

# Dialogue-Based School Management: A New Approach to School Management in China

Shuang Chen

Yunnan Dianheng Education Development Co., Ltd, Kunming 650032,  
Yunnan, China

**Abstract:** Grounded in dialogue theory, the dialogue-based school management model is a novel approach to school management in China in response to the limitations of traditional school management patterns. It is the result of long-term explorations of effective school management modalities on the part of schools at all levels. This article elucidates the model's connotations and basic elements, analyzes the significance of its implementation, and proposes pathways to its successful enactment.

*Science Insights Education Frontiers* 2026; 32(1): 5191-5203.

DOI: 10.15354/sief.26.re101

*How to Cite:* Chen, S. (2026). Dialogue-based school management: A new approach to school management in China. *Science Insights Education Frontiers*, 32(1): 5191-5203.

**Keywords** Dialogue, Dialogue-Based Management, Dialogue-Based School Management, School Management

---

**About the Author:** Shuang Chen, Yunnan Dianheng Education Development Co., Ltd, Kunming 650032, Yunnan, China. E-mail: [961820835@qq.com](mailto:961820835@qq.com)

**Correspondence to:** Shuang Chen at Yunnan Dianheng Education Development Co., Ltd in China.

**Conflict of Interests:** None

**Funding:** No funding sources declared.

**AI Declaration:** The author affirms that artificial intelligence did not contribute to the process of preparing the work.

---

© 2026 Insights Publisher. All rights reserved.



Creative Commons NonCommercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 License (<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed by the Insights Publisher.

---

**A**MID the ongoing transformation of educational notions in China, school management, as a crucial factor in educational development, is facing unprecedented challenges as well as opportunities. There is a growing consensus that the core of school management lies in the management of people, with the enhancement of their motivation and creativity being its primary aim. While rigid rules and regulations are essential in school management, human-centered approaches are often more effective in maintaining sustained motivation because human beings are potentially emotionally and behaviorally inspirable.

Traditional school management has been centered on authority and control, characterized by strict hierarchical order and a focus on top-down directive communication and execution, where obedience of the majority has become the norm. This “monologue-based” management paradigm severely dampens equal communication between the management and the managed, resulting in a lack of vitality and harmony in the school environment. Issues, such as “discourse hegemony” held by teachers, deprivation of freedom of speech in students, and frequent tensions between the school and parents, are all bitter consequences of the absence of dialogue mechanisms. Dialogue-based school management, with its emphasis on egalitarian dialogue and healthy interpersonal relationships, can serve as an antidote to the shortcomings associated with “monologue-based” management, facilitating democratic communication and fusion of perspectives, based on mutual understanding among all school members.

## **Connotations of Dialogue-Based School Management**

### ***Definition of Dialogue***

Definitions of dialogue vary greatly in academia. The German philosopher Gadamer (1989), from the perspective of truth pursuit, views dialogue as a process in which all sides engage to attain truth. The Austrian Israeli philosopher Martin Buber contends that genuine dialogue is a profound exchange between open-minded individuals (as cited in Jin, 1997). Chinese researchers Zhang and Jin (2004) argue that dialogue is a process in which two sides, based on their respective pre-conception frameworks, work towards a fusion of horizons. Based on a review of existing conceptions of dialogue, this study defines it as follows: Dialogue is a process of two-way communication of discourse, emotions, ideas, and more, based on mutual respect, trust, and equal treatment between the two sides, with language as the medium. Dialogue in this sense is not simply a verbal conversation but embodies profound meaning and value, serving to be the bedrock for dialogue-based management.

## ***The Concept of Dialogue-Based School Management***

The concept of “dialogue-based school management” became popular in China because of Nanjing Normal University Professor Xinping Zhang’s work *Introduction to Educational Management*, published in 2006, which highlights it as an interaction featuring sincere conversation and mutual appreciation between the school management and other members (Zhang, 2006). Other researchers have defined it from different perspectives. Wu (2004) views it as a synthesis of management style, context, and philosophy in a school setting; Lin (2008) interprets it through dimensions like democratic cooperation and mutual benefit; Yu (2008) praises it as a school management style that fosters spiritual qualities of school life through dialogue; and Huang (2003) plainly defines it as the process of oral communication among school personnel regarding administrative affairs.

Synthesizing existing conceptions, the present study defines dialogue-based school management as a form of school management implemented through dialogue, embodying the spirit of dialogue, and activating dialogical capacities, which involves establishing dialogue mechanisms between the school, teachers, students, parents, and the community. In essence, it is an endeavor of collaborative inquiry. All school members as management participants seek new understanding through interactive exchange, moving beyond individual cognitive biases towards co-construction of knowledge, and thus collectively drive the progress of school management.

## ***Basic Elements of the Dialogue-Based School Management Model***

The dialogue-based school management model, as an advanced management approach that aligns with the essence of education, relies on the synergistic interaction of multiple key elements for its effective operation. These elements, as shown below, are interrelated and mutually influential, collectively contributing to the development of a dynamic and democratic ecosystem for school management (Chen, 2010).

- *Dialogue-Based Management Philosophy*: The philosophy of dialogue-based management serves as the compass for school management, determining the establishment of the school’s management notions and strategies, shaping its funding allocation, resource integration, and leadership style, and guiding the school toward the right track of development.
- *Dialogue-Based Organizational Structure*: A dialogue-based organizational structure is the groundwork of the management model in question. A well-designed organizational structure is typically char-

acterized by completeness, unity, efficiency, and stability, providing a solid organizational foundation for dialogue-based management in the school, which ensures the efficiency of school governance, smoothness of communication, and timeliness of feedback.

- *Dialogue-Based Management Tactics:* The model's operating mechanism comprises specific dialogue-based management tactics, which are underpinned by the said management philosophy and organizational structure. They permeate all processes of school management, including the formulation of development plans, the deployment of posts, personnel appointments and removals, and so on. Effective dialogue-based management tactics ensure the orderly execution of school management tasks and enhance management efficiency.
- *Self-Improvement Mechanism:* The self-improvement mechanism is a vital component of the dialogue-based school management model, enabling the school to continuously improve, develop, and innovate in response to its practical needs. Amid the ever-changing educational environment and societal context, the capacity for self-improvement is crucial for the school maintaining its competitive edge and achieving sustainable development.

## **The Necessity of Implementing Dialogue-Based School Management**

Underlying “monologue-based” school management are an absolute view of truth and a knowledge transmission-centered perspective. The absolute view of truth emphasizes that truth is based on a single right answer and is unquestionable. The management holding such a view may consider their decisions and instructions indisputable and impose their ideas on other school members, leading to a lack of equal footed dialogue and communication. The knowledge transmission-centered perspective overemphasizes the importance of knowledge delivery as the only criterion for school management efforts, making school management mechanical and rigid without humanistic care and emotional concern. As opposed to the “monologue-based” management style, the dialogue-based management model encourages a dialogical way of operation in schools, serving as a strategy for fostering the motivation of all school members, and thus its enactment has become a significant move to school reform.

### ***Foregrounding the Historically Inherent Role of Dialogue in Educational Management***

As highly social creatures, humans cannot survive and develop without dialogue and interaction. Dialogue is not only an important means by which humans understand the world but also an essential component of human existence (Marx & Engels, 1985). Furthermore, dialogue is an overriding mode of communication in any management activity. Since the advent of management, dialogue has been deeply integrated into it. Dialogue in its broad sense takes place in all forms of management. Regardless of management style, interactive dialogue is a key indicator of excellent management. