needs to improve the school curriculum leadership. At present, some school leaders have backward educational concepts, stick to the original bureaucratic management thinking, and simply understand curriculum leadership as the top-level design and work arrangement of school leaders, ignoring the enthusiasm and creativity of teachers as the main body of curriculum development [2]. How to form curriculum leadership? School leaders need to deeply understand the needs of teachers and students. Curriculum leadership cannot be formed by only relying on the assignment of work at the leadership authority meeting. School leaders need to communicate and cooperate with teachers; only relying on the personal wisdom and courage of school leaders can also not form curriculum leadership. School leaders need to learn from the best of others and learn from teacher's wisdom.

2.3 Personalized alienation of students

The implementation of personalized education advocates cultivating students' sense of autonomy and individuality, but it seems to be going to the other extreme, that is, emphasizing individuality and neglecting commonalities, and emphasizing individuality training and neglecting common development. Some school leaders, teachers, and students generally lack a clear understanding of this issue, as well as the necessary guidance and teaching, so that students mistakenly think of being unconventional, free and undisciplined, "exquisite and self-interested," admiring foreigners, and even taking opposition to mainstream values as individuality. These constitute a huge contrast with the overall development of students' quality, as well as the cultivation of a correct view of the country, history, nation, and culture. Individuality and generality, individuality cultivation and overall development are a pair of contradictions, but the two are interdependent and inseparable. Without the generality, individuality is impossible to talk about.

2.4 Increased parental voice

In recent years, parents at all levels and types of schools have overall improved their educational level. What follows is that parents generally attach great importance to the education of their children and try every means to seek the right to speak in school education. However, due to the lack of necessary norms and guidance, and parents often start from the situation of their children, it will inevitably lead to improper speech rights and utilitarian value orientation, and some even affect the normal education and teaching of the school. For example, the school arranges students to participate in voluntary service activities on weekends, and some parents ask for leave on the grounds that their children make up classes outside the school; some even leave the family committee to form a self-organization of parents, intervene in school affairs, and "remove" at will teachers, interference in school personnel arrangements, "manipulation" of the election of class leaders, etc. [3]. Parents excessively "seeking" the right to speak in education have caused problems for school education.

2.5 Lack of school media awareness

Omnimedia is a new form of communication formed by the integration of broadcast media, television media, network media, mobile media and paper media. In the all-media era, information can be released instantly and quickly anytime, anywhere, and some may even promptly promote the formation of a certain social public opinion. All media has advantages and disadvantages. The dissemination of false and erroneous information can cause deterioration of teacher-student relations, family and school relations, and affect the harmony and stability of the campus. At the same time, improper or erroneous information dissemination will influence school management and reduce the effectiveness of school governance. If the school does not actively respond, lack of media awareness, weak propaganda awareness, and continue to run schools behind closed doors, it will become very passive in the era of multiple, open and independent media.

3. Strategies for school governance in the new era

3.1 Attach importance to value guidance and strengthen teachers' responsibilities in the era

Value guidance can stimulate teachers' cultural consciousness, awaken teachers' awareness of life, respect and care for life, enable teachers to convey love and happiness, and promote the formation of a learning community with learning ability, unity, responsibility and life consciousness. The 19th National Congress of the Communist Party of China clarified the strategic position of education and put forward the strategic task of "building an education power", stating that "education must be prioritized, education reform must be deepened, education modernization accelerated, and education satisfactory to the people must be run." At the National Education Conference, General Secretary Xi Jinping further pointed out that it is necessary to adhere to the development path of socialist education with Chinese characteristics and cultivate socialist builders and successors who develop comprehensive development of moral, intellectual, physical, and artistic. The priority development of education in the new era, the fulfillment of the fundamental tasks of establishing moralities and cultivating people, the cultivation of socialist builders and successors, and even the realization of a modern socialist country and the great rejuvenation of the Chinese nation are inseparable from a team of high-quality teachers. Teachers are required to meet the requirements of the development of the times, possess the qualities of high morality, strong professionalism, enthusiasm and vitality, and be able to actively respond to new issues raised by the times. The new era gives teachers new missions and new expectations, which will inevitably put forward new requirements for teacher education. Therefore, school governance must keep up with the pace of the times, attach importance to value guidance, stimulate cultural awareness, strengthen teachers' sense of mission and responsibility in teaching and educating people, and guide teachers to unify the teaching of book knowledge and the cultivation of talents, and to concentrate on asking questions and caring about the unification of society. The language teaching and behavior demonstration are unified, academic freedom and academic norms are unified, and they strive to be good teachers of the "Four Haves", and wholeheartedly guide students to temper their character, learn knowledge, innovative thinking and contribute to the motherland.

