

PEDAGOGICAL UNDERSTANDING AND DISCRIMINATION OF PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM

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Abstract: The professional development of principals is the core proposition of modern principal team construction. In the principal's school governance practice, the principal's responsibility system and accountability system have successively affected the principal's professional development. How to organically integrate the two from the perspective of the integration of science and humanities and pay attention to the professional development of principals, the principal's dual responsibility system has become a natural choice. The principal's dual responsibility system should follow its educational mechanism, improve its structural elements for systematic construction, further clarify the theoretical and practical significance of the principal's dual responsibility system, and highlight the orientation, cohesion, motivation, brand, creativity, and Radiation and other characteristics, multi-dimensional protection of the implementation of the principal's dual responsibility system, to achieve a win-win situation between the professional development of the principal and the benefits of school governance.

Keywords: Principal dual responsibility system; Responsibility system; Accountability system; Professional understanding

1. THE EDUCATIONAL MECHANISM OF THE PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM

With the continuous development of modern public management and educational democracy, the ambiguity of the principal's responsibility system and the delay of the principal's accountability system have restricted the democratic development of schools. We should pay attention to it from the perspective of the overall development of the principal's professional development, and integrate responsibility and accountability to form the first There are three kinds of majors to choose, that is, the principal's dual responsibility system.

The so-called principal dual responsibility system means that the principal accurately predicts the value and consequences of school governance behaviors in the process of performing duties according to the school's educational vision and development requirements, and is responsible for coordinating the school's human, financial, material, time, space, and information resources. It is an educational mechanism that realizes the happy growth of teachers and students and the harmonious development of schools, and promotes the professional growth of principals. The school principal should actively plan the future of the school based on the school's educational goals and school educational resources. The principal understands and grasps the development and changes of the society as a whole, and shoulders the historical mission of school construction and personnel training. [1] Optimize the growth environment and methods of teachers and students in the whole school, improve the democratic construction of school education, improve the quality of school education, improve the happiness index of school members to the professional development mechanism of experience, and improve the efficiency of school governance.

1.1 Accountability and Responsibility are the Logical Basis of the Principal's Dual Responsibility System

Responsibility and accountability restrict the principal's school governance behavior from two different dimensions. There is no distinction between primary and secondary, and there is no difference between passive and active. As the school education environment becomes increasingly complex, the society puts forward higher and newer requirements for principals' school management literacy, and puts forward a new era of educational calls for principals' professionalism and responsibility, and explores the principal's professional development from the perspective of integration of science and humanities. Going hand in hand with the benefits of school governance, further attention to the connotative development of the school is more related to the quality and level of professional development of the principal team.

1.2 Responsibility is the Essence of the Principal's Profession

Responsible means that the principal has the overall command and decision-making power over the school's development and routine work. Without the power of governance, the principal's governance of the school is like a castle in the air without its foundation. Responsibility is the foundation of the principal's professional development. First, we must ensure the principal's right to control school resources. The principal does not simply implement the instructions of the education administrative department, but makes rational judgments and scientific choices based on

the current situation of the school's development, and has a certain right to know and punish the school's educational resources. The second is to ensure the principal's right to foreign education exchanges. Schools exist in a complex social system. Principals can rely on school brands to strengthen inter-school educational exchanges and cooperation, enhance complementarity with community educational resources, introduce high-quality educational resources, and supplement school education. Resources are limited.

1.3 Accountability is an Indispensable Part of the Principal's Profession

The principal responsibility system ignores some of the most basic issues, that is, where does the principal's power come from, how to restrict the principal's power to govern the school, and how to remedy and punish the principal if he abuses his power. If these problems are not resolved, it will inevitably lead to the power imbalance of the principal, and even breed corruption. The first aspect of accountability is to prevent the principal from over-inflating his desire for power. The lack of power of the principal will inevitably lead to chaos in school education, and the dilemma of "the school will not be the school". However, if the principal has too much power and there is no restraint mechanism, there may be "one word", which will lead to the expansion of the principal's desire for power, and the school's educational ecology will also change. Change. The second is to prevent the proliferation of "rule of man" in schools. Principals must follow the laws of school education to carry out scientific governance and humanistic care, otherwise the vision of school education will eventually come to naught, which will not only affect the direction of the school, but also affect the happiness index of teachers and students.

1.4 Dual Responsibilities are the Professional Orientation of Principals

In the process of the principal's professional growth in the new era, the dual responsibility system strengthens the rationality and scientificity of the principal's school governance ethics. The first is to strengthen the integration of responsibility and accountability goals. Dual responsibilities are an educational mechanism based on the principal's school governance benefits. The integration of goals is conducive to the principal's effective education guarantee through the integration of external and internal forces, and it points to the principal's school governance behavior to ensure the effective implementation of the principal's school governance power. The second is to strengthen the integration of responsibility and accountability. Due to the particularity of the principal's profession and the complexity of school governance, there are great variables in fulfilling school governance tasks. The dual responsibility is to strengthen the principal's school governance, not only to implement rights, but also to fulfill obligations, and to enhance the humanity and scientific nature of principal school governance.

