Research on the Innovation and Development of the Teaching Management Mode of Primary Education from the Human-oriented Perspective

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Abstract:

This paper explores the innovation and development of primary education teaching management models through a human-oriented perspective. It begins by analyzing the current state of teaching management in primary education, highlighting its shortcomings. Building on the people-oriented concept, the paper proposes practical approaches to innovate primary education management models, such as transforming management concepts, fostering a harmonious management environment, and innovating evaluation mechanisms. Furthermore, it offers strategies for improving primary education management, including enhancing managerial quality, strengthening teacher-student interactions, deepening family-school cooperation, and optimizing resource allocation. The study aims to provide both theoretical insights and practical guidance for advancing teaching management models in primary education.

Keywords:

Human-oriented
Primary school
Education and teaching management
Model innovation
Management strategy

1. Introduction

In modern society, the ongoing deepening of educational reforms has introduced new challenges to the management of primary education [1]. Traditional management models often overemphasize standardization and uniformity, making it difficult to accommodate students' diverse developmental needs and teachers' professional growth. The human-oriented approach emphasizes respect for individual subjectivity and focuses on fostering holistic and personalized development [2], providing crucial theoretical guidance for innovating primary education teaching management models.

This study seeks to explore the innovation and evolution of primary education teaching management from a human-oriented perspective. Its objective is to offer theoretical references and practical guidance for enhancing management models in primary education, contributing to the creation of a more harmonious and

effective educational ecosystem.

2. Theoretical basis and current situation analysis

2.1. Theoretical basis

The people-oriented concept emphasizes respect for individual differences, attention to holistic development, and fostering personal growth. In education and teaching management, this is reflected in a student-centered approach that addresses individual needs and provides a suitable learning environment and growth space. Simultaneously, the approach prioritizes the professional development and career advancement of teachers by offering them a supportive working and learning environment. The basic principles of education and teaching management [3], including scientific, democratic, systematic, and developmental approaches, require management activities to adhere to the principles of education and the physical and mental development of students. These principles promote democracy, consider the broader picture, aim to facilitate students' all-around development and encourage continuous reform and innovation.

2.2. Analysis of the current situation

China's primary education and teaching management has achieved significant progress in areas such as management system development, teacher training, teaching quality enhancement, information technology integration, moral education, and the establishment of home-school cooperation mechanisms [4]. However, several challenges persist, as outlined below:

(1) Rigid management mode and lack of individual care: The traditional management approach places excessive emphasis on standardization and uniformity, neglecting individual differences among students. This approach struggles to meet the diverse developmental needs of students [5]. For example, teaching plans, curriculum structures, and evaluation methods often lack flexibility, making them unsuitable for accommodating various learning styles and ability levels.

(2) Insufficient support for teacher development: The absence of effective mechanisms for teachers' professional development and career growth inhibits their potential. For instance, limited opportunities for training, coupled with an unreasonable title evaluation system, reduce teachers' enthusiasm for work, hindering their ability to fully utilize their initiative.

(3) Inadequate home-school cooperation: Communication between schools and parents remains underdeveloped, resulting in low parental participation and insufficient collaboration in educational efforts. For example, the lack of an effective communication mechanism means parents have a limited understanding of school education concepts and methods, making it difficult to support the schools' educational initiatives [6].

(4) Lack of innovation in management modes: The current management approach relies heavily on administrative orders and institutional constraints, with minimal incentives or guidance for students. This limits the stimulation of students' learning motivation. For instance, the student evaluation system focuses excessively on examination results, overlooking students' comprehensive qualities and personality development, thereby hindering their all-round development.

(5) Uneven resource allocation: Educational resources are unevenly distributed across regions and schools, leading to disparities in education quality. For instance, high-quality educational resources are primarily concentrated in urban and economically developed areas, while rural and remote areas suffer from resource shortages, undermining educational equity.

3. Innovations in the teaching management mode of primary education from a people-oriented perspective

3.1. Changing the management concept and strengthening humanistic consciousness

Administrators should redefine their roles, shifting from traditional directors to guides and service providers,

and focus more on fostering teachers' subjectivity and creativity. Additionally, they should strive to cultivate teachers' humanistic education concepts [7], ensuring that they fully respect students' individuality and needs in teaching practice, placing students' development at the core of education. This conceptual shift not only demands that managers adopt advanced educational philosophies but also requires them to practice these principles in their daily work, leading the development of education and teaching activities with a humanistic spirit.

3.2. Building a harmonious management environment and improving management efficiency

Efforts should be made to optimize the campus's physical environment, making it safer, more comfortable, and aesthetically pleasing to provide students with a conducive space for their physical and mental development. Concurrently, fostering positive relationships between teachers and students is essential. This includes encouraging teacher-student interactions and cultivating a teaching atmosphere characterized by equality, respect, and trust [8]. In such an environment, students' agency is maximized, and teachers' teaching enthusiasm is stimulated, thereby significantly enhancing the overall effectiveness of education and teaching.

3.3. Innovating the evaluation mechanism and focusing on students' growth

A diversified evaluation system should be established, one that considers not only students' academic achievements but also their comprehensive qualities and personality development. Introducing the concept of developmental evaluation involves viewing evaluation as a process to promote students' growth rather than merely judging outcomes. This approach allows the evaluation mechanism to more comprehensively and objectively reflect students' developmental trajectories [9], offering scientific feedback for educational and teaching management. It also guides teachers to pay greater attention to students' individual differences and developmental needs during the teaching process.

4. Teaching management strategies for primary education from a people-oriented perspective

4.1. Improving managerial quality to drive management reform

To advance education and teaching management, emphasis is placed on enhancing the professional competence of managers. Regular professional training programs are implemented to strengthen managers' expertise in educational theories and leadership. These programs include updating educational concepts, refining management skills, and employing simulated management scenarios and practical exercises to ensure managers gain hands-on experience and improve their performance in real-world settings [10]. Such initiatives not only enhance managers' decision-making capabilities but also boost their practical skills, providing a robust intellectual foundation for the innovation and reform of management practices.

4.2. Strengthening teacher-student interaction for mutual growth

Guided by the people-oriented educational philosophy, efforts are focused on fostering stronger interactions between teachers and students. Activities such as themed class meetings and interest-based groups are organized to deepen mutual understanding and enhance emotional connections [11]. Additionally, students are encouraged to actively engage in classroom discussions and project-based learning, thereby stimulating their interest and creativity. This interactive approach allows students to grow academically and personally while teachers improve through communication, fostering a harmonious environment conducive to mutual development in teaching and learning.

4.3. Deepening home-school cooperation to build an educational community

Home-school collaboration is a vital component of educational ecosystem construction. Various methods, such as the establishment of online platforms and hosting open days for parents, are employed to strengthen connections between schools and families [12]. Parents are invited to participate in developing and implementing school education plans, allowing them to better

understand the school's educational philosophy and teaching methods. This collaborative approach ensures that parents and educators collectively focus on the holistic development of students [13]. Such a model of co-education fosters a favorable educational ecosystem that supports students' comprehensive growth.

4.4. Optimizing resource allocation to enhance management efficiency

Educational resource allocation is prioritized based on teaching needs, with careful planning to prevent resource wastage. By advancing digital infrastructure, schools utilize modern management systems to maximize the efficiency of resource use [14]. This approach ensures the seamless operation of educational activities while laying a foundation for enhanced school management [15]. Optimizing resource allocation aims to deliver improved educational services for both teachers and students, contributing to the continuous enhancement of the quality of school education and teaching.

5. Conclusion

This study, from a people-oriented perspective, provides an in-depth analysis of the current state and limitations of the teaching management mode in primary education. It proposes pathways and strategies for innovative development, including changing management concepts, fostering a harmonious environment, innovating evaluation mechanisms, enhancing managerial quality, strengthening teacher-student interaction, deepening home-school cooperation, and optimizing resource allocation. These measures aim to establish a more harmonious and efficient educational ecosystem, support the holistic development of students, and drive the innovation and advancement of primary education teaching management.

Disclosure statement

The author declares no conflict of interest.

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