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An Innovative Exploration on Primary and Secondary School Class Management

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Abstract

If there is no innovation, there will be no development. Only innovation can bring about development. Innovation is a new starting point, is the soul of progress, and so is class management. In order to change the ordinary management situation, go out of the plight of the old management mode, change the current situation and continue to move forward, we must have considerations on class management innovation and have a study on class management innovation. Based on the analysis of current class management, from the perspective of class management innovation, by elucidating the nature of class management, this article discusses on the innovation of primary and secondary school class management in four aspects including management thinking, management organization, management evaluation and management method, in order to improve the effectiveness and development of class management, and ultimately achieve the purpose of class.

Key words: Primary and secondary school; Class management; Innovation

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INTRODUCTION

Innovation is the soul of a nation's continuing progress, and is an inexhaustible motive force for a nation's

development. Today, we implement the strategy of revitalizing the country through science and education, vigorously promote innovation in education, and strengthen the cultivation of students' innovative spirit and ability, which have become a responsibility and the task entrusted to our educators by the times. Innovation is the mainstream of the times. Developing the country needs to be innovative, and developing a school also needs to be innovative. Faced by the new situation and new task calling for innovation, a headteacher must put innovation in the first place in class management. Innovation is the premise for class management to keep up with the times and be effectively implemented, and is the fundamental guarantee to achieve a sustainable development of class management. Seeing from the current class management, there are many shortcomings shown as loose, passivity, carelessness, lack of order, lack of systematicness and scientific validity. Therefore, in order to improve inadequate class management and promote its development, we must conduct innovative reforms and practices to class management. In this regard, experts and scholars have made many studies which have provided a reference for further researches on class management. However, these studies have some shortcomings: Firstly, in theory, the significance of class management innovation is not fully addressed. Secondly, in practice, a scientific "operating system" is absent, and some studies only stay on a single experience. Thirdly, we also need further studies on recognizing and practicing class management in the background of curriculum reform. Particularly, studies of class management innovation are not much, and even though there are some studies in this regard, they are not comprehensive and in-depth. Therefore, from a perspective of class management innovation, this article will focus on discussing the four aspects of class management (management thinking, management organization, management evaluation and management method), clarifying appropriate operation

methods in order to improve the effectiveness of class management, promote class development and achieve the purpose of class.

1. NATURE OF CLASS MANAGEMENT

Class management is an activity that managers adopt effective means to manage objects - people and things to impose positive impacts so as to achieve a maximum effect, and achieve the expected objective of class management.

Class management is an educational management, whose fundamental difference to other management (such as financial management and enterprise management, etc.) lies in its unique educational significance. The purpose, function and value of class management are the same to be educating people. Education first is the basic premise of it (Kuang, Zhu, & Cui, 2006).

Class management is a developing management, namely the purpose of class management is to promote human development. We can also say that class management is a humane management. Relationship between human development and management is the relationship between purpose and means. In order to achieve the purpose of liberating, educating and developing people, we have to take some methods of constraint, specification, control and even punishment in management. Education can liberate all creative potentials of human consciousness. We are not management-oriented, our ultimate aim is to develop human potential and creativity. We should always adhere to the idea of educating people, and absolutely do not engage in management doctrine. The ultimate purpose of management is not to manage, and achieve the goal of class.

2. SIGNIFICANCE OF CLASS MANAGEMENT INNOVATION

2.1 Class Management Innovation Is the Requirement of the Times

With the increasingly rapid development of information technology and science today, all countries in the world develop education vigorously. Reinvigorate a country through science and education, and strengthen a country through human resource development. The essence of national competitions is the competition for high-tech talents, and innovation quality of talents is the most concerned. In this regard, we can go for further analysis in four aspects: (a) Innovation is the focus and core of educational reform in many countries, and the implementation of strategy of reinvigorating a country through science and education and quality education can be no exception; (b) In the knowledge economy, the level and number of innovative talents reflect a country's

comprehensive strength, the competitions between countries are focused on the competition for talents; (c) The main method to cultivate a national spirit of innovation is education, the key to achieve comprehensive revitalization of the Chinese nation is also education, and the fundamental way to change our country's huge population pressure into rich human resources also relies on education; (d) In today's information society which moves forward from traditional industrial civilization to modern civilization, knowledge-based economy begins to take shape, and the core of the knowledge economy lies precisely in innovation. Facing the new situation and new requirements of the times, class as the basic-level teaching organization should also work on innovation management.

