

Research on the Change Path of Ordinary High School From the Perspective of Transformational Leadership——Take the No. 4 High School of Xi'an High-tech Zone as an Example

Jianghua Chen*

Shaanxi Teacher Development Research Institute/Shaanxi Normal University Teacher Development College, Xi 'an, Shaanxi, 710062, China

ARTICLE INFO

Article history

Received: 12 November 2024

Accepted: 20 November 2024

Published Online: 30 December 2024

Keywords:

Ordinary high school

Change

Leadership

Perspective

Motivation

Care

ABSTRACT

The Guiding Opinions of The General Office of the State Council on Promoting the Reform of ordinary high school education Mode in the New Era directly refers to the reform of ordinary high school education mode, making it a new era mission of ordinary high school education development. The reform of ordinary high school is a complex and purposeful event, and the process of reform needs to go through several stages, each stage is faced with unique tasks, contradictions and corresponding strategies of change. As a principal, he must be clear about the goal of the school towards the future, the specific problems he needs to face and the corresponding strategies, and how to promote the overall reform of the school. What is the path of change? The proposal of transformational leadership theory provides a new way of thinking for opening the new situation of school reform. How to learn from the transformational leadership theory to seek an endogenous road for the reform of ordinary high school in our country in the complex contemporary educational environment is an important issue worth educators to study.

1. The operational framework of the change path of ordinary high school from the perspective of transformational leadership

The process of transformational leadership is to attach importance to the construction and communication of vision, and lead the members of the organization to move towards the goal of change. School principals, as advocates, organizers and leaders of change, should pool their wisdom and use management techniques to gradually activate various functions of the school organization, stimulate the advantage potential of the school staff through intelligence, make the school platform bigger and strong-

er, and provide a broader career space for themselves and members of the organization. How can the principal lead the school to drive change throughout the school? Taking the No. 4 Senior High School of Xi'an High-tech Zone as an example, we set up a leadership behavior framework from the perspective of transformational leadership in ordinary high schools. Through this framework, based on the current situation of the school, school leaders integrate transformational leadership ideas to analyze, design and implement, promote the transformation of the organization and personnel, and finally achieve the goals in the vision. The school change practice based on transformational leadership is concreted into five basic strategies of

*Corresponding Author:

Jianghua Chen,

Female, Senior teacher;

Research direction: Research on effectiveness management of middle-level cadres in ordinary high schools

vision motivation, intellectual stimulation, charismatic leadership, caring thinking, management and leadership technology, which can help school leaders grasp the complex changes that the school needs to go through in the constantly changing environment. The change path of the whole school is divided into three consecutive stages: primary survival development, intermediate characteristic development and advanced brand development. Each stage has different focus of change and experiences different change paths. The strategy of change belongs to the method of change, and the path of change belongs to the way of change. Both answer how schools should change from different dimensions.

Second, the basic strategy of ordinary high school reform from the perspective of transformational leadership

The homogeneous competition among schools is becoming increasingly fierce, and the drastic social transformation determines the numerous obstacles to the internal reform of schools. Principals should not only actively lead schools to meet the opportunities and challenges of the external environment, but also promote the school reform based on the theory of transformational leadership and the use of educational wisdom design.

2. Vision motivation, clear the direction of school change

School vision is the basic element of school education philosophy, and as the value guidance of school development goals, it can unite people, lead and unite faculty and staff towards the common goal, and promote the healthy development of the school. In the case that the school vision has not been widely recognized, the fourth Senior Middle School of Xi'an High-tech Zone actively absorbs the wisdom of the faculty and staff, and reaches a consensus with the faculty and parents of the whole school through a series of discussions and interviews: The school thoroughly implements the outline of the national and Shanghai Education reform and development plans, carries out education reform, and improves the vision of the school, focusing on the growth and development of every student in terms of educational purposes, stimulating the development potential of students, and promoting the active development of students. In terms of core values, the school should use the school spirit of "beyond self, the pursuit of excellence" to deepen and expand the school philosophy of "emphasizing learning, educating talents and taking the initiative to develop". Finally, the vision of the school is formed - to build the school into an experimental and demonstrative modern boarding high school

adapted to the international metropolis of Shanghai. Strive to develop experience, increase efficiency, improve quality and create characteristics in ten years, and build the school into a first-class suburban, leading Shanghai and well-known domestic demonstration high school, walking in the forefront of Xi'an experimental demonstration high school. After the principal and the staff reach a consensus on the school vision, they then explore the specific behaviors to realize the school vision. After several thorough discussions, the school Congress adopted the Action Program of the Fourth Senior High School in Xi'an High-tech Zone, which became the action guide for the teachers and students of the school to realize the vision of the school.