1.5 Challenges of Dual Responsibilities to the Professional Growth of Principals

First, we must complete school governance tasks in accordance with the laws of education and school-running goals, be brave in educational innovation and reform, and have the courage to explore a scientific path suitable for school development; During the implementation process, education supervision and education standard implementation will be strengthened. The principal's initiative and control within the scope of his professional functions should be checked and balanced. It is necessary to ensure the power of the principal to govern the school, but also to pay attention to the consequences of the implementation of the governance power, actively construct from the source, and scientifically predict and evaluate the possible negative consequences. , to ensure the predictability and controllability of these consequences. Pay attention to the implementation significance of the principal's power, pay attention to the legitimacy, significance and implementability of the principal's power, maximize the benefits of school governance, and form a three-dimensional and multi-dimensional perspective from the mechanism level to promote the professional growth of principals and the improvement of school education quality.

2. STRUCTURAL ELEMENTS OF THE PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM

The theoretical analysis of the principal's dual responsibility system can be defined as what is the basic direction of the principal's dual responsibility? The generalization of the degree, method and results, and the answers to the countermeasures constitute the structural elements of the principal's dual responsibility system. Questions can be answered from the following aspects: What level of explanation is provided? Who will provide these instructions? To whom? Explain what? What is the result of providing an explanation? [2]

2.1 What Level of Explanation is Provided

How to start from the principal's professional quality, actively pay attention to the principal's school governance quality, pay attention to the perfection of the principal's dual responsibility system and the element structure. "Explanation" requires describing an action, fact, or event, providing an explanation, and stating reasons, causes, and motives. [3] To some extent, principals have dual responsibilities.

The explanation of the system should not only focus on description, explanation, and even defense, but also on argumentation. It is to explore the legal rationality, humanity and scientific nature of principals' school governance from the academic level, and to explain the necessity and rationality of the principal's dual responsibility system from different levels.

2.1.1 Description.

Through the clear presentation and expression of the principal's school governance power and norms, all the relevant principals of school governance can understand the connotation of the dual responsibility system, which is related to the resource structure of school curriculum, teaching, personnel, information, and materials, and ensure that the principal governs the school according to regulations .

2.1.2 Explanation

Explanation is the principal's explanation of specific school governance behaviors, methods, and consequences. It must not only explain the source of the principal's power, but also explain the basis and significance of the principal's school governance behavior.

2.1.3 Stakeholders

It is necessary to explain the legitimacy of the principal's school governance behavior from two levels of law and reason, and improve the efficiency of the principal's decision-making implementation.

2.1.4 Argument

Organically integrate the principal's school governance from the two levels of practice and theory, strengthen the feasibility and significance of the principal's dual responsibility system, make the contradictory subjects reach an agreement on the principal's educational governance behavior, and enhance the social benefits of the principal's dual responsibility system.

2.2 Who Provides Instructions

The principal must have a responsible attitude towards the goals and tasks within the scope of his duties. This assignment of responsibilities needs to identify and make corresponding specific actors based on the behavior itself and the situation in which the behavior occurs. The consequences of certain actions may be determined by the role he assumes.

2.2.1 Principal's statement

This is a form of self-explanation. Principals must systematically think about the power of school governance. They must have a clear judgment on their own power. To form a good habit of reflection, one's own school governance behavior and methods must be based on scientific educational management theories, clarify the scope and consequences of power implementation, and realize legal and scientific school governance.

2.2.2 Documentation requirements

This is a common form of explanation, and it is also the one that the principal hopes to explain most. The principal can express his own powers according to the document regulations, clarify the source of the principal's power, the scope of the principal's power, and his obligations, so that the principal can implement the governance right in a legitimate way. Due to the contradiction between the incompleteness of the document and the complexity of principal's school governance, the principal's school governance regulations defined in the document may only be a certain commonality for principals, ignoring the differences of each school and the principal's education and school governance. Therefore, how to comprehensively and realistically interpret the spirit of the document is the difficulty of the principal's dual responsibility system.

2.2.3 Cultural Interpretation

This is a latent form of exposition, and one of the most difficult for principals to practice. The principal's dual responsibility system stems not only from the intervention of educational administration and the principal's personal efforts, but also from the influence of school culture. The school culture affects the implementation method and effect of the principal's dual responsibility system. The principal's school governance must adapt to the soil and resources of the school culture. The principal's concept of meaning and school governance philosophy can also be integrated into the school's cultural system and be recognized by the public. Principals should improve the implementation scope and strategies of school governance power, and find important ways and paths suitable for educational expression in school cultural factors, so that educational decision-making can be effectively matched with school cultural construction, and the school's unique cultural methods can be followed for interpretation in the implementation process and understanding to ensure compliance with public educational expectations.