2.2 Innovation of Class Management Is the Need of Quality Education

Innovation of class management is the process to conduct scientific and effective management in fully implementing quality education, and cultivate many students who can cope with the challenges of knowledge economy independently, have creative thinking, innovative spirit and ability. Thus, class management innovation is an important part of contemporary talent quality education. Class management innovation aims to create an ideal environment, by abandoning some shortcomings of traditional class management, explore and establish a new class management theory and model to find people's potential for innovation, explore people's spirit of innovation, promote the harmonious development of people's personalities, and gradually deepen and perfect the innovation. Because class innovative management has been recognized as the core objective of class management, exploration and practice of the innovation will be a strong impetus to deepen education reform and promote the implementation of quality education.

2.3 Class Management Innovation Is a Necessary Requirement for School Development

School development takes class development as the foundation. Only when class has a class atmosphere and study in style with the new era's characteristics, realizes the coordinated progress of class construction and individual development, school can develop in a harmonious environment. In order to have the characteristics of the new times, we should work on innovation in class management.

2.4 Class Management Innovation Is the Need to Promote the Growth and Development of Students

With the progress of society, today's students are in the knowledge economy information age, and are easily affected by some social factors in an open social environment. The information received by them is not differentiated because of their different ages, and is not absolutely differentiated in terms of volume, time, range or category. Their intelligence, attention, thinking

ability, development of emotion can also be adjusted by modern educational means, such as the study of “2”. When we use a modern educational media to transform the abstract, tedious mathematics into an interesting and visual thing to guide a 3-year-old child, he will also know the mathematical meaning of 2; if we let a 7-year-old child learn 2, but only teach him with the traditional “chalk and talk” method, he also may not understand the mathematical meaning of 2. Today’s class management is to give full play to the role of each member of a class, namely management should be for all and for the future. In order to create an ideal space for students’ growth, we need to innovate on class management.

3. CONTENTS AND METHODS OF CLASS MANAGEMENT INNOVATION

Contents of class management innovation are rich. From the perspective of class management innovation, this article focuses and discusses on the four aspects of class management: management thought, management organization, management evaluation and management method.

3.1 Innovation of Management Thought

3.1.1 Establish a Scientific Class Management Thought

Class management is a highly personalized systematic project focusing on personality development of students, standardizing students’ external behaviors and cultivating innovative talents, in particular, needing the guidance of a scientific ideology. This requires daily class management to achieve the follows: (a) have a continuous reform and innovative management philosophy, namely according to the needs of the times, have a correct understanding of the physical and mental developmental characteristics of primary and secondary school students and class management laws, have a consciousness to continuously reform and innovate class management mode, have the Marxist management thought and modern educational management idea, (b) and use dialectical materialism and the class management theory proposed by modern educational management to arm the head teacher’s mind. (c) under the guidance of the scientific theory of class educational management, establish scientific concepts of education management, teaching and cultivation, subject of students and hierarchical management system to fundamentally promote the comprehensive development of each student (Liang, 2005, pp.617-621). Only in this way we can adopt a scientific method to build a good class, and promote class management into an entire new horizon.

3.1.2 Establish a “Student-Oriented” Management Philosophy

“People-oriented” management thought can fully mobilize the enthusiasm of people, and can make members of an

organization effectively and creatively complete their tasks, thus actively achieve the goals and tasks of class management. This management philosophy focuses on “respect and service” to people. “Applying the collective wisdom and improving strain and innovation abilities” has been transformed into the new goal and task of today’s class management (Wang & Yang, 2006). Whether in terms of knowledge, intelligence or creativity, people as the subject are its real carrier. In this sense, the current class management should be a highly personalized and people-oriented management. Since the core of primary and secondary school class management is a human factor, we must change the kind of authoritarian and closed reasoning mode. Primary and secondary school class management needs to create a good spiritual atmosphere for the good development of students’ personalities and full exertion of their creativity in order to promote their growth and meet their needs as a human being. It is no doubt in the information development age which advocates the “people-oriented” concept of primary and secondary school class management, the class management in primary and secondary schools should not be mandatory or imperative, but should be service-oriented in order to promote the comprehensive development of students.