3. Intellectual stimulation, access to school change wisdom

Intellectual stimulation refers to a group of people through the form of special thematic meetings, on a particular issue, the participants communicate with each other, encourage each other, revise each other, complement each other, and brainstorm, thus producing a large number of new ideas of the collective divergence techniques. Intellectual stimulation here refers to the principal's encouragement of staff to come up with new ways to solve problems on the basis of questioning old ideas. In order to realize the school's vision, the Fourth Senior High School of Xi'an High-tech Zone takes "Practice research of suburban high school to stimulate students' development potential" as the lead, and carries out reforms in six directions: implementing "educating talents" and creating moral characteristics; Create the school characteristic curriculum, perfect the curriculum system; Focus on stimulating students' potential and deepening teaching reform; Pay attention to inheritance and innovation, deepen teaching reform; Advocate intelligent leadership to improve management efficiency; Emphasize project-driven, optimize education and research. For these measures, the principal does not rely on his own administrative authority and system to promote, but through moral education forums, academic forums, teaching evaluation activities, management experience exchange, project results display and other ways to constantly stimulate the thinking vitality of the management team and teachers, so that each person can use the ideas of others to stimulate their own inspiration, or gather the ideas of multiple people to produce new ideas. This way of obtaining the wisdom of change has created and achieved the reform and innovation of the Fourth Senior High School in Xi'an High-tech Zone.

4. Charismatic leadership, physical practice to lead the team

As the core of the school team, the principal must be good at establishing and maintaining a good relationship with the school team. Only by being good at understanding the emotions and needs of teachers and students and maintaining a stable and harmonious interpersonal relationship with teachers and students can he effectively manage the school. The principal takes the lead and fights in the front line. He should have a strong sense of responsibility, be good at learning, dare to be responsible, be forward-looking, optimistic, enthusiastic and humorous leadership charm. According to Bandura's social learning theory, people's work enthusiasm and enthusiasm are mutually infectious. The charm of principals will promote teachers to be more inclusive and harmonious, more enthusiastic and dedicated in their work, and they will respect colleagues more and be more willing to help colleagues, thus improving teachers' sense of organizational identity and generating a strong centripetal force and cohesion under pressure.

The principal of No. 4 Senior High School in Xi'an High-tech Zone insists on demonstrating the charisma of leadership with concrete actions, requires himself to keep learning, and actively participates in various activities of teachers and students, such as the first class, class meeting, staff sports meeting, students' art activities, students' concerts, etc. The vitality and enthusiasm of the principal has infected students and teachers. In the period of low quality of school education and teaching, the principal and everyone together to overcome difficulties, whether it is morning and evening self-study or classroom, you can see the principal "patrol" figure. When encountering problems, point out and give guidance in time. The principal's example and practice won everyone's respect. Let's face it: the charm of the principal far outweighs the power. Especially in ordinary high schools, the school circle is small, the activity platform is single, and the leaders' words and deeds will become the focus of public opinion and be widely copied. The power of example is infinite, and the leader's first example is very easy to stimulate the sense of worship of organization members, and add cohesive force to lead the team to make positive changes.

5. Caring thinking, enhance the cohesion of change

Caring is the appreciation, concern and empathy of teachers under the thinking of caring, and it is a kind of emotional expression under rational judgment. There are strong differences in the principal's care for teacher

groups, and the implementation of the group's differential care on the individual forms personalized care, that is, the principal on the basis of fully understanding and judging the personality of teachers, targeted appreciation of teachers' professional life and their families, or concern, or empathy, and both working and personal contact with teachers. Promote outsiders to become insiders, enhance teachers' trust in principals, and change teachers' working attitude. Through professional care, principals can stimulate teachers to develop to a higher professional level and promote teachers to balance the relationship between school interests and personal interests. The Fourth Senior High School of Xi'an High-tech Zone has established a "four-dimensional, four-tier and four-level" teacher development system for different teacher groups. The four-dimensional training system includes teacher ethics, teaching, educating and scientific research. Four layers, namely learning, practice, research, display development platform; For new teachers, young teachers, backbone teachers, and famous teachers, the four-step teacher team training project has been improved, namely, the three new, blue, famous teachers, and demonstration project. Every teacher can find the corresponding development platform and support, this kind of humanized professional care, so that teachers double professional happiness.

