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PRACTICUM REPORT

CARRIED OUT IN

Wuzhou No.3 Middle School, 101 Dazhong Road,
Wanxiu District, Wuzhou City

BY

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IN PARTIAL FULFILMENT OF THE COURSE
REQUIREMENTS,
PRO 6701 (PRACTICUM IN EDUCATIONAL
ADMINISTRATION)
SUAN SUNANDHA RAJABHAT UNIVERSITY
30/06/2021

**Praise for the practicum in Educational
Administration
to Ms. Langyun Yan**

Ms. Langyun Yan is the perfect person to the practicum in our educational services because she is an enthusiastic student provides practical steps for how to expand the popularity of educational institutions .Not only does her practicum brings valuable experience, but also she shows us that better connect education management theory with practice .Can be your superpower if you want to achieve your goals.

Wuzhou No.3 Middle School, 101 Dazhong
Road, Wanxiu District, Wuzhou City

30/06/2021

Abstract

The purpose of this practicum in Educational Administration is to accumulate practical experience in education management. The exercise was designed by the program to expose graduates to practical applications of learned theories, principles and ethics of administration. The exercise was carried out in Wuzhou No.3 Middle School. This report was organized in five sections, each having subunits. Section one presents an overview of the organization, its description, functions. Section two meanwhile, focused on the literature review about concept and theory of the practicum in educational administration. Section three emphasis on the methodology and experiences gained by author. Information related to my work schedule, duties, working relationship with staff and the knowledge acquired were thoroughly discussed in this section. Section four, on the other hand, focused on analysis and results of the practice and learning of the practicum in Wuzhou No.3 Middle School. Section five presents the conclusion, discussion, and recommendation .

Keywords: Practicum, Educational Administration, Organization , Leadership, management system

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faculty of Educational Administration Program. His guidance, encouragement, and suggestions provided me the necessary insight into the problem and paved the way for the meaningful ending of the work in a short duration.

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I am also thankful to all other departmental heads, officials, and also all office staffs ,for their sincere co-operation and support for giving me the opportunity and always help and support me for making a standard report.

.....Ms. Langyun Yan.....

.....June, 2021.....

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SECTION ONE

INTRODUCTION

1.1 Background

Practicum is a practical experience offered to individuals as a means to enable them put into practice, theoretical knowledge learned during the process of education. It seems to make sense that an effective way to enable author to understand the linkage between theory learned in university courses and practice in the real world of schools.

The importance of a quality internship that provides opportunities to apply knowledge and skills with the support of anexpert practitioner/mentor..... This internship should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences. Moreover, the program uses the practicum in educational administration at the master's degree level as its primary vehicle in preparing school administrators.

The general purpose of the practicum was to give students an opportunity to experience diverse working situations. Therefore, it was duties, responsibilities of the higher education institutions as production sectors to develop administrators and relevant agencies had the cooperation in production and development graduates in educational administration to have quality competencies in the 21st century. In addition, educational leadership candidates considered school based practicum activities that enabled them to apply new knowledge into practice and received mentoring from practicing administrators as the most highly valued program experiences (Jiang, Patterson, Chandler, & Chan, 2009).

1.2 Objectives

The objectives and expected outcomes for the practicum were: to better understand the structure of the school and the internal operation of the process, in social practice to play a variety of practical skills to solve practical problems. Moreover, we should learn to get along with, contact and communicate with the staff in our daily work, and experience the internalization of the working principles and values of an education manager through our daily life.

SECTION TWO

2.1. Description of the organization

This practicum exercise was carried out in Wuzhou No.3 Middle School. The address is 101 Dazhong Road, Wanxiu District, Wuzhou City. This organization was established in 1901 by the Baptist Church.

The obvious resources available to teachers and students in this school include 3 buildings, 24 classrooms, 1 library, 11 offices, education for learners in Grade 7 to 9, welfare for teachers' usage. These resources by my judgment are fair for the running of the school, though efforts still need to be made for improvement.