2.3 To Whom and What to Explain

Explanation is a way of display, an integral part of the principal's dual responsibility system, and an expression of the objects and results of the principal's dual responsibility system. It is not only related to the content of the principal's school governance, but may also affect the principal's school governance method. Therefore, the description content should be comprehensive and three-dimensional. Make a clear statement to all members of the society and students, pay more attention to the development rights of teachers and students during the implementation of the principal's dual responsibility system, pay attention to the school's development goals, pay attention to the educational expectations of parents, and pay attention to the society's investment in the development of the school. Recognition and support are the possibility and important conditions for the existence of the principal's dual responsibility system.

2.3.1 Explain to the society

Explain to the society that a kind of educational civilization ecology has been constructed. The society is the cradle of the principal's professional growth and the foundation for the existence and development of the school. The principal's dual responsibility system is not only implemented in the school, but also affects the entire community and even the

society. The society as the principal The atmosphere support and public opinion care for the development of the dual responsibility system are very important resources. Therefore, the explanation to the society is mainly to clarify the contribution of the principal's dual responsibility system to the development of social education and the relationship between the school and the society (or community). The balance and meaning orientation of responsibility and power in professional growth should not only pay attention to the principal's own professional development mode, but also pay attention to the matching between the principal's dual responsibility system and school development, whether it is beneficial to school development, and so on.

2.3.2 Explain to parents

Parents are the consumers and beneficiaries of school education, the direct contributors to the benefits of school education, and the important others who are most concerned about the development of school education. Due to the special relationship between parents and the school, the principal is not only concerned with who the principal is, but also with the principal's professionalism, the principal's school-running philosophy, and the principal's school management methods and benefits. The principal's dual responsibility system explains to the parents of students that it is not for parents to supervise the principal, but to think based on the role of stakeholders, to clarify the role of self-interest in the school education process and the educational responsibilities and obligations that family education should undertake.

2.3.3 Explain to students

Students are the recipients of the principal's dual responsibility system. The development of students' core literacy has become the fundamental direction of the current education reform. It is the necessary character and key ability for students to gradually form personal lifelong development and social development needs after receiving corresponding education. Students' core literacy not only pays attention to students' academic literacy, but also pays attention to the formation of healthy and independent personality of students as members of society.

2.3.4 Explain to the teacher

Teachers are the direct actors of the principal's dual responsibility system. With the improvement of the professional development level of teachers in our country, the requirements for teachers' professional quality are also increasing day by day. How to make a reasonable positioning from the perspective of educational development and improve the actual effectiveness of the principal's dual responsibility system has become the central task and task of the comprehensive reform of school education in the new era. To develop a school, teachers must be developed first. Only a team of first-class teachers can have first-class education quality. The principal's dual-responsibility system should pay more attention to the construction of the teacher team from the goals of the teacher team construction, the strategy of the teacher echelon construction, the way and path of the teacher's professional development, and the formulation and implementation of the teacher's professional development standard. This is how to examine the relationship between teacher role positioning and development needs based on the actual school education resources, further understand and internalize the principal's governance philosophy, integrate into the school's educational vision, and further position how teachers get along with the principal in the process of school education. Teachers in the education and teaching process obligations and responsibilities.

2.3.5 Explain to the principal

For the principal, the dual-responsibility system is both an actor and a beneficiary. As far as explaining behavior is concerned, the power of the principal depends on the legitimate interests he enjoys. Therefore, the principal's dual responsibility system should be disclosed to the society and promised to all members according to the principal's rights, obligations and consequences. It is necessary to rationally explore the path and strategy suitable for the implementation of the principal's dual responsibility system from the perspective of the rule of law in education, pay attention to the sources, basis, principles, methods, paths, strategies, and evaluations of the principal's right to implement school governance, and construct a principal's dual responsibility trust mechanism and school governance mode. This is the core significance of the existence of the principal's dual responsibility system. The principal must start from the vision of school education, revise the concept of school governance, optimize the idea of educational development, improve the path and strategy of educational development implementation, and carry out systematic interpretation of the overall reform of the school. Clarify the school's comprehensive reform plan to enhance educational confidence.

2.4 What is the Result of Providing an Explanation

If there is no requirement for explanation or stipulation of responsibilities, it is completely impossible to analyze from the perspective of dual responsibilities. In school governance, to make an explanation for the principal's dual responsibilities, even if it is an extremely simple explanation, as long as there is such a requirement or responsibilities, it will be in the school. The dual responsibilities quietly emerged, transformed into the principal's educational leadership, and promoted the improvement of the principal's quality.

Providing effective educational instructions may elicit some educational response from the party receiving the instructions. When this statement is programmatic, it is based on the consensus statement of the principal's professional development industry, without any breakthrough in the scope of the principal's school governance orientation, and it is also the reaction with the weakest causal connection. The principal is the representative of the school's legal person, and has certain educational governance authority over the school's personnel, information, material, time and space. Based on this educational understanding, the source of the principal's administrative power and the connotation of accountability will be weakened. When this kind of explanation is stipulated, it is based on the educational authorization

of the principal by the education administrative department, the actual educational positioning of the school's educational resources by the school governance team, and the educational management authority implemented by the principal. This kind of response is usually silent. It is also difficult to predict. For example, in the process of teacher recruitment, the principal can reasonably select the teachers to be recruited according to the development needs of the school, and the grasp and understanding of the right to choose depends entirely on the principal's grasp of educational policies and the scientific positioning of the actual needs of school development. When this explanation is only a self-inference or descriptive explanation, it often leads to an overly superficial explanation of the principal's school governance power and consequences, ignoring the transformation from special to general education, and restricting the influence and influence of the principal's dual responsibility system. radiation effect.