3.1.3 Role Change and Idea Update

In class management, the head teacher should walk down from the position of leadership. Since the students are not only the target of management, but also the subject of management, the head teacher should promote the spirit of service, establish a student-centered philosophy to build a platform for students’ performances. The teacher should be the screenwriter, the students should be the director and actors moving forward toward the designed goal; the head teacher should serve for class management, and the students are the subject of class management.

3.2 Innovation of Management Organization

3.2.1 Implementation of Class Cadre Rotation System (Jiang, 2000)

That all students in class can have a democratic and equal opportunity to participate in class management is the most important feature of class cadre rotation system. Class cadres are all produced by election, and rotate on a regular basis - every two weeks, or every month, or every semester. Therefore every student has an opportunity to participate in class management, and every student gets a chance to exercise, so that students’ self-development awareness can be awakened, inner needs can be met, and their creativity ability can be promoted.

3.2.2 Establish a “One-Day Monitor System”

“One day monitor system” means that the monitor is performed by a student in turn every day, who is responsible for handling class affairs. Its specific approach is: (a) The monitor is performed by a student

according to the student number in turn, and is performed for only one day. (b) The head teacher is responsible for training the students with management knowledge and capability according to the specific circumstance of the class. The students who are not adaptive to be monitor - help; those who are more adaptive to be monitor - guide; those who are capable to be monitor - observe. (c) The monitor on duty should fill in the monitor diary every day, report for duty and make the handover under the guidance of the head teacher. (d) Everyday the monitor of yesterday should organize the class to make evaluation to the monitor on duty. The evaluation criteria should be formulated collectively by the class under the guidance of the head teacher. (e) An "outstanding monitor" shall be elected every week, and a "model monitor" shall be elected every month. The first day of every week is the "excellent monitor's management demonstration day" of last week, the first day of every month is the "model monitor's management demonstration day" of last month, and top ten "best monitors" shall be elected every semester. This is conducive to cultivate students' self-management and enhance their awareness of competition, thus helps carry out innovation of class management.

3.3 Innovation of Management Evaluation

3.3.1 Class Evaluation Should Lay Equal Stress on Process and Result (Wang & Yang, 2006)

For a long time, class management in people's minds has not been a highly valued work. Though it's considered to be essential, it is not closely linked with teacher's bonus and promotion like student's score, thus is not closely connected with teacher in fact. A lot of class evaluation is carried out by the head teacher to evaluate on students' attendance and active participation to measure the actual effect of class management. However, we all know that this approach is not scientific. In class management summary, teachers of all subjects and the dormitory teacher can join to make a comprehensive assessment on class management effectiveness, and even the parents can be involved. Evaluation is the hard truth, which should focus on results as well as process. Only with the use of scientific evaluation methods, we can effectively guide practices and achieve substantial results on class management.

3.3.2 Standard to Measure a "Good Student"

According to the traditional thought: the standard of a good student is to be obedient, disciplined and study hard, otherwise, one is a bad student. According to this judgment, it is actually to develop submissive, book-only and obedient mediocre people, but is difficult to cultivate people who have innovative thinking, dare to ask and act. Therefore, head teacher must abandon the traditional inappropriate student evaluation standard, carry out appropriate reform, not use a fixed frame to scale students, but evaluate students based on their characteristics and

different levels (Luo & Zhou, 2001). For example, we can propose a new insight on the evaluation of "three good student": (a) Score does not represent capacity. 80 points can not be used as the sole criteria for evaluating three good students. (b) "Three good student" can not be applied for life, otherwise a majority of students' enthusiasm cannot be driven. (c) Election of "three good student" should be implemented democratically, and can not be arranged by the head teacher. Additionally, we can reformulate the new standard of "three good student" to give full play to various strengths of students: set "Lei Feng Award" to encourage the students ardently serving for the collective and society; set "One Hundred Flowers Award" for literary and artistic activists; set "Extensive Reading Award" to reward the students having good extracurricular readings, etc. Innovation of these evaluation criteria promotes the innovation of class management, fosters and develops students' creative ability.