At the same time, the principal also pays attention to the practical difficulties of the teacher's family and life. Since 2022, the principal, in his busy work, insisted on writing a handwritten letter to each teacher on his birthday (teacher's work performance, the principal's work expectations for teachers, work wishes), and wrote a total of 250 letters. Such a personal letter must be based on the respect and trust of each teacher, or it will not be written at all. Many teachers are excited to receive heartfelt, touching, and realistic personal letters, and look forward to doing their work and receiving a personal letter from the principal next year. Through personal care, the principal promotes the mental health of the faculty and staff, and creates the empathetic thinking that both the principal and the teacher put themselves in each other's shoes. This kind of thinking is the psychological glue of school reform, which can promote mutual understanding, mutual tolerance, communication and cooperation between the two sides, reduce the resistance of school reform, improve the efficiency of school, and promote school reform.

6. Flat management and distributed leadership, enhance organizational effectiveness

Flat management originates from flat organization theory and is a decentralized management mode compared with the traditional centralized hierarchical organization

structure. The problem of bureaucratic organizational structure faced by the school urgently needs to be solved by flat organizational structure, so as to reduce the management level vertically and integrate the responsibilities of various departments horizontally, so as to flatten the overall organizational structure of the school. Therefore, the Fourth High School of Xi'an High-tech Zone adheres to the "four modernizations" management thought, that is, humanization, democratization, science and information; Establish "four consciousness", namely, consciousness of autonomy, consciousness of service, consciousness of innovation, consciousness of excellence; The school adopts the school-running strategy of "governing the school by virtue, strengthening the school by talents, invigorating the school by scientific research, establishing the school by quality, and enriching the school by culture". With the core of "participation, sharing and efficiency", the school implements the "center" and "ministerial" system under the flat management mode. By integrating resources, reducing the intermediate level, strengthening the service function, greatly optimizing the management resources, and improving the organizational efficiency. The principal of Xi'an High-tech Zone No. 4 Senior High School implements the grade distributed leadership management model, emphasizes the distribution of informal leaders, and classifies various grade management affairs according to projects to form various types of project teams. Every teacher with more research achievements or experience in a certain aspect can be the chief leader of the project team. Distributed projects include resource development, class management, process evaluation, comprehensive practical activities, characteristic curriculum construction, etc., implementing project-based management and forming a grade management matrix. Distributed leadership makes grades form a nested system organization, solves the problem of fixed authority caused by positional leadership and personal organizational relationship, stimulates the leadership vitality of grade group members, and enhances the organizational effectiveness of grade group.

Third, the transformation path of ordinary high schools from the perspective of transformational leadership

From the perspective of transformational theory, the change strategy provides methodological guidance for school reform and provides a starting point for the reform of school organization and personnel development. However, the specific reform method, direction and approach are also issues, and according to different school conditions, the change paths designed by different school principals will be different, and most school principals design change paths of different dimensions for the short-term development of schools. The principal of No. 4 Senior

High School in Xi'an High-tech Zone designed a stage change path for the long-term (10 years) development of the school. Primary stage (2 years) : Structural change - Intermediate stage (4 years) : Institutional change - Advanced stage (4 years) : cultural change. The three stages of the change path are from coping with external crisis to stimulating internal vitality, and then to shaping culture, which reflects the continuity of the change, forms a systematic change path structure, and produces expected positive functions: The Fourth Senior High School of Xi'an High-tech Zone has realized the purpose of change from survival development to characteristic development, and then to brand development.

7. Flat management and distributed leadership to enhance organizational effectiveness

Talcott Parsons' theory of structural functionalism holds that there is a "universal harmony" among the elements of various global structures, and that the internal prescriptivity of such structures determines the external manifestations of functions. Therefore, whether the various system structure elements of school education and teaching operation are harmonious or not directly affects the normal play of its kinetic energy and the resultant effect. At this stage, based on the perspective of transformational leadership, principals should enable the majority of teachers to calm down, carefully study the learning situation with all their body and mind, design, implement and reflect on their own educational and teaching behaviors according to the laws of education and the laws of students' physical and mental development, and effectively embark on the road of future-oriented educational practice. Taking the No. 4 Senior High School in Xi'an High-tech Zone as an example, the primary stage of school reform is the stage of survival and development, facing the contradiction between the people's expectations for high-quality education and the low teaching quality brought about by the rapid expansion of school scale in Fengxian Middle School. After careful discussion, the members of the principal organization team think that the key to solve this contradiction is to focus on the reform of the school structure. At this stage, the school starts from adjusting the structure and clarifying the function. First, adjust the structure of teachers and implement the teacher professional development plan. The school guides teachers to formulate independent development plans, so that the school and teachers have a common vision for professional development, and build a team of famous teachers with reasonable education structure and professional title structure, physical and mental health, and training standards. At the same time, the evaluation system of school