3. THE PRACTICAL SIGNIFICANCE OF THE PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM

As an educational mechanism produced in the practice of modern school governance, the dual responsibility system of principals is based on the actual needs of the comprehensive reform and development of education in my country, and on the basis of the transformation of school governance and the professional growth of principals. It has both profound theoretical significance and practical practice. significance.

3.1 Open up a New Perspective of Education Management Research

Educational management is an interdisciplinary subject related to public management and pedagogy. It is the result of the continuous differentiation and combination of pedagogy driven by educational management innovation, and it is also the result of the increasing complexity of school governance itself. On the one hand, the complexity of school governance has made traditional educational management theories unable to solve educational management problems under the background of "Internet +". Management researchers enter this field to help principals and educational administration departments improve the principal's professional development mechanism, pay attention to the construction of their core literacy, and then guide principals on possible problems and difficulties in the process of school management. On the other hand, it enables principals to use dialectical and unified thinking to solve practical problems in school governance. Principals can clearly find paths and strategies for professional development, and seek theoretical basis for educational decision-making, improve the effectiveness of school governance behaviors, and integrate management concepts and School governance behavior fit.

3.2 Enrich the Theory of School Governance

With the increasing abundance of educational management research theories, there are not only traditional pyramid theory and track theory, but also high-efficiency theory and moral group theory. [4] Compared with these educational management theories, the principal's dual responsibility system has a certain degree of directionality, operability, and interaction between elements, which has a direct impact on the actual work of principals in school governance. The dual-responsibility system of principals overcomes the unidirectionality of traditional educational management theories, uses the two management paths of responsibility and accountability to strengthen the promotion of principals' school governance behaviors, overcomes the randomness and subjectivity of principals' work, and lays a scientific foundation for principals to creatively carry out school governance , It also provides a basis for the humanistic school governance of principals, makes the theory of principal school governance more forward-looking and inclusive, and opens up a new perspective of educational research for the professional development of principals. The requirements of educational management on school governance by the principal are mainly based on the orientation of school development, ignoring the principal as the main leader of the school and the due consideration of the professional development of individual education. For the principal, the dual responsibility system is based on treating the principal as a complete person. Looking at it, it has verified the core position and significance of the principal in the school governance system from a theoretical system. The principal's professional development not only focuses on how the principal contributes his own educational wisdom, but also pays attention to the principal's needs in the process of professional growth and the impact of the principal's professional development on the school governance system. Establish a school governance system with the principal's professional development as the core orientation, and promote the overall development of the school.

3.3 Improving the Principal's School Governance Thinking

From the perspective of educational management theory, the principal's dual responsibility system is not a compromise between accountability and responsibility. It is not only an expression of "moderate" educational thinking, but also a positioning based on the school governance mechanism that integrates science and humanities. It also pays attention to The school management work of the principal is a complete system. As the core force of school development, the principal plays a decisive role in the development of the school. What is the mission of the principal? How should principals manage schools effectively? Who will supervise the principal's behavior in governing the school? How to pay attention to the evaluation of the principal's school governance? It is the principal's dual responsibility system that has developed.

The most fundamental reason. When everyone finds that the power of the principal expands infinitely in the school governance link, they begin to pay attention to how to restrict it. But restriction is a simple means to treat the symptoms

but not the root cause. How to pay attention to the rights and interests of principals in school governance from the mechanism level, and how to encourage principals to consciously improve their school governance behaviors and methods. This is the first step in the principal's self-reflection. What is the general strength and weakness, what is the wisdom and stupidity, what are the specialties that can be developed, and the special defects must be supplemented save. How can we know how to stop, restrain ourselves, be at peace, and not wish for evil? To be able to answer these questions practically, one has self-knowledge. In China, "Mingde, Mingcheng, Dude, Measurable" refers to self-knowledge skills, which is "foolish" in contrast to "Ming", who knows the whole world and all history but does not know himself, after all, he is a fool. Zeng Zi said: "I reflect on myself three times a day: Are you not loyal to others? Are you not trusting your friends? Are you not accustomed to passing on?" The principal takes reflection as his professional norm, and further improves the thinking of school management and the level of school management.