3.4 Innovation of Management Method

3.4.1 Organize Activities, Cultivate Students' Awareness of Competition

In class management, the head teacher can take targeted measures to organize some activities to create an atmosphere of competition, so as to foster students' awareness of competition. Take class cadre election for example, do not take "appointment" or "life long system", but have election on the basis of democracy. The one who has the ability, achievement and work seriously shall take the post, otherwise shall be eliminated. For example, we can take full advantage of the second class to develop students' awareness of competition (Ren, 2007), which can be implemented as follows: carry out speech contest to select the winner; organize basketball game to select the "best shooter"; organize debate contest to select the "best debater" and so on. In addition, we can organize groups and subject groups to have competitions in terms of learning, thinking and hygiene, which can also enhance the cooperation among students. Therefore, by cultivating multifaceted sense of competition, students can show themselves in a democratic and fair atmosphere and promote themselves.

3.4.2 Foster Students' Sense of Democracy and Sense of Cooperation

In class management, the head teacher should fully promote democracy, listen to the views of students and respect the wishes of students in terms of student cadre selection, student management decision-making and student problem resolution; allow students to supervise on class daily work and the work of head teacher in order to give better opinions and suggestions. The basic premise of these requirements is that the head teacher should set an example for students, conduct daily work with democratic thinking and behaviors, so that the students

dare to speak in front of the teacher, and can create a relaxed and democratic environment. We should have “two welcome” and “three allow” to students, namely “welcome to question, welcome to argue,” “allow to make mistake, allowing for correct and allow to retain” (Mou & Hu, 2003). This undoubtedly plays a significant role in guiding and cultivating students’ democratic consciousness.

3.4.3 Formulate Incentive Policy to Develop Students’ Full Potentials

For modern class management it is essential to build a set of incentive mechanism, which should be an all-round, multi-level and multi-angle inspiration strategy. In theory, this mechanism has layers of depth which are closely connected; in practice, this mechanism achieves a unity of operative behavior and psychological motivation. Therefore, it has a very high demand for establishment (Zhang, 2006). In the operating detail design, we should strive for excellence, implement the incentive mechanism scientifically so as to stimulate the enthusiasm of students and develop various interests. For example, establish target bonus. In the beginning of school, the head teacher should have a comprehensive understanding of the class, and guide students to set an accredited class goal based on the actual situation of class, design and post the goal in the classroom for students to make comparison, to conduct self-analysis, self-adjustment and self-motivation, enhance the cohesion of class, and guide the healthy development of class.

What’s more, we should implement the responsibility incentive, and realize that “everyone has a duty, every duty shall be fulfilled” in class management. For example, attendance, health, learning, life, class expense management and class activity scheduling, etc., should be clarified with responsibilities onto individuals, thus a collective benefit and an atmosphere of unity and cooperation can be formed, so as to lay the foundation for implementation of class work.

Furthermore, we should also implement data incentive. On the basis of the principles of fairness, entire personnel and development, the head teacher can design a scientific indicator to measure behaviors of all students in learning, discipline, work and other aspects, implement quantitative assessment and record it. The quantization table should be open and transparent in order to accept the supervision of the students, thus enhance the students’ sense of ownership.

In addition, we can also implement incentives including model, evaluation and emotion, etc. to encourage formation of a comprehensive inspiration strategy, in order to constantly promote the overall development of students (Gu, 2004).

3.4.4 Guide Students to Develop Expertise, Foster Students’ Ability of Innovation

The head teacher can hold class meeting to communicate with students, organize students to carry out topic

discussion, debate, etc., carry out wall newspaper, blackboard newspaper and other publicity activities, fully mobilize the enthusiasm and desire for innovation of students, create a good atmosphere for innovation so as to make innovation awareness enter students’ hearts.

Regularly organize students to take innovation activities, foster their manipulative ability, make full use of the second class to train students’ divergent thinking, encourage various interest groups and students’ scientific and technological little inventions, and create enough space for students’ thinking development.

Establish an innovation model in class to show as an example; Meanwhile, gradually establish and complete relevant incentive and innovative systems (Zhu, 2006), such as innovation reward fund system, innovation objective cultivation responsibility system, regular discussion system and regular little invention reporting system, etc. Integrate innovation education into daily teaching activities.

3.4.5 Build a Network Platform of Class Management

By investigation, taking full advantage of the huge platform of network to conduct class management is found to play a major role in terms of ideological education, and is a very effective means of administration.

3.4.5.1 Class Forum: An Effective Carrier of Ideological Education (Zhang, 2002)

Because of the openness, privacy and entertainment features of network, a lot of students addict to the Internet from the primary school stage. To most of the students lacking of communications, especially those only-children, network provides a platform for expressions and exchanges. In addition, a huge amount of information on network shows them a wide world, and their curiosity and desire has been fully met.

Therefore, head teacher can make use of these characteristics of network to effectively combine class work and students (Wang, 2005), place his management philosophy and management requirements on the network, try to students’ needs, make use of the forum provided by school website to carry out ideological education and emotional exchanges. In this way the head teacher’s education goal can be achieved finely and subtly.

3.4.5.2 Personal E-Mail - An Information Channel of Class Management

Due to the influence of Chinese traditional culture of respecting teacher, there is a huge difference in understanding of things between student and teacher. Therefore, a majority of students always keep a distance, or even avoid conversing with the teacher, and the conversations between teacher and student are often a teacher’s unilateral preaching. Therefore a lot of head teachers require students to write weekly note or diary, but the effectiveness is not obvious. Because of the acquaintance among student and teacher, there is a great concern in the process of student’s writing, and this form

to understand students' thoughts often returns with untrue information, which increases the difficulty of class management to a large extent. Using E-mail to conduct spiritual communication between teacher and student can give the student a safe environment for expression. In this environment, student and teacher can communicate effectively without obstruction, fully express student's ideas and suggestions, eliminate student's deepest concerns, and head teacher can also receive real and effective class information. For example, a head teacher once encountered a very difficult problem that students' belongings were lost one after another in class, and some parents even came to have an "argument" for this. The head teacher guided and investigated in class meeting, but had no clue. Later, the teacher thought of the network and made use of privacy of a secret mailbox to finally find the answer. A student bluntly confessed in email that the series of theft were done by him and the reason was just because of "jealousy"! A few days later, the school guard informed the head teacher to pick up a package, which turned out to be all the lost things after opening.

3.4.5.3 QQ Chat - Emotional Communication Bridge

Once a head teacher conducted an investigation on student's favorite communication methods, and found that more than 90% of students' answers were QQ chat (Zhang, 2005). In fact, most of primary and secondary school students, especially those in the regions of rapid economic development, have their own QQ numbers. Therefore, QQ online chat has become a fashionable means to communicate with students, which are also a major innovative method in class management.

For example, a teacher can use class meeting to publish his QQ number, and state to welcome students to chat by hiding their identities on the Internet. QQ can build a strong emotional communication bridge between teacher and student. The teacher can exchange and explore life with students as a friend. In this way, there will be no embarrassment of talking face to face, and no longer a psychological distance, fear or fright between teacher and students. From teacher to student, from physical to psychological, from now to the future, this will enable students to become outspoken on QQ, by which the teacher can deepen the feeling with them, and obtain good communicative and educational effects.

CONCLUSION

Through the above discussions, people can properly understand the nature of class management, clarify the significance of class management innovation, and understand the contents and methods of class management innovation, which will not only increase people's rational cognition on class management innovation, but also have

a practical significance in promoting class management reform, improving class management innovation, increasing the effectiveness of class management, and achieving the stated objectives of class management.

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