

An Introduction to the Migration of Interactive Management Concepts in School Development

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Abstract: In the current global context of information technology, all aspects of society are changing, and school management and development are equally faced with the challenges given by the times. In contrast to the traditional vertical management model, interactive management emphasizes a new two-way interactive management model focusing on a wide range of managers and justice. As a newly grown management model, interactive control is playing up its theoretical foresight and the practicality of its methods and tools, which provide new strategic ideas for school development. By analyzing the connotations of the interactive management concept, this article argues that it can also bring new paths to school development. It expresses some thoughts on its migration and advancement in school reform and development to provide some insights into the transformation of the modern school development approach.

1. Introduction

As an essential change in the management practice of modern enterprises, interactive management innovation emphasizes the importance of stimulating the autonomy of the organization's members, which in turn promotes innovation and vitality of the whole organization. In an era of rapid social development and change, the management of schools, as the core organizational structure that nurtures talent for society, is similarly interactive. The traditional school management model is generally based on a monolithic structure, with a clear separation between the manager and the manager. Such management is condescending and lacking in interaction, often reaping the superficial effects of wishful thinking and failing to stimulate the inner energy and motivation of those being managed [1]. At the same time, at the level of teachers' professional development, there is a uniform theoretical study, a single form of training, the same ideas for teaching and research, and the exact requirements for teachers [2]. This is not in line with the new needs of society for human resource development, nor is it conducive to promoting sustainable development goals for schools and teacher communities. The excessive competition and energy consumption between schools (and between students and teachers), the reduced enthusiasm of school administrators and teachers, and the conflict between a single management system and the autonomy of the school are all signs of a shift in thinking about the development, a change in management models, the establishment of multiple internal and external interactions, and the total mobilization of the main actors in these interactions. With limited resources of their own, new educational resources are fully explored to maximize their value.

In the practice of school change at all levels in China, some interactive management experience has been produced. For example, Inner Mongolia Normal University has explored and practiced the "three-link interactive" teaching quality management approach, forming a trinity of student-led, teacher-led and management-active teaching management [3]. The second middle school in Luxian, Sichuan Province, takes the reform and innovation of the high school management system as a breakthrough and proposes the "integrated and interactive management" model by "consolidating the grade management platform and promoting integrated and interactive management" as the core content [4]. Theoretical research has also progressed in some management modules. For example, the study of interactive management of teaching and research, such as "teaching and research" self-interaction, "teaching and research" teacher-student interaction and "teaching and research

system interoperability mechanism." [5] Research the mechanism of synergy and interaction between student and teaching management, etc. [6]. However, the total number of studies is still minimal.

The purpose of this paper is to analyze the connotation of the concept of interactive management, to consider the new path of change that the concept of interactive management can bring to school development, to think about its migration and promotion in school reform and development, and to try to promote practice from the concept, to express some suggestions in terms of school philosophy, leadership model, teaching methods and institutional protection, to provide some inspiration for the transformation of modern school development.

2. Meaning of the Concept of Interactive Management

"Interaction" is an old word that is not new to us. The anthropological sense suggests that human beings develop through continuous interaction, and the Marxist view of practice considers society to be the product of people's interaction, which can be found at the sociological level as well as at the philosophical and psychological levels. American psychologist Kurt Levin, who first studied group dynamics and organizational development, pointed out in his study of group social behavior that a group is a dynamic whole but that this whole is not equal to the sum of its parts and that changes in any one element will inevitably lead to changes in other regions and ultimately affect the nature of the whole. In other words, there is an interactive effect between the group members, and this phenomenon also applies to the social field formed by the group and its environment. The structural-functional theory school of thought sees society as an extensive system with a particular organizational structure, whose components (subsystems) interact in an orderly way and perform necessary societal functions.