3.4 Safeguard the Rights and Interests of School Members

The dual-responsibility system of principals is a natural reflection on the professional growth of principals, which enables principals to rise from a spontaneous state in practice to a theoretically high natural state, and further promotes their conscious state in practice. The principal's dual responsibility system actually expresses the pursuit and ideals of all members of the school and represents the fundamental will of all staff. Fully mobilize all elements to participate in the development and operation of the school to form an internal and external governance system of brainstorming, democratic management, and coordinated development. [5] When the wishes deep in the hearts of school members are realized by themselves, they will form a strong educational spiritual force, making them feel that they are paying attention to the principal's school management for their own educational ideals, and their own work is not only a requirement of the school, but also a meaning process of self-realization. Make them feel that in their daily education and teaching life, they can solve their relationship with the school, improve their sense of ownership and emotion, and form a strong sense of accomplishment and belonging.

3.5 Guide the Direction of School Education Reform

The principal's dual responsibility system makes the principal's position in the school's development a standard for measuring the school. The principal's dual responsibility system itself has strong educational significance. and level will have some influence. The dual-responsibility system pays attention to the principal's school governance behavior from the perspective of "people", forms a relatively systematic thinking and expansion of the construction of the principal's professional development methods and paths, and lays a solid institutional foundation for school governance reform. The mechanism has certain reference significance for the improvement of the principal's school governance method, the improvement of the principal's school governance concept, and the expansion of the principal's school governance path. The principal's dual-responsibility system is conducive to the principal's reflection on his own school governance and the formation of educational awareness. The school management process of the principal is a complex and systematic educational process. The dual responsibility system is based on the principal's school management and serves to improve the efficiency of school management. It seeks a professional development path for the principal that is suitable for the comprehensive reform of the school for the scientific development of the school. The dual-responsibility system for principals is not a fixed paradigm, but a mechanism of continuous reflection, summary, and refinement in practice, which inspires principals to constantly reflect on their own educational concepts and measures in the practice of school governance, and enables them to consciously construct a dual-responsibility system. Cultural Mechanisms of Accountability.

4. THE CHARACTERISTICS OF THE PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM

The principal's dual responsibility system is not only a theoretical construction, but also should serve the principal's school governance practice. It should be implemented in all aspects, aspects, and stakeholders of school governance. It is necessary to transform the dual responsibility system theory into a practical and feasible practice in educational practice. Strategies and paths to ensure that the principal's dual responsibility system is effective. It is precisely because the principal's dual responsibility system plays an important role in promoting the scientific and systematized school governance mechanism that the principal's dual responsibility system has gradually become the core mechanism for the principal's professional development.

4.1 Orientation

The principal is the decision-maker for school development, the primary responsible body for school education and teaching, and an important support for the happy growth of all members. The principal's dual responsibility system advocates the concept of meaning that the principal adheres to in governing the school. The concept of meaning is the meaning orientation and behavior pattern that all members of the organization abide by and respect, which has a certain guiding effect on the behavior of members. First of all, the principal's dual responsibility system advocates the concept of meaning in education management. During the implementation of the principal's dual responsibility system, actively advocate the reciprocity of power and duty. The logical relationship between power and duty first will affect all aspects of school governance. It provides an example and model for member behavior and work paradigm, and also becomes

the work standard and bottom line that all educators must follow. Secondly, the internal mechanism of the principal's dual-responsibility-oriented feature is the harmonious relationship between the school individual and the school regulations. The school governance mechanism is no longer a means to control teachers and students, but to form an educational development community based on a common understanding of the school's educational vision, actively improve the content of the dual responsibility system, and enhance the feasibility and school-based nature of the dual responsibility system.

4.2 Cohesion

The dual-responsibility system for principals is not a restrictive mechanism for principals, but an educational management mechanism based on the principal's professional responsibilities. In the process of school development, it must be used as the basis for the action of the school governance mechanism. This is also the school's cultural orientation recognized by all members of the school. The dual-responsibility system makes the principal have to take due educational responsibility for his own school management behavior. The dual-responsibility system of the principal is based on mobilizing the enthusiasm of all teaching staff. Let all members have a consistent view of school development and meaning, reach a consensus, and form a harmonious environment inside and outside the school. To promote the construction of school democratic mechanism, school governance is not a single characteristic orientation of individual principals, but an interactive orientation of active participation of all members. In this way, on the one hand, all members are closely connected with the change, and on the other hand, it is also a hidden incentive mechanism, which stimulates the initiative and enthusiasm hidden in members, which is conducive to all members working together.

4.3 Motivation

The principal's dual responsibility system is an educational mechanism based on the vision of school education, which is conducive to stimulating the enthusiasm and creativity of the principal and other school members. First, encourage the principal. Under the cultivation of the dual-responsibility system, principals can effectively predict the goals, content, methods, paths and possible consequences of their own school leadership work, form an educational governance system that integrates science and humanities, and improve the speed and level of principals' professional development, Improve the quality of school education development. Secondly, the dual-responsibility system of the headmaster is conducive to mobilizing other members to be the masters, encouraging them to actively participate in the relevant decision-making of the school, thinking about the interests of the school, and consciously fighting for it. Awareness, develop a collective cooperation mentality. Facts have proved that the work goals formulated by all members can make everyone's efforts clearer, and their abilities, intelligence, knowledge structure, special skills and interests and volunteers are combined in the job arrangement to encourage them to keep abreast of the school's operating conditions and participate in School governance increases their sense of responsibility by making them feel that their work best fulfills their ambitions.