teachers should be improved, and the basic evaluation system and the developmental teacher evaluation system should be formulated, which cover many indicators such as curriculum teaching and moral education. The adjustment of teacher structure makes teachers realize the change from managing students to guiding students, and make clear their leading role in teaching and students' main role. The second is to adjust the curriculum teaching structure. Develop guided learning plan and optimize school-based resources of basic curriculum; To formulate the implementation standards of the basic course by grade, make the guide plan serialized and systematic, and make the guide plan better adapt to the students; Strengthen teaching routine management, optimize teaching links, and cultivate students' good habits. The adjustment of the curriculum teaching structure makes the curriculum teaching effectively promote the students' independent learning and active learning. The third is to adjust the school management structure. Adopting the flat management mode of the school, the "five centers" (administrative service center, curriculum teaching center, student service center, teacher service center, quality assurance and research and development center) and "three major departments" (Senior One, Senior two and Senior Three) have been established. The adjustment of school management structure makes the school organization realize the transformation from management function to service function. At this stage, based on the key contradictions of the school, the principal, as the power source of change, relies on the administrative power, top-down, and internal and external forces, and uses the leadership characteristics of the transformational principal of "unsatisfied with the status quo and constructive attitude" to seek the focus of change and drive the structural change of the school, so that the whole school can form a joint force and improve the teaching quality. It effectively solves the contradiction between the expansion of school scale and the low teaching quality, and guarantees the survival ability of the school.

8. The intermediate stage of change, focusing on mechanism change

The mechanism here refers to the micro-education mechanism. "Micro-education mechanism refers to starting from each component of education and fully mobilizing the enthusiasm of each component to play the role of education." The characteristic of this mechanism is to focus on each basic unit of education at a certain level or in a certain aspect, and to exert the overall function of education by mobilizing the initiative of each basic unit of education." From the perspective of transformational leadership, principals at the middle stage of change should

exert the academic influence of experts, promote and lead the professional development of teachers, establish some new mechanisms aimed at satisfying moral education construction, teacher development mechanism, curriculum construction, scientific research system, etc., in order to maximize the use and development of existing school resources and release the professional potential of teachers. Transform education. In the middle stage of the reform of No. 4 Senior High School in Xi'an High-tech Zone, in order to achieve the goal of transforming the school from the structural reform in the survival and development stage to the mechanism reform in the characteristic development stage, the principal actively explores the reform of the micro-education mechanism, focuses on the basic units of school education, mobilizes and stimulates the enthusiasm of these basic units, and tries to realize the reform on the basis of forming a joint force. To this end, the fourth Senior High School of Xi'an High-tech Zone aims to stimulate the enthusiasm of the school's moral education, curriculum, teaching, teachers, management, education and scientific research and other basic units, explore the specific educational role of each unit, and strive to give play to its overall educational function on the basis of forming a joint force, so that the school can realize the transformation to a comprehensive and high-quality development.

After four years of hard practice, the Fourth Senior High School of Xi'an High-tech Zone has made it clear that in the reform of micro-education mechanism, the role of basic units can be mainly reflected in the following aspects. First, the moral education mechanism from the optimization of resources to "education" moral education culture, to create a "full, comprehensive, full process" moral education system, forming the characteristics of school moral education. Second, the curriculum mechanism from comprehensive optimization to characteristics, perfect the curriculum system. Implement the curriculum concept of "for the lifelong development of every student" and "making the curriculum adapt to and lead the development of students", enhance curriculum leadership, implement the project of "High School students' innovative literacy Cultivation", improve the training mode of experimental classes, improve the educational connection between high school and middle school and even university, expand international exchanges and cooperation, and promote the excellent development of gifted students. Thirdly, the teaching mechanism should shift from focusing on impartation to stimulating potential, deepen reform, implement the teaching concept of "people-oriented", "teaching according to learning, teaching according to aptitude, teaching without teaching", explore the teaching mode of 223-4