As an independent concept, interactive management is usually active in business management. In the current highly computerized society, companies are forming brand-based "resource unions" to adapt to changes in the environment and improve their brand competitiveness. The URP (Union Resource Planning) management concept emphasizes interactive communication and is considered the core management tool. It advocates a transparent, collaborative and interactive management strategy. It means achieving the best combination and scheduling of the Union's resources through fast and effective information tools and management platforms between the various functions of the brand company, as well as between the brand company and the collaborating companies of the economic resource union [7]. In this way, it is expected to achieve comprehensive interaction of culture, information, capital, knowledge, human resources and other resources, enhance brand competitiveness and promote rapid development of the enterprise. In contrast to the traditional vertical management model, interactive management tools emphasize managers' extensiveness and the management's justice.

Interactive Management (IM) is often credited with being pioneered by American systems science guru John N. Warfield. Scholars Xu Mianyan and Wang Mingsheng, in their study of the concept of interactive management in the field of administration, have pointed out that interactive management can fully respect the parties involved and can gather and rationalize consensus and is a three-stage activity consisting of a planning phase, a workshop phase and a follow-up phase [8]. This suggests that interactive management's core allows all participants to communicate and interact and is a multi-interactive approach to management research. The school is an organizational whole and a more extensive social system subsystem. The interaction of various factors within the school community and external social factors influences its development. Therefore, any closed or one-way information flow management model is equivalent to "closed doors" or "one-man warfare," which is not in line with the universal law of development, nor does it apply to the vision of building a learning organization in contemporary schools, and hinders the healthy development of schools. This aligns with the core content of the concept of interactive management.

3. The Migration of the Concept of Interactive Management in School Development

The school as an organizational structure to nurture people is not, firstly, a relationship between its internal members in the strict sense of leading and being led; the American scholar Vick has spoken of school organizations whose members are interconnected yet remain independent of each other, called a loose union. Secondly, as a whole, the objects of their interaction are different from enterprises. Still, they are types of organizations of a different nature, such as families, communities, enterprises and cooperative schools (see Figure 1). Whereas business alliances can interact with each other with a common economic goal, it is challenging for schools to achieve the same results at this level. It is not always easy for schools to bring together the resources of all parties; for example, because there is currently little awareness of community involvement in education, schools are not able to tap into community education resources, and there are no clear guidelines from the government, so it is still a difficult task to guide communities and schools to interact and grow together. This is why it is crucial to consider the school's local context and situation and not just accept it as it is but to learn from it flexibly.