4.4 Branding

The principal's dual responsibility system is not only a practical mechanism, but also a manifestation of the principal's educational philosophy of school governance and a manifestation of the quality of the principal's education. The principal's school governance style and the construction of educational concepts are very important educational resources. produced an important impetus. First of all, the dual-responsibility system of principals is conducive to generating a magnetic field effect, and the leadership power of principals is an important force for principals to promote school reform and development. [6] The principal's dual responsibility system is conducive to the formation of a relatively clear educational orientation of the principal's leadership in the school's development process, creating a strong educational centripetal force for all school members, creating a magnetic field effect, and attracting the active participation and trust of social education resources, to enhance the efficiency of school running. Second, the principal's dual responsibility system is conducive to producing derivative effects. The principal's dual responsibility system is not a static and isolated management mechanism, but the foundation of school culture construction. It not only plays an important role in guiding the school management mechanism, but also has a positive effect on the school's teaching mechanism, student work mechanism, and school scientific research mechanism. Driving meaning affects every aspect of school development. Thirdly, the principal's dual responsibility system is conducive to the creation of a stable mechanism. The principal's dual responsibility system is conducive to school members' firm educational confidence in the school's development methods and strategies, understanding and cooperation with the principal's school governance strategy, active participation in the formulation of school regulations and requirements, and the formation of a relatively stable school governance culture. All members learn a way of life that promotes democracy and stability in school governance mechanisms.

4.5 Creativity

Modern research on creation has revealed that creativity is not mysterious, it is not only possessed by a few geniuses, but a psychological potential possessed by all human beings. The creative feature of the principal's dual responsibility system should be understood as the process of the principal proposing and adopting unique ways to promote and

improve the school's development, as well as proposing novel educational concepts. It can be seen from the pattern of results that the main characteristics of the creation of the principal's dual responsibility system include the following. First, the concept form, which fully demonstrates the meaning and contribution of the principal in the process of school development, discovers the rules of school governance, and can summarize and refine this, thus proposing a new educational perspective. Second, the institutional model form. Including the purposeful formulation and construction of various new systems, models and method systems, and operating procedures to meet and adapt to social needs, human development needs, and education's own development needs. This creative achievement helps to better release educational characteristics, utilize educational resources, and improve educational efficiency. Third, materialized form. That is to create achievements in the process of educational governance, including new materials, new tools, new courses, new models and new cultures with unique content and forms. The creation of such materialized resources is promotional.

4.6 Radiation

As an important mechanism for the principal's professional growth and school development, the principal's dual responsibility system will have a positive impact on school education and teaching work and community education culture. First, promote the transformation of school governance culture. For a long time, school governance has been basically one-way, lacking a rigid education supervision mechanism and compensation mechanism. Under the background of the school's implementation of management responsibilities and powers, the renewal of the system has become the responsibility of each school employee. Every employee is no longer a passive executor of the system, but a participant and beneficiary of the system from formulation to implementation. [7] The principal's dual responsibility system is conducive to the transformation of the monotony and rigidity of management culture into diversity and humanity, and further enriches the connotation of school governance culture. Second, improve the construction of the school charter. The school constitution refers to the self-discipline basic document formed to ensure the normal operation of the school, mainly to make comprehensive regulations on major basic issues such as the purpose of running the school, internal management system and financial activities. In recent years, school charters have gradually become an important symbol of school system construction, and the basic basis for school self-management, self-discipline and government supervision and management. With the implementation of "one school, one charter", the construction of school charter is not only a norm, but also an educational plan based on educational vision, which improves the scientific advancement and improvement of the principal's dual responsibility system. Third, it helps schools, communities and families to enhance understanding and support each other. The specific performance is that the higher authorities will deepen their understanding of each school, and the principal will pass on the school's business philosophy, economic income and expenditure, teacher status, student potential and training programs to the education administrative department and the public, so that they can have a better understanding of the school. Parents and community members will be more satisfied with the high-efficiency work of the school and create good "public opinion" for the school if they enjoy the full right to know and have a sense of identity and support for the school's development.

5. THE PRINCIPAL'S DUAL RESPONSIBILITY SYSTEM MUST CLARIFY THE RELATIONSHIP

The principal's dual responsibility system is the result of the reform of the modern school governance system. The level and development trend of school governance research and the current school governance status will inevitably affect and restrict the development of the principal's dual responsibility system. The principal's dual responsibility system has become an important guarantee mechanism for the professionalism of principals in the new era, and it has a certain educational orientation for school governance. This is mainly reflected in the school's balance of power and obligation to the principal, and has a subtle guiding effect on the entire school system, leading to school governance. The system has changed.