guided learning system and the teacher-student relationship of tutorial system to stimulate students' development potential, and improve the effective teaching quality in the classroom. Fourth, the teacher mechanism from system consciousness to cultural consciousness, deepening the professional development of teachers. While focusing on the training of young teachers, we should pay attention to the group development of teachers at all levels and of all types, improve the hierarchical incentive and hierarchical teacher development mechanism, build a reasonable structure and full of vitality of dedicated, happy and professional teachers, and train a sufficient number of research-oriented and expert teachers. Fifth, the management mechanism from standardized management to intelligent leadership. Adhere to the "president responsibility system, the General Party branch plays the political core role, the faculty and staff congress and other party and mass organizations participate in management and supervision", expand the leadership and management path of "people-oriented, democratic, scientific and information", improve the leadership and management mechanism characterized by "participation, efficiency and sharing", and commit to the inheritance and development of culture. We will form a situation in which our words are fulfilled, our actions are backed by evidence, our culture is conscious, we are full of vitality, and we take the initiative to develop. Sixth, the scientific research mechanism is upgraded from experience to project-driven, and scientific research leadership is strengthened. Implement the strategy from experience upgrading to project-driven research to form a group of topics leading the development of the school; Create a strong scientific research culture and academic atmosphere, improve the management system supporting scientific research, increase the intensity of assessment and reward, and enhance the scientific research awareness and ability of teachers. Help teachers to improve their professional ability and educational realm in the root action research based on practical problem solving. At this stage, the principal, as the advocate, organizer and leader of the reform, takes the goal as the guidance, gathers wisdom, inspires the enthusiasm of basic units through intelligence, coordinates their respective roles, realizes the overall function of the school structure, ensures the smooth reform of micro-education mechanism, realizes the transformation from structural reform to institutional reform, and initially forms the characteristics of the school.

9. The advanced stage of change, focusing on cultural change

"Cultural change refers to the change in the core values of an organization's operation. It challenges the values

and beliefs rooted in the organizational system with the goal of generating a new organizational culture or enhancing the sense of belonging in the organization. Therefore, cultural change is called transformational change." School culture change refers to the formation of a set of shared values for school reform work by school members, which is the essential goal of school reform. A good school has a good culture, which is complementary to the restructuring of the school structure such as the relationship between procedures and rules. According to Michael Fulan, "Paying attention to organizational culture will make the restructuring of organizational structure more effective. There is an interdependent relationship between organizational structure change and cultural change." In the advanced stage of reform, principals can, from the perspective of transformational leadership, reorganize and integrate and innovate their long-established school-running ideas, school-running ideas and management systems, so that they can meet the needs of educational reform and development, and generate new educational and teaching ideas, educational concepts, educational habits, educational attitudes and educational behaviors. To realize the transformation from high-quality characteristic development to educational brand development. At this stage, the Fourth Senior High School of Xi'an High-tech Zone focuses on the cultural demands of teachers and students, making the "eight cultural goals" the shared values of school members, and making concerted efforts to explore the road of "education brand".

One is student culture: focus on choice and learning. Based on moral education psychological curriculum, explore the development mechanism of students' motivation, combined with grade community construction, explore the development mechanism of students' learning perseverance, combined with weekend excellent Jia plan, logical thinking training and other means, explore the development mechanism of students' learning ability. Enhance students' choice power, carry out career development planning, strengthen career development guidance, and improve students' choice orientation, choice ability and choice wisdom. Enhance students' intelligent choice level, explore the development of students' ability advantages, including activating students' advantageous intelligence, improving students' learning strategies and optimizing students' development mode, and improving their independent learning ability.

The second is teacher culture: advocating research power and individuation. Through the establishment of backbone teacher research community, the construction of modular school-based research courses, the optimization of teacher stepped structure series and so on to improve

teacher research ability. Guide teachers to develop their strengths and avoid their weaknesses, and gradually form a teacher's personalized style.

The third is the discipline culture: highlighting quality and uniqueness. According to the uniqueness of the discipline, curriculum standards and learning conditions, the teachers of the discipline teaching and research group build high-quality teaching resources, improve the teaching quality of the discipline, and form the discipline highland. Form a unique discipline concept, value goal and implementation strategy with discipline development in the discipline field, construct a relatively independent discipline development system and research methods, so that it has a unique language expression and thinking quality.

Fourth, curriculum culture: emphasis on selectivity and openness. The course structure of "classification by ability, classification by ambition and grouping by interest" should be constructed to form "package" courses suitable for students' different learning levels, different aspirations and different personality development. Strengthen the interconnection of curriculum resources, enrich the structure of school curriculum and the connotation of The Times, and smooth the application channels of teaching resources.