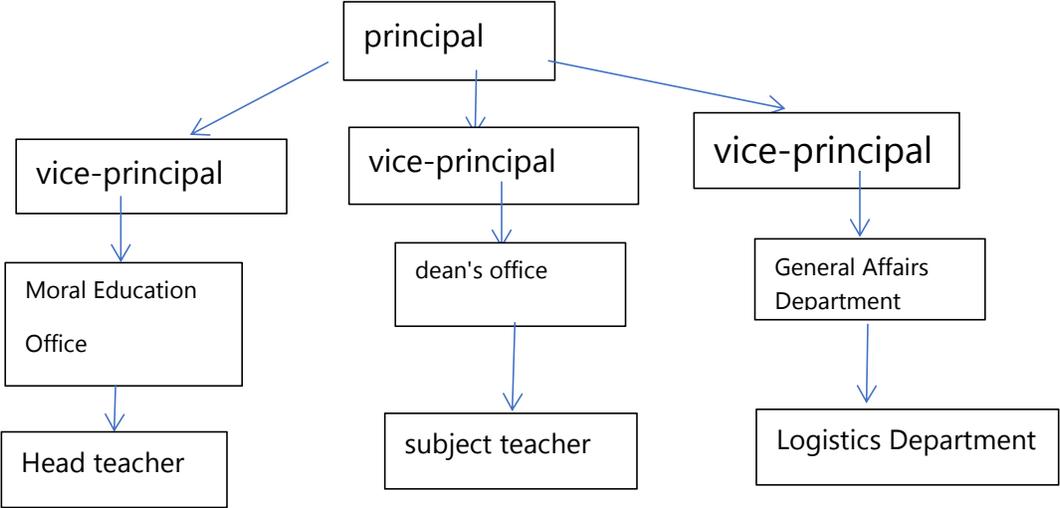
The principal of the school is a B.Ed. holder from the Guangxi Normal University. He runs the school with effective administrative skills which include: good decision making skills, technical skills, human relation skills, and good communication skills.

2.2. Functions of the organization

Government secondary school is an institution designed for the "To be upright is to be a model, to learn from high is to be a teacher".

2.3. Structure of the organization

Below is the organizational chart of Wuzhou No.3 Middle School.



SECTION THREE METHODOLOGY

According to the structure and design of field experiences that can be completed in phases. Therefore, this practicum report in the first phase was conducted in February to June 2021. The data for this report was gathered by using observation, survey, questionnaire, and interview.

Table 3.1 Phases, durations, and hours for the Practicum in Educational Administration

Phases	Durations	Hours for the Practicum
Phase 1	February-June 2021	50
Phase 2	July-November 2021	50
Phase 3	December 2021-April 2022	50

Table 3.2 The collection of data, analysis of data, and output/outcome in practicum

Collection of Data	Analysis of Data	Output/ Outcome
Gather data from mentor/supervisor/principal through in-depth interviews, observations, survey, journals, and logs.	-Assess the activities, level of engagement, and feedback on the experiences. -Analysis of data by using content analysis, descriptive statistics.	-Leadership experiences -Educational Leadership Framework -Model to enhance the quality of administration -Field-based learning experiences

3.1 Experience

This section focused on the personal experiences acquired during the practicum exercise. Thus, this section is divided into three sub-sections;

3.1.1 Schedule of operations and duties

Week	Observations	Description of Observations / Duties	Hours
1	Administrative tasks	<ul style="list-style-type: none"> -Providing professional development for school leaders and head teachers. - Instructional design and instructional leadership of principals and leaders. - The principal and leaders coordinate and stimulate the ability of teachers' team. -Establish and improve the school system. 	10
2	Roles and responsibilities	<ol style="list-style-type: none"> 1. Responsibilities of the vice president of teaching: under the leadership of the president, in charge of the school's teaching work. 2. Responsibilities of vice president of moral education and safety: the vice president of moral education and safety should assist the president to fully implement the party's 	10

