

## Constructing a Teacher-Oriented Mode of Educational Management

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### Abstract

Teachers are the core for the development of education; therefore the governmental administrators for education ought to change their old-fashioned management notion and practices, and endeavor to focus on the all-side development and service for all the teachers. The school management should try their best to enhance the status of the teacher, create an excellent academic atmosphere for the teacher, and frame all the school management measures by the teacher. Besides, as the department serving the teacher, the educational administrations should try their best to solve the difficulties that hang around the teacher, including life problems. Only by these means can teachers actively, energetically, and devotedly commit themselves to the teaching and research career.

**Key words:** Teacher orientation; Teaching management; Core; Human solicitude

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### INTRODUCTION

The three universally-acknowledged indispensable elements for education are the teacher, the student, and the school. Among the three factors, the teacher is of

the most significance. Teachers are the main body of teaching, research, and even the whole education; they should be the most essential and necessary treasure for schools and the whole educational cause. Teachers are the least easily got and least replaceable generative factor, so all members of society ought to respect the hard work of the teacher. Although China's educational departments are now emphasizing "human-oriented" management in schools, actually they exclude all the teachers in the classroom; it is actually "student-oriented". As all know, the main goal of education is to raise the quality of teaching, and to promote the abilities and improve the grades of students. For reaching these goals, the all-round development of the teacher is the major premise. Without this premise, the main educational goals would not be realized.

The teacher-oriented management model asks the school administrators to regard the teacher as the root of education. The administrators ought not to impersonally use their power in hand to manage or supervise the teacher, but to place the teacher at the top of education. Anyway, it is teachers who are always studying and staying together with students, and it is they who know their students well, not the school administrators. Therefore the administrators should convert their bureaucratic practices, truly respecting the teacher's value and dignity and fully exert the teacher's potentiality. Through a democratic, free, equal, just, and harmonious working environment, the teacher's comprehensive qualities will be enhanced, and they will be and should be the main body for educational development (Huang, 2010, p.183). In this way, the teacher's status in the school is greatly elevated, and they will surely closely connect themselves with the student's prospect and the school's future. Their devotion to education will accordingly be deepened (Su, 2009, p.14).

# 1. PROBLEMS IN PRESENT EDUCATIONAL MANAGEMENT

## 1.1 Disadvantageous Factors in Present Management System

China’s public schools, as part of governmental institutions, are endowed with certain administrative ranks, which directly result in the fact that the notion of bureaucracy is extended till every corner of management. Thus, the administrative power is superior to the teaching work. As a result, the educational administrators are the absolute controller of education (Huang, 2010, p.183). The consequences of this management system are that the administrators who do not know how to teach are managing teaching and controlling the teachers who know how to teach, teachers are not active in teaching, the campus cultural construction is neglected, and the teaching and scientific researches are not thought highly of.

## 1.2 Inadequate Respect to Teachers

Although Chinese teachers have been enjoying a Teacher’s Day since 1985, the teacher’s status hasn’t improved too much since. Many schools only regard the very day as the day for teachers’ rights. As for the days left in the whole year, teachers are still being supervised or managed by the administrators. The school administrators are not willing to let the teacher become the manager of teaching or let the teacher control the education totally. This idea is so deeply rooted in their mind that they do not understand what teacher-oriented management really means. In their mind, the teacher should only stand on their platform to teach the student, as for the matters beyond the classroom, the administrators are the king. The teacher, however, is the most principle part for teaching and research, the most essential element for the development of the school, and the most valuable treasure for education (Chen, 2007, p.183). The school administrators ought to recognize the

importance of the teacher and mobilize the teacher into an active and creative working state, and they ought to establish a teacher-centered notion indeed.

## 1.3 Insufficient Participation in Management for Teachers

In most China’s schools, ordinary teachers can only do the jobs like teaching, correcting mistakes in students’ homework, and scoring the papers. Besides all these, the teacher is sheer the “being controlled”. In fact, it is the teacher who knows how to improve the management of the student and the school, because they are much closer to the students than the administrators. Their suggestion, however, is always neglected by the administrators, so the teacher’s enthusiasm for enhancing educational qualities will gradually diminish, and fade away.

Many China’s schools have the yearly convention to listen to the teacher’s suggestions, but the role of the convention is minor. Most of the participants are not teachers, but the administrators or leaders. This is only a form, not of practical value. Ordinary teachers’ desires and appeals can not be put forth in the meeting, so the teacher’s zeal for education will decrease gradually. It will also affect the authority of the school, the whole education, and even the government.

## 1.4 Unsound Criteria for Teachers’ Assessment

Nowadays nearly all schools have established a set of criteria to assess the teacher, but the process of carrying it out needs improving. Some criteria are so high that they have deviated from the reality and become impossible to reach. For instance, some college requires its assistant teachers to accomplish 350 hours of teaching each year, lecturers 400, associate professors 450, and professors 500; and requires assistant teachers to publish one paper in ordinary magazines every year, lecturers one paper in core magazines, associate professors two in core magazines, and professors three in core magazines. Please see the details in the following table:

**Table 1**  
**Assessment of Teachers in Some College**

Teacher	Task	Yearly hours of teaching	Yearly published papers
Assistant teachers		350	1 ( in ordinary magazines)
Lecturers		400	1 ( in core magazines)
Associate professors		450	2 ( in core magazines)
Professors		500	3 ( in core magazines)

We all know that professors are the main force for research, but they are asked to complete so many hours of teaching. How can they give consideration to research as a result of so many burdens in teaching? This kind of criteria for assessment will easily lead to an impetuous

style in academy, which is very disadvantageous to the teacher’s wholehearted devotion to teaching and research, and thus disadvantageous to the development of education.

## 2. TEACHER-ORIENTED MANAGEMENT STRATEGIES

### 2.1 Changing the Old Management Mode

#### 2.1.1 To Set Up a Teacher-Oriented Management Notion

It is high time that the administrative departments established a real teacher-oriented management notion at present. Only by doing this will be the teacher be more enthusiastic in educational management, will they exert their utmost in the teaching career. As long as the atmosphere for respecting the teacher and their work is formed in the school or in the society, the teacher's full potentials will be made use of to the highest degree.

#### 2.1.2 To Clarify the Roles for Administrative and Rear-Service Departments

The staffs of administrative and rear-service departments traditionally regard themselves as the supervisor of teachers and facilities. They will supervise the teacher not to do this or not to do that. Actually, in their mind, they are superior to teachers, as they have certain rights in their hand. The teacher-oriented management should endeavor to change this concept. The administrators, in fact, are the service suppliers in the school. They should be supervised by the service receivers (teachers). What they have done for the teacher, the quality of their service, whether teachers are satisfied or not with the service are the proofs for their performance.

#### 2.1.3 To Modify the Means of Administration

The modern management of human resources is to convert the experiential and administrative management modes into human-oriented, scientific, and standard modes (Huang, 2010, p.86). The school should train the administrative staffs to acquire the relevant knowledge, to enhance their ability to service, and there fore to force them to discard the old notion and practices. Meanwhile, some management experts can be invited to evaluate the management and service of the administrators, so as to guarantee the smooth progress of administration.

### 2.2 Establishing the Teacher's Main-Body Status

The teacher-oriented educational management is to start from the need of the teacher. The teacher's teaching and research fruits should be fully respected. First of all, the school ought to make clear that the teacher is the principle part of education, and then the main-body status of the teacher will be ensured. In the system of teacher-oriented educational management, teachers and administrators are cooperative mates, not the controlees and controllers (Zhang, 2009, p.240). Teachers, not the administrators, are the core of education; teachers' devotion to the teaching and the school is of essential significance to education.

### 2.3 Cultivating the Teacher's Master Consciousness

The teacher is the source of educational development, and the progress for education needs the co-work of all

teachers'. The administrators should spare no effort to encourage teachers to participate in the school management. Through this, the teacher's master consciousness is raised, so they will trust the school more, they will regard the school as their home, and therefore they will devote all their efforts to the prosperity of the school.

### 2.4 Forming an Excellent Academic Atmosphere

An excellent academic atmosphere is the key to cultivating excellent faculty and students, and the key to improving the quality of education. Besides teaching, the teacher has to research in various professional fields. The administrators are to form a good academic environment for the teacher; in addition, they should provide all kinds of opportunities for the teacher's development. Therefore teachers can do their research conveniently, efficiently, and happily.

### 2.5 Caring for the Teacher's Life

The administrators should do everything at the teacher's convenience, including caring for their life. The school should make all efforts to raise the living standards, to improve the housing conditions, and to increase the pay according to the economic development. Thus, the teacher can comfortably commit themselves to teaching and research. In addition, the school should aid the teacher for publishing essays or books, and for further study. All human beings have feelings. As long as the teacher has felt the deep love from the school, he will surely contribute every bit to the development of the school and education.

## CONCLUSION

The educational administrators should stick to the guideline of teacher orientation. All the administrators ought to strengthen the notion of service and discard the old practices. Everything is done to meet the needs of teachers to accomplish teaching and research. Anyway, it is the teacher that is the main body of education. Without teachers hard work, education will go no further. Therefore, it is time to enhance the status, awaken the master consciousness, and create an excellent career atmosphere for the teacher. By these means, the teacher's initiative and creativity are greatly improved. They will put all their hearts into the teaching career, and more qualified students will be cultivated to meet the needs of our country.

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