Fifth, teaching culture: reflecting growth and structure. Strengthen the teaching design of "modular teaching", the design of "guided learning plan" and the design of effective homework, and strive to build a classroom teaching ecology that is conducive to students' exploring the unknown, thinking positively and questioning questions. Formulate teaching structure and learning structure based on core literacy, focusing on the study of students' learning structure before, during and after class, explore the form of learning structure, and form students' learning style; Strengthen the research of discipline structure, module structure and unit structure, promote the research of interdisciplinary knowledge association structure, and promote the cultivation of discipline core literacy.

Sixth, technology and culture: highlighting life and modernization. Integrating technology into students' life and study is an important way of the current curriculum teaching reform. It is necessary to promote the combination of information technology teaching and life to improve students' learning interest and enthusiasm. Construction of general technology special teaching laboratory, to achieve digital learning and resources on demand push. It is necessary to improve teaching and learning methods through technology, deepen the practical research on the implementation of online class teaching, and make every effort to build the implementation form of "one body and two wings" class teaching.

Seventh, management culture: emphasizing refinement

and democratization. Build a democratic and decentralized governance structure and a sophisticated and efficient management model. It is necessary to promote flat, distributed, and balanced management, promote the shift of management focus, and enhance management efficiency through democratization. Adjust the school office system, middle-level organization and functional structure, promote the school middle-level cadre appointment and echelon construction, and form a deadministrative, student-oriented leadership pattern and management mode.

The eighth is ideological culture: show inclusiveness and advanced nature. Establish a culture of inclusiveness, seeking common ground while reserving differences and "harmony without difference". To enhance the value guidance and cultural guidance role of school running ideology in the development of schools, teachers and students, actively advocate the mainstream cultural thoughts and value orientation of schools, and promote the free and comprehensive development of teachers and students in the choice of knowledge, behavior and value.

At this stage, the principal starts from the essential goal of the school reform, leads the team to start from the cultural demands of the main body of the cultural change, condenses the cultural spirit of the school, builds a good cultural ecology of the school, and realizes the overall transformation of the school culture through the cultural changes in curriculum teaching, technology, management services and other aspects. Every measure and behavior of transformational leadership practice is a kind of "field" that influences people's hearts, inspires teachers and affects students' development. This field is the source of the common development of all members of the school. Based on the perspective of transformational leadership, Xi'an High-tech Zone No. 4 Senior High School has orderly promoted the school reform in three stages, namely structure and function, mechanism and demand, culture and value, through overall design, long-term planning and stage implementation. Through years of practice and efforts, Xi'an High-tech Zone No. 4 Senior High School has gradually formed the school spirit of "transcends self and pursues excellence". It gives birth to the school culture brand and the school reform path of "moral education and nourishing people and cultural people". In times of change, nothing changes. Under the theory of transformational leadership, school reform is a process of gradual change, not overnight. Each school has different organizational genes, internal needs, conditions and external environment, and the path of change is completely different, and the school has its own personality and unique experience. School reform must follow the internal logic of reform, study people's concepts and emotional factors in the process of reform, properly handle

the synergy between leadership style, school system and behavior culture and reform, promote the localization practice of transformational leadership, and continue to change the business, operation and management mode of the whole school. Build a culture that integrates environment, curriculum, teaching, learning, evaluation, management, development of teachers and students and school organization in an all-round way, promote the development of school quality characteristics, form a school reform path, and ultimately create a new school education ecology. The basic reform strategy and reform path of the Fourth Senior High School in Xi'an High-tech Zone under the guidance of reform goals can be used as a useful reference for the implementation of school reform in ordinary high school governance.

References

- [1] Xue Jiatai. Application Research of humanized management Method in Middle School Education Management [J]. *Science Advisory (Science and Technology · Management)*, 2020 (01) : 40.
- [2] Yang Y. Construction of Middle school class management Model from the perspective of independent moral education [J]. *Teaching and Management*, 2019 (25) : 19-21.
- [3] Duan Huamei, He Jianhua. On the Contradictions in middle school education Management and solutions [J]. *Science and Education Literature Review (Last ten-day issue)*, 2019 (06) : 19-20.
- [4] Wei Xianse. Principles and Strategies of Middle School Education Management Culture Construction [J]. *Science and Education Guide (Last ten-day issue)*, 2018 (12) : 153-154.
- [5] Wang Xiaotao. Research on Countermeasures of Middle School Education Management under the background of people-oriented Management [J]. *Reference of Basic Education*, 2018 (20) : 26-27.