		<p>education policy and do a good job in moral education, physical education, health and labor education.</p> <p>3. Responsibilities of the chairman of logistics trade union: Under the leadership of the president, we should conscientiously implement the party's educational principles and policies, assist the president to do a good job in the logistics management of the whole school, and be responsible to the president.</p>	
3	Scope of work in educational institution	<p>1. Complete the administrative work of the academic affairs office.</p> <p>2. Have a mental health class.</p>	10
4	Knowledge, Skills, Attitude (Competency)	<p>1. Knowledge of pedagogy, educational psychology and educational management.</p> <p>2. The ability to manage the school scientifically、 Higher level of education and teaching、 Good language and writing skills.</p> <p>3. Enthusiasm, curiosity, persistence, not afraid of difficulties, reflection,</p>	5

		kindness.	
5	Types of Instructional supervision in educational institution	Summary supervision.	5
6	Professional Learning Community (PLC)	- Providing quality instructional leadership and professional development at school level through mentors. -Help schools to make sustainable development system.	10
7	Process in helping teachers to effectively organize their learning activities	- Enhancing skills and confidence of teachers in specific areas. - Improve the teaching level of Teachers. -Improve teachers' happiness and belonging.	10
8	Leaders in driving education policy into practice in schools	School leaders are organizers, managers and commanders of all kinds of work in the school. They should preside over the school work and implement the party's education policy comprehensively, so that the school can accomplish the educational tasks assigned by the state in a planned and targeted way.	5
9	Problems of the organization	1. The school does not attach importance to the refinement of	

	In planning, evaluation, and decision making	<p>school running concept, and lacks the management of educational ideas.</p> <p>2. The school breaks down the work into various parts, and each department makes its own plan, which lacks systematicness and passively completes the task.</p>	
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3.1.2 Knowledge Acquired

3.1.2.1.School management system.

1. Conscientiously study the spirit of various documents for deepening education reform and comprehensively promoting quality education, actively participate in political study, and hold regular office meetings.
2. Cooperate with the Department of sports and health to do a good job in the construction of playground.
3. Carry forward the spirit of hard work and thrift in running schools.
4. Continue to strengthen property management and implement property damage compensation system.
5. The members of the accounting office should continue to be the principal's adviser.
6. Continue to strengthen the management of all aspects of the canteen work.
7. Strengthen the security work of the school and strictly control the entry of personnel outside the school.
8. Improve the file management. The archivists should have strict organization, discipline and sense of responsibility, consciously maintain the integrity and safety of archives, implement the microcomputer management of archives, actively provide help for

the work of all departments of the school, and strive to make our school's archives management work to a new level.

9. We should conscientiously do a good job in the evaluation of teachers, the evaluation of teachers' professional titles, and the related personnel work.

10. Improve the management of archives. The archivists should have strict organization, discipline and sense of responsibility, consciously maintain the integrity and safety of archives, implement the microcomputer management of archives, actively provide help for the work of all departments of the school, and strive to make our school's archives management work to a new level.

11. Do a good job of the school's plan and summary.

3.1.2.2.School leadership and management ability.

School leaders are the organizers, managers and commanders of the school's work. They should take charge of the school's work, fully implement the party's educational policy, and enable the school to complete the educational tasks entrusted by the state in a planned and targeted way.

School leaders are the decision-makers and commanders of school work, so they should play their vanguard and exemplary role, establish prestige, rely on their own influence, give full play to the effectiveness of school organization, and achieve the goal of school education management.

School work is mainly through education, to achieve the activities of training people. The school leaders, as the managers of the school activities, only have strong professional skills and quality, coordinate the relationship between people, people and things, people and things, things and things, can the school management activities be carried out in a planned, purposeful, prepared and efficient way.

3.1.3 Working relationship with the staff

Get along well with colleagues, good relationship. Colleagues cooperate with each other, unite and love each other.