5.1 Target Orientation and Practical Differences

"A good principal is a good school", this sentence has almost become the motto of the principal's professional growth, and it also objectively reflects the principal's responsibility and responsibility. In fact, another topic is reflected behind this sentence, that is, a "poor" The principal is a "bad" school. Although elementary school to junior high school and high school belong to the basic education stage, the central work and target tasks of principals in each stage are obviously different. For primary school principals, safety education is the top priority, while for middle school principals, quality is their own. There are obvious differences in the promotion mechanism and requirements for the primary task of the principal's dual-responsibility system. On the other hand, due to the geographical, political, economic and cultural differences of each school, the school's feasible education development path is also different. The principal's dual responsibility system must be paid attention to from the perspective of the principal's professional development, respecting the differences in the principal's professional quality, the principal's Different educational concepts, respect for differences between schools, and even the strength of the principal determine the way the school develops and determines the effectiveness of the principal's school governance.

For a principal, the dual-responsibility system is to strengthen the responsibility of the principal, standardize educational management behavior, optimize the school's development path, and enhance the happiness of teachers and students;

create a positive, healthy and harmonious educational mechanism for the development of teachers, students and the school, and promote The development of all members and the progress of the school actively participate in the school governance process, strengthen the supervisory function of the principal, and improve the effectiveness of the principal's school governance. The purpose of the principal's dual responsibility system is to strengthen the improvement of the principal's own quality at another level, and to pay attention to the direction of the principal's actions in the school governance process, so that the principal can actively optimize the school's governance method and improve the service quality in the specific education process.

5.2 Content Integrity and Form Diversity

The content of the principal's dual responsibility system is comprehensive and inclusive. It should not only pay attention to the principal's power and corresponding responsibility in governing the school, but also have the influence of today's social science on it; it has both the influence of school culture and the intervention of current advanced educational concepts. The principal's dual responsibility system is not only a management mechanism for individual principals, but also has greater integration and inclusiveness both vertically and horizontally. This is the need for the construction of the principal's dual responsibility system, which stems from the requirements of the main body's professional growth. Therefore, the principal's dual responsibility system is a systematic construction based on the principal's school governance process. It is necessary to continuously integrate the components of the dual responsibility system, pay attention to all aspects and relationships of the principal's school governance, and improve the integrity of the dual responsibility system. The principal's dual responsibility system pays more attention to the form of school governance of the principal. In terms of school education and teaching system construction, the principal not only includes the development and promotion of various rules and regulations, but also pays attention to the impact of the system on teaching, research and other behavioral paradigms, and pays more attention to how the principal promotes the implementation of the system, so that members can develop from passive to active. From heteronomy to self-discipline. Pay attention to the method and path of the principal in the process of implementing the system, the way of communication with people, the behavior of communication, and the resulting educational consequences, etc. Therefore, the dual responsibility system is not a concrete educational management behavior, but a comprehensive educational management mechanism.

5.3 Subject Participation and Method Autonomy

For principals, the dual-responsibility system is not a "willful" governance behavior, but a rational educational choice. This choice is not only a positioning of educational significance, but also moral standards and behavior patterns that should be understood for criticism Inheritance and selective absorption form a school governance system with a complete structure. In his classic book *Exit, Voice, and Loyalty*, Hirschman argues that participants in any system have basic choices:

Go away; from the start he's — quit.

Stay and be active; try to bring about change in the system — voice.

Stay and contribute as expected; be a loyal member — loyal.

For principals, leaving means stopping the influence on school members, and loyalty is also a way to actively promote school reform, and only those principals who choose to stay and actively have the right to speak are the key objects of the principal's dual responsibility system research. For principals, the right to speak is the basic authority of the dual-responsibility system, and it is also the institutional basis for the promotion of the dual-responsibility system. For a long time, some principals have been entangled or even in a weak position in the school's power game. It is conceivable that the principal's responsibility system is useless, and it is a kind of shackle for the professional development of principals. Therefore, in a sense, the principal's dual responsibility system is a two-way choice. The principal has the power to choose, and the members also have the opportunity to choose. How to seek the balance and attention of both parties' educational choices is an opportunity for the principal, that is, responsible and Accountability for resource integration opportunities.

The principal's dual responsibility system not only has a certain impact on the individual principal, but once the energy of this educational mechanism is released, it will produce a more powerful educational radiation. One is flattery. This is a strategy used to gain the favor of the principal through caring, courteousness, and kindness, and it is based on the "norm of reciprocity." Many members are engaged in some cumbersome volunteer work, such as helping the school organize files, helping to clean the conference room, serving as the school track and field team coach, etc. These behaviors often win the favor of peers and the trust of the principal for reuse. This effect is not conducive to the construction of the principal's dual responsibility system, which makes the principal's power very strong, ignores the significance of the principal's power, and weakens the characteristics of the principal's dual responsibility mechanism. The second is conflict. This is a strategy adopted in order to maintain the dignity of one's own education with regard to their respective views on educational significance and interest relations, which is based on "self-requirement". There are two categories in the classification of conflicts: cognitive and emotional. In comparison, cognitive is more conducive to problem solving and reduces confrontational behavior. Obviously, emotional conflicts have more potential negative consequences than cognitive conflicts. Conflict is harder to manage. Some scholars believe that all conflicts are neither

bad nor destructive; others believe that conflicts are necessary for a truly participatory and empowered democracy (Tjosvold, 1997).