3.2 Establish the concept of the masses and strengthen the school curriculum leadership

To enhance school curriculum leadership, we must establish the concept of the masses. Because teachers are the main body of school curriculum development, implementation and management, in school curriculum construction, only adhere to the "mass line", go to the grassroots and teachers to share joys and sorrows, discuss with each other, work together, brainstorm, and lead everyone to solve the problems in curriculum teaching. Perplexities and problems can naturally form curriculum leadership. Adhere to the "mass line" in the school curriculum leadership: First, change the bureaucratic management thinking, reduce management levels, move the management center down, and achieve flat management. Second, we must work together to make the course decision-making democratized, so as to improve the rationality and scientificity of course design and development. Third, form a benign interactive relationship between cadres and groups, promote the formation of teachers' cultural consciousness and learning community, and mobilize teachers' enthusiasm and creativity in curriculum reform. Fourth, implement the national education policy, so that the curriculum standards and school training goals are truly implemented, and the school curriculum leadership is effectively improved. At present, in order to implement the fundamental task of establishing morality and fostering talents put forward by the central government, the state is deepening the reform of basic education courses and promoting the reform of education methods in the new era. Curriculum plans, curriculum standards and teaching materials have been revised accordingly, which is very important to educators. New requirements to implement these tasks, school administrators must establish a concept of the masses, guide teachers to participate in decision-making on an equal and democratic basis, draw wisdom and strength extensively, and seek "good governance" through "co-governance".

3.3 Strengthen ideological education and implement the task of establishing morality

In recent years, although the country has done a lot of work on the top-level design of moral education and established a complete moral education content system, due to the influence of the whole society's "unilateral pursuit of enrollment rate", the degree of importance and implementation of moral education work in grassroots schools not enough. Some schools substitute activities for ideological education, allowing students to design and implement independently, lacking necessary and professional guidance and guidance, and even pursue forms, "activities for the sake of activities", or

teachers "beyond power", and lose the dominant power of education. . In the new era, students' world outlook, outlook on life, and values have not been fully established, their political sensitivity is not strong enough, and their aesthetic appeal is not high enough, and they need to be guided. However, if the activities carried out are not guided, it will be difficult to achieve "entertainment with fun", and even ideological problems are prone to occur. With the continuous deepening of curriculum reforms, although primary and secondary schools, especially high schools, generally set up student development guidance agencies, most schools position the functions of student development guidance agencies as "psychological guidance", "academic guidance" and "career guidance". Ignore the moral guidance and ideal guidance of students [4]. Moreover, the "mentor system" implemented by some schools also focuses on academic guidance. After the implementation of class teaching, the function of the class teacher has been weakened, the students' collective concept, sense of discipline, and politeness are relatively weakened, and some teachers in the class have also appeared "dare to control and unwilling to control" [5]. Although the students' individuality awareness is prominent, the innovation awareness has not been truly cultivated, because some of the individuality is a distorted individuality that is out of commonality. These all emphasize that there is still a lot of room for improvement in school moral education and ideological and political work in the new era. Therefore, current school education should avoid "one-sided pursuit of enrollment rate", return to the essence of educating people, attach importance to students' moral development and ideological and political education, "fully implement the party's education policy, implement the fundamental tasks of morality, and develop quality education. Promote education fairness, and cultivate socialist builders and successors who have comprehensive development of morality, intelligence, physical education, art and labor."

3.4 Make good use of new media, guide public opinion, and improve governance

The advent of the all-media era has brought huge opportunities and challenges to school education. The popularization of instant communication tools such as WeChat, QQ, and Weibo supported by advanced technology has changed people's traditional communication methods and habits, and information transmission has become more open, diversified, autonomous, instant, convenient and interactive. The best way for schools to deal with the challenges of omnimedia is to adapt to the situation and actively use it. Many people do not understand this behavior, and one-sidedly think that schools are teaching and research units and run schools low-key. There is no need to actively promote them. They mistakenly believe that school education is ultimately the "progress rate" in the final analysis. Due to the lack of emphasis on new media and lack of media awareness, once emergencies occur, the school's response mechanism is backward and external publicity fails, and it is easy to lose the right to disseminate and to lead the public opinion, thus being pushed to the forefront of public opinion. In fact, good use of the new media using WeChat public account as a publicity tool and attaching importance to school publicity has many benefits: promoting the main theme and spreading positive energy; playing the functions of inspiring, motivating, encouraging, and educating, unifying thinking and cohesiveness; helping to summarize reflect to promote the development of the connotation; fully display the school image and shape the school brand image; grasp the initiative and the right to speak in publicity, and promptly eliminate the misunderstanding and even false rumors of the parents and the society about the school. At the same time, new media also has important platform functions that can help schools improve education and teaching and improve school governance. For example: establish subject group WeChat group, class teacher WeChat group, grade group WeChat group, department WeChat group to release information in a timely manner, listen to opinions and suggestions, communicate and exchange work; set up parent WeChat group based on class as a unit, proactively publish notification information, and school WeChat public Push relevant information on the account, listen to parents' opinions, and answer parents' doubts [6]. In addition, schools can also use new media to mobilize relevant subjects such as students, parents, teachers, and members of the public to actively express opinions and provide suggestions on school plans, curriculum reforms and major activities, so as to seek consensus through joint governance, thereby improving school effectiveness .

4. Conclusion

In short, school governance in the new era has many challenges in terms of teacher quality, curriculum leadership concepts, educational concepts, home-school cooperation, school publicity, and crisis management. This requires schools to actively adapt to the new trends, new characteristics and new needs of the development of education in the new era, but also to face problems directly and solve difficult problems. Take measures such as strengthening the construction of the teacher team,

enhancing the school curriculum leadership, strengthening moral and ideological and political education, pay attention to effective measures such as parent education, active publicity, and strengthening of public opinion guidance to improve school governance and enhance governance efficiency.

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