SECTION FOUR RESULTS OF THE PRACTICE AND LEARNING

In this section, the results of the practicum and learning are grouped into three categories. The first category is mainly related to the School management system.

The second category is related to the school leadership. The third category is related to teachers' teaching ability. These are explained in detail below.

4.1 Improve the understanding of the leadership of Principals

The headmaster should have a good idea of the pursuit of human beings and correctly understand the law of students' physical and mental development. Love children. This requires them not only to have lofty ideals, but also to keep learning. With his moral example, he led the whole school teachers to shape students' beautiful soul, promote the development of students' intelligence, and cultivate children's upward value orientation. Headmaster's leadership directly determines a school's teachers' professional development level, school running characteristics, school running quality and school atmosphere.

4.2 Giving full play to principal's main role in school management

The principal should give full play to the main role of school management and fulfill the responsibility of the first person in charge of school development. Stay in terms of the general policies and specific affairs of the school, we should listen to the useful suggestions of the teaching staff, pool our wisdom, and reasonably adjust the plans according to the changes of the situation and the suggestions of the teaching staff during the implementation of the school's various work plans. Some headmasters with strong

leadership should pay special attention to promoting democracy and listening to different opinions. In the process of decision-making, first of all, it is necessary to seriously discuss with the leading group, and constantly carry out multi-level and multi-level exchanges with key teachers. Especially in the teaching reform, personnel system reform, salary system reform and other issues related to the vital interests of teachers, we should fully carry forward democracy, do a good job of every teacher, and ensure the smooth implementation of the work.

4.3 Principals should strive to improve their leadership

Principals should improve their leadership as the main way to do a good job in school management and promote the development of the school. Principals should overcome all kinds of difficulties and strive to improve their leadership. First of all, we should constantly learn advanced educational ideas, deeply understand the basic and leading role of education in the socialist construction of China in the new era, guide our work with advanced educational ideas, analyze the reality of our school with scientific educational knowledge, attach importance to the construction of campus culture, adhere to the correct guidance of running a school, and guide teachers with advanced educational ideas, We should infect teachers with our own exemplary role, lead teachers with the practical action of taking the lead in promoting teaching reform, and lead teachers with innovative work style, so as to form a good campus culture and sublimate teachers from the initiative of action to the consciousness of culture.

4.4 Regard teachers' professional development as the driving force of school development

Sukhomlinsky, an educationist in the former Soviet Union, thinks that the principal is the teacher of the teacher, and most of the principals can't die working in a school, but bringing out an excellent teaching staff is the greatest contribution to the school. Therefore, principals should

give full play to their leadership and pay special attention to teachers' professional development.

We should give full play to the role of distance education and encourage teachers to observe the famous teachers in China and in the province online

demonstration class. And in their own teaching, they integrate their useful experience, and form their own teaching style.

SECTION FIVE

CONCLUSION, DISCUSSION, and RECOMMENDATION

5.1 Conclusion

This practicum is very meaningful. It offered me the opportunity to apply the theoretical knowledge acquired while in SSRU.

Therefore, I will not hesitate to recommend that this course be continued in the program . This will enable graduates to demonstrate practically how to plan, do, act and carryout administrative duties.

5.2 Discussion

First, the purpose of this study to understand the organizational structure and school system of the school, and to provide theoretical analysis and practical suggestions for the school principal's school development.

Second, findings of this study indicated On the one hand, it is necessary to study the successful experience of the formation and exertion of the leadership of principals at home and abroad and draw lessons from their beneficial practices. On the other hand, the special problems in the formation and play of principals' leadership should be studied down-to-earth so as to be solved in a targeted way.

Third, we should give full play to the principal role in school management. The principal responsibility system should be truly implemented, and principals should be encouraged to make bold reforms and innovations. Principals should also pay attention to giving full play to the enthusiasm and creativity of different groups of teachers.