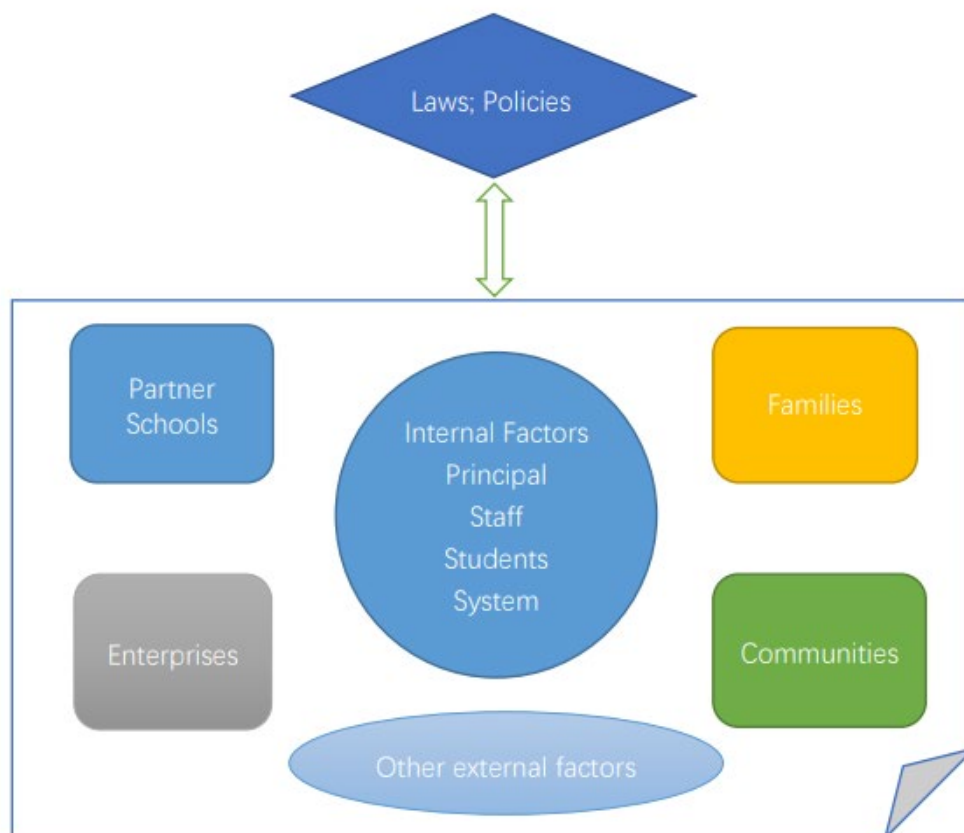


Figure 1 Internal and external factors facing school development.

3.1. Interactive Management-a Driving Force for Reform within the School

The development of school reform requires a constant flow of endogenous forces. An essential point that interactive management emphasizes is that the manager can actively and positively participate in the overall direction, make suggestions, give feedback on management information, improve management effectiveness and realize an interactive management model within the organization [9]. Schools aim to educate people, whether teachers and students or principals and teachers, all work towards a common educational goal. They should work together to build a learning community, not a monopoly of a few, and therefore the use of interactive management in school management has rich practical implications.

In the context of the modern school's move towards openness, the importance of increasing the autonomy of the school is being emphasized, which will lead the school to seek the 'endogenous force' of development, the source of which is the comprehensive cooperation and interactive

balance between its internal members. The justice of interactive management requires school managers to see the effect of every student and teacher as the purpose of school development. It does not focus on one group of students at the expense of another, still less at the cost of one group of students for the benefit of another [10]. Collaborative learning among teachers, students and administrators horizontally benefits the professional growth of the interacting subjects and creates a powerful force for building the school in all aspects. Vertical is mainly a positive interaction between management, staff, and students. People in different positions have different perspectives. Teachers and students, as core members of the school, should be treated democratically in terms of school management and the main field of classroom activities. They deserve a say in more practical and detailed aspects of school development. Only if the management values their ideas and opinions will implementing all aspects of school reform be smoother.

In short, the whole school should be widely involved in the school's management and contribute to the development of the school, and all staff should share responsibility for the development of the school. In such a situation, even if there is a significant change of leadership in the school, it will not cause a steep decline in standards, which would be the best state of affairs within a school.

3.2. Interactive Management-an Inevitable Choice for Sustainable School Development

The main subjects of external interaction in schools are families and communities. In the past, there has been a lot of research on the need to strengthen cooperation between schools and families and communities, but more needs to be achieved in practice. Some of this is just a formality, with establishing specific organizations (e.g., family councils) being considered an innovation. Still, in reality, no corresponding institutional measures have been developed, nor have they been as effective as they should be. Home-school-community interaction cannot be reduced to a few activities or games or to an 'affiliated relationship' in which one party depends on the other (e.g., school-led, family-community-associated interaction). Such 'interactions' are ineffective and can result in a waste of educational resources and increase the pressure on school teachers, and can also be counterproductive as a burden on families and communities. Truly effective interactive management emphasizes a healthy 'two-way interaction,' with democracy and justice throughout the interaction, and the importance of equal communication and growth for both parties, rather than one being subordinate to the other. Therefore, when interacting with families and communities, schools should not only consider "How much can the other party help me?" and "What can I get from the other party?" but also "What can I do to help?" and "How can we use our resources effectively for mutual development?" The school, the community and the family will only be able to see each other's interactions in a more positive light. It is only when schools, communities and families form 'cohesion points' in a network of mutually influential relationships, communicate equally and work together effectively to build an educational community that can further strengthen and enhance the school's capacity for sustainable development.

Therefore, by communicating positively with families, communities, educational administrations and other forces that influence school development, schools can become more aware of the school's operations, understand its many difficulties, and be concerned about its continued growth, thus supporting school reform initiatives and forming a community of alliances for school management and development. Only through the interaction of all parties will the school be able to gain a constant flow of energy for growth and sustainable development.

4. From Concept to Practice: the Promotion of the Idea of Interactive Management

4.1. Forming an Open and Democratic School Philosophy

The school philosophy is the soul of the school and reflects the overall values of the school. A school without a clear philosophy is like a straw without roots, blind and chaotic, and there is no way to talk about learning and school ethos. The school philosophy results from an analysis of the school's past, present and future by all members of the school's past and present, of which the headmaster plays a crucial role [11]. Therefore, the headmaster must first play a vital role as a leader, distilling the favorable elements of the school's historical development, building on the

present and looking to the future, forming a school philosophy that is agreed upon by all members and conducive to the interactive story of the school, and consolidating the foundation of open and democratic values from the source. The headmaster should also pay attention to cultivating a sense of democracy and management among staff and students so as to lay the ideological foundation for their future participation in school management.

4.2. Implementing a Distributed Leadership Model

Scholar Zhang Xinping has pointed out that distributed leadership requires that staff be guided to reflect on the strengths and weaknesses of current school leadership and that an organizational culture of cooperation, positivity and mutual trust be created; that a shared vision be shared and practiced; and that responsibility be shared and reasonably empowered [12]. In current school management in China, there are two everyday situations: firstly, headmasters are in complete control and are unwilling or even unwilling to delegate power to staff; secondly, the team tends to have the mentality of "not caring about things." This phenomenon interrupts school management by the head teacher's unilateral withdrawal and ends up with "short-lived" good schools and "triple-failure" ordinary schools. Hargreaves and Fink said, "The hope for sustainable educational success lies in creating a culture of distributed leadership within the school community." [13], Lambert also states that "when headmasters point to 'I may not stay in school anymore' as a school leader, teachers enter a state of self-organization." [14], which suggests that management responsibility for the school should not be concentrated entirely on the headteacher but should be reasonably distributed among all school members and that a distributed leadership model should be implemented to create a sharing of responsibility.

4.3. Creating an Equal and Interactive Classroom Teaching System

Teaching activities are the main activities of schools and the core link in promoting the joint development of teachers and students. Schools should start with teachers and encourage them to design and practice effective interactive teaching to fully realize the positive interaction between teachers and students in the classroom; at the same time, schools can set reasonable rules for "teacher-teacher interaction" to promote mutual exchanges and learning among teachers, so that they can pool their ideas and come up with more effective classroom teaching solutions. Finally, schools need to use 'assessment criteria' as an incentive and a guarantee to stimulate diverse interactions between teachers and students and to add vitality to the school's development.

4.4. Developing a Guaranteed System of Communication and Interaction

In addition to a system of internal school interaction, external school interaction must be guided by a strategy to ensure good order. For example, how schools interact with peer schools and institutions of higher learning, how they unite families and communities as powerful resources to join the education team, how they build platforms that facilitate interactive learning, and so on. There may need to be more for schools, but they also need the government's support and the guidance of national laws and policies. For example, there needs to be more legislation governing home education in China. In contrast, in some European and American countries, home education has already been legislated for a long time, so we have advocated for home-school cooperation for many years but have not achieved satisfactory results. The lack of a transparent system, the weak awareness of the responsibility of the interacting subjects and the inability to recognize the seriousness of the problem have led our education into a quagmire of delayed progress. More provinces will follow suit and continue to provide a more favorable institutional environment for the healthy growth of children.

5. Conclusion

In today's era of significant development and change, interactive management is bound to be an effective management tool for schools to continue to move toward innovation and growth. Schools should start with top-level design, use interactive management research methods to advance at

every level, from interactive management systems in schools, and build interactive practice models alongside theoretical propaganda and education. At the same time, given the reality of the situation, schools, as unique organizational structures influenced by multiple groups, are bound to encounter many unexpected difficulties and require a long period and effort for reform. But as Peterson says, people often make a fatal mistake in transforming the world - the conditionality dilemma - always thinking they will only do their job when A and B happen. It is a lesson that we need to face our problems, be realistic and take immediate action. Of course, immediate action does not mean "catching up"; reform requires time and persistence, not too hasty, to go through the motions, resulting in the formalization and hollowing out of reform. Always based on the status quo, clear "near development areas" gradually achieve interactive management to reform actual development.

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