5.4 Action Prelude and Requirement Ambiguity

Pioneering refers to the influence and restriction of the principal's dual responsibility system on his school governance behavior and methods. It not only pays attention to the scientific nature of the principal's school governance behavior, but also pays more attention to the effectiveness of the principal's school governance results. School education is a future-oriented project, and it must not be sloppy. Principals must keep a close eye on social development trends, rationally analyze the reality of school education, actively explore educational strategies and paths that are suitable for school culture, insist on cultivating people through morality, and strive to cultivate students who are adaptable. Excellent talents in modern society. The principal must be based on the forefront of the times, must pay attention to the transformation of the latest educational research results, gather various social thoughts and information, timely reflect or herald the academic frontier trends and the level of technological development, and positively affect the way the school is run and the organizational structure of the school. Adjust and enrich.

The principal's dual responsibility system is also vague for all members of the school, and there is no clear concept of education. The main reason is that the dual responsibility system requirements and operating norms are not clear. According to the current relevant documents in our country, all the requirements are in principle, which makes the principal's understanding of the dual responsibility system lack of reality, lack of proper system construction and specific implementation rules, and each principal's interpretation of it is also specific. Personality requirements with strong operability show that a hundred flowers are blooming, and there is a lack of proper educational evidence. So far, there is no systematic and professional statement on the implementation requirements of the principal's dual responsibility system.

5.5 Motivation Institutional and Structural Humanity

The principal's dual responsibility system mainly stems from the regulation of the principal's power to govern the school, so that its power can be exercised in the cage of the system, rather than a kind of laissez-faire, let alone a kind of control. Based on the basic motivation of school governance system construction, scientific selection and rational positioning are made to seek theoretical basis for principals to exercise educational governance power and legal basis for the happiness of school members.

Regarding the relationship between institutionality and humanity, Max Weber believed that institutionality and humanity are a unified whole. As a normative system, institutions are basically characterized by stabilizing order and ensuring operation. Institutional efficiency helps the design and arrangement of the school's internal structure to be more reasonable, and the operation to be smoother and more efficient. [8] The existence of the system itself is established on the basis of universally recognized norms and ethics. Restraining and managing the subjects in economic behavior through this system should be able to achieve corresponding effects. The principal cannot take "interest" or "market" as the highest consideration, but must take "humanity" as the highest consideration. Otherwise, not only will the school's educational goals not be achieved, but sometimes it may even harm people. [9] In fact, the institutional nature and the humanistic nature are not always harmonious and consistent in real life. Because people have different personalities and behaviors, a unified and standardized system will inevitably lead to differences in the adaptability of different people. In fact, the two are prerequisites for each other in the process of school governance, and both are indispensable. Institutional and humanistic, as the rigid and flexible dimensions of the school governance system, are related to the effectiveness and rationality of school governance. The two dimensions are mutually causal and indispensable. Therefore, they are an inevitable requirement for the reform of the education system at this stage and a long-term goal of the school. important factor in development.

6. INTERPRET DEVELOPMENT AND PROMOTE ETHICS

Hermeneutic philosophy characterizes the relations with the world, others, and self in which we are always placed as hermeneutic relations, that is, "the activity of schematizing, modeling, constituting, projecting, interpreting, summarizing, and experientially "[10]. First of all, the principal's dual responsibility system interprets the basic orientation of the development of educational management theory in the new era. The principal's dual responsibility system not only overcomes the arbitrariness and subjectivity of the rule of man, but also prevents the rigidity and one-way nature of the system. The implementation of the dual responsibility system fully respects the complexity and particularity of school governance, and the rational positioning and development of principal professional development. It fully presents the demand for the development of modern education management theory, enhances the new perspective of principal professional development theory, and enhances the new vision of school governance culture construction. Secondly, the principal's dual responsibility system is based on the orientation of the principal's professional development ethics and school governance ethics. Advocating the integration of science and humanities in school education is the choice of modern education, and how to pay attention to the harmonious development of schools from the perspective of management is the core of its professional ethics. Clarify the ethical crisis existing in the principal responsibility system, scientifically integrate the accountability mechanism, pay attention to the principal's professional ethics with dual responsibilities as the basic dimension, construct an ethical system integrating science and

humanities, improve the principal's school governance behavior, enhance the principal's professional quality, and realize Principal professional development.

As an important mechanism for the professional development of principals in the new era, the dual responsibility system of principals affects the way principals govern schools, the behavior of teachers and students, the way schools develop, and the ecology of regional education development. To a certain extent, principals The dual-responsibility system is a paradigm for the development of principals that is integrated after responsibility and accountability, and is more conducive to the professional growth of principals.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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