Fourthly, principals should attach great importance to improving their own leadership. Principals should constantly improve their consciousness of devoting themselves to the cause of education and take becoming an expert principal as the goal of their own development. The principal should also attach importance to the professional development of teachers, promote excellent teachers to leadership positions, and regard the professional development of teachers as the inexhaustible driving force for the development of the school.

5.3 Recommendation

It is suggested that the scope of the study be narrowed down, and the conclusion will be more practical and operable.

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Appendix

Principal Leadership Questionnaire

Dear teacher:

Hello! The purpose of this questionnaire is to understand the situation of school management. The questionnaire is for academic research only and is anonymous. Please choose the answer according to the real situation and real idea, so that the final result of this survey can reflect the real situation. Your reply will be kept strictly confidential. Thank you for your help!

In addition to the questions marked as multiple choice, the questionnaires are all single choice questions. Please mark ", /" directly on the options.

The school in the questionnaire refers to your school, and the principal refers to the principal. A teacher is your school.

一、 Basic information (Please tick the options that meet the actual situation)

1. Your gender:

A. Male B. female

2. Your age:

A. Under 30 years old b.31-40 years old c.41-50 years old d.51 years old and above

3. Your teaching experience:

A. 1-9 years b.10-19 years

C. 20 years

D. More than 30 years

4. Your title:

A advanced

Level B I

C level II

5. Your education background:

Master's degree B. bachelor's degree C. junior college D. secondary normal school

二、 Official questions

1. does the school have distinct characteristics

A. It has distinctive characteristics of running a school and is recognized by teachers and society

B. The construction plan with school running characteristics has not formed its own characteristics

C. The President talked about the characteristics of running a school, but there was no specific work arrangement

D. Discussion and plan without school running characteristic

2. whether the school has development plan

A. With development planning, all teachers participated in the discussion and thought it was scientific and reasonable

B. There are development plans, which are formulated by the leading group and published to the whole school

C. There was a development plan before, which was formulated by the former president

D. No development plan

3. whether the president has the vision of school development

A. Often, there are specific ideas and detailed steps

B. Often speaking, there is no specific thinking and steps

C. Occasionally mentioned D. never mentioned

4. major decisions of the school and participation of teaching staff

A. All faculty members participate in the discussion and fully solicit opinions B. some of the faculty members participate in the discussion

C. Occasionally ask for advice from faculty D. never consulted with faculty

5. in general, what do you think the principal is based on for his own decision

A. Reflection of staff B. opinions of superior competent department

C. My own research and thinking D. suggestions of educational experts E. opinions of parents of students

6. has the school put forward the requirements for establishing a learning organization

A. Each of them is the work goal, with specific requirements and measures B. put forward, and there are general requirements

C. I have made it occasionally, I have not asked D. I never asked for it

7. construction of campus culture

A. Clear campus culture construction objectives, with remarkable effect

B. Have clear campus culture construction goal, the effect is general

C. the task of campus culture construction is proposed in the work plan, but the work arrangement is not specific

D. No target and concrete action of campus culture construction

8. which method do you think is the most commonly used in schools to stimulate teachers' sense of responsibility and mission (multiple choices)

- A. Reward outstanding performance staff**
- B. use festivals and celebrations and other ceremonies**
- C. Create a fair institutional environment**
- D. provide teachers with good professional development conditions**

9. you think the most effective factor for the headmaster to improve his influence on teachers is

A. well Gen according to the system, adhere to the principle and handle the problem impartially

B. Set an example for teachers by example, serving the public by themselves and taking their moral model role as an example

C. Pay attention to the interests of different groups and be good at coordinating various relationships

D. High teaching level, strong ability of guiding teachers to improve their business level

10. The most influential working mode of teachers used by the principal in school management

A. Attach importance to the construction of the system and deal with the problems impartially according to the system

B. To set an example and to infect teachers with their own moral model role

C. Pay attention to the demands of different teachers and deal with various relations and contradictions

D. Give full play to the role of their own teaching experts, and put the improvement of teachers' teaching level first in the work

E. Others

11. relationship between teachers

A. The teacher asked the relationship well and cooperated well

B. The relationship between teachers and teachers is relatively harmonious, but the degree of mutual cooperation needs to be improved

C. The relationship between teachers is indifferent and the degree of cooperation is difficult

D. Teachers are nervous about the relationship and the degree of cooperation is difficult

12. when the parents and teachers of students have a violent conflict and the problem-solving is difficult, the school usually is

A. School leaders are personally dealing with problems

B. The functional departments (such as the Education Department) will face to face the problems

C. The group leader of grade has come out and solves the problem

D. The teacher tries to solve the problem himself

13. the reform of school curriculum

A. The curriculum reform can be carried out continuously in combination with the actual situation of our school, the attitude of the school is active and the teaching level has been improved obviously

B. Curriculum reform is carried out according to the requirements of higher education administrative department or teaching and research department, and has no idea

c. The school work has not arranged curriculum reform, and some teachers carry out the reform spontaneously

D. The school has not carried out curriculum reform

14. you think the principal's main way of work is

A. Leadership in educational thought

C. The leadership of the specific things in the school D. the leadership in teaching work

15. the school's work mode for teaching reform is

A. The principal should grasp the work in person, including teaching team, curriculum construction, teaching method guidance and so on

B. Organized and guided by external experts

C. According to the arrangement and arrangement of higher education administrative department or teaching and Research Department

D. There are subject leaders or teaching and research leaders presiding over E. teachers' spontaneous conduct

16. in the teaching and research activities of the school

A. The president presides over the formulation of the teaching and research activity plan, participates in the whole process and actively guides

B. The principal can often participate in teaching and research activities

C. The president occasionally participates in teaching and research activities

D. Principal does not participate in teaching and research activities

17. which teaching activity should the principal attach great importance to

A. The implementation of teaching routine B. curriculum development

C. Preparation of lesson D. teachers' teaching reform experiment

E. The formation of innovative teaching culture F. teaching quality evaluation

G. Examination organized by higher administrative department

18. average number of classes per week of the principal

A. Section 5 and section b.2.4 above

C. Section 1 D. listen to E. never listen

19. teaching form that teachers attach great importance to

A. Routine teaching B. research learning

C. Practical course D. school based curriculum development

20. the formulation and implementation of teacher professional development plan

- A. The teacher professional development plan has been formulated, implemented carefully and adjusted according to the situation**
- B. The teacher professional development plan has been formulated and can be implemented**
- C. The teacher professional development plan has been formulated, which is not implemented**
- D. Only the general requirements of teachers' professional development have not formulated the teacher professional development plan**
- E. No planning, no requirements**

21. establishment of teacher professional development files

- A. The professional development files of teachers have been established and recorded carefully**
- B. The professional development files of teachers have been established, which are not recorded seriously**
- C. There are plans to establish the teacher professional development files, but they are not implemented**
- D. No plan for establishing teacher professional development files**

22. the principal's professional development of teachers in different groups (2B same age, title and education background)

- A. There are different requirements, including the professional development of the safeguards, and to carry out inspection.**
- B. There are different requirements, but there is no guarantee**
- C. There are different requirements, not specific, stay on paper D. no requirements**

23. in the aspect of teacher professional development, the principal focuses on (multiple choices are allowed)

- A. Help teachers to establish correct educational values and outlook on Education**
- B. Provide teachers with the necessary material conditions (such as purchasing books and computers)**
- C. To create a good learning atmosphere and a self-development interpersonal environment for teachers**
- D. doogen sets different professional development goals according to different situations of Teachers**
- E. To establish a fair and fair system to reward teachers with outstanding professional development**

24. main forms of teacher training in schools (multiple choices)

- A. School based training B. education improvement**
- C. The plan of national and provincial training for school-based teaching and research**
- E. Teacher training organized by the municipal and district (county) education administrative departments F. teaching and research activities organized by the teaching and research departments**

G. Please come to school for lectures h. participate in academic exchanges outside school I others

25. the school-based training forms of the school are (multiple choices are allowed)

A. Group preparation of teaching and Research Group

B. Young teachers worship old teachers as teachers

C. Famous teacher studio D. peer teacher exchange

E. Open class and evaluation class in school

G. Teaching competition h. leaders or discipline leaders of the school attend class evaluation class I. others

26. rules and regulations of the school

A. The school has complete, standardized and complete rules and regulations, and can strictly implement it

B. The school has complete, standardized and complete rules and regulations, and it is not strictly implemented

C. School rules and regulations are not complete

D. School rules and regulations are behind the needs of education and teaching

27. when the school rules and regulations are not suitable for the actual situation, the normal practice of the school is

A. After the full discussion and consensus of the teachers in the whole school, the revision shall be made

B. The school team puts forward the modification opinions, and after the consultation procedure, the modification is made

C. According to the president's opinion, direct modification D. no modification

28. you think the principal's main role in fact is

A administrator B. teaching expert or discipline leader

C. The mastermind of coordinating various contradictions D. funders of various teaching resources E. others

29. cooperation between the president and the middle-level cadres

A. Clear division of labor, clear rights and responsibilities, smooth communication and high efficiency

B. Clear division of labor, clear rights and responsibilities, general communication and general work efficiency

C. The division of labor is clear, the rights and responsibilities are clear, but the communication is not smooth and the work efficiency is low

D. Division of labor, unclear rights and responsibilities, poor coordination

30. the most outstanding ability of the current president is

A. Scientific decision making ability B. good organization and execution ability

C excellent communication ability D. coordination ability of principle and flexible handling

E. Better frustration ability F. accepted affinity and cohesion

G. Outstanding teaching guidance

H strong foresight. I strong sense and ability of team cooperation

31. the ability that the president should improve most is

A. Scientific decision making ability B. good organization and execution ability

C. Excellent communication skills

D. The coordination ability of principle and flexible handling E. better and frustration ability

F. Recognized affinity and cohesion g. outstanding teaching guidance

H. Strong foresight. 1. Strong team work consciousness and ability

32. what you think the principal spends the most time is

A. Teaching reform and curriculum construction

B. Promote the professional development of Teachers

C. Develop the school development plan and vision D. campus culture construction

E. School administration f external public relations activities

G. Raise educational resources h. communicate with higher education administrative departments

33. communication between the president and the superior leading department

A. The school can communicate with the superior leading departments in time and win full support

B. The school has more communication with the superior leading departments and has obtained some support

C. The school has less communication with the superior leading departments and less support

D. The school has no communication with the superior leading department

34. cooperation between school and parents and communities

A. The school has cooperated well with parents and communities, and has established a systematic organization form

B. The school has better cooperation with parents and communities, but it does not form a systematic organization form

C. Schools cooperate with parents and communities, but they have few activities

D. Schools rarely cooperate with parents and communities

35. what do you think the principal does best

A. We have obtained the support of the higher leading organs and obtained more educational resources

B. Gain the trust of parents and attract more students to school

C. To improve teaching level and make the counterpart junior high school very satisfied

D. Attach importance to the construction of campus environment, and win a higher social evaluation

36. in improving teaching conditions, the main practice of your school is

A. Strive for the support of higher education administrative departments

B. Strive for the support of relevant units and enterprises in the school district

c. The support of parents and communities of students has been won, and a large public opinion of social support has been formed

D. To tap potential in school and solve problems internally

Auto Bibliography

Student's Name: Miss Langyun Yan

Date of Birth : 02/03/1992

Education Level : Bachelor degree

*Workplace : 101 Dazhong Road, Wanxiu District,
Wuzhou City*

Work Experience: Mental health teacher.

*Practicum report will need to be submitted within
one week from the time of each phase.*

*Report can be submitted in person, by e-mail to
Educational Administration Program.*

(E-mail address will be let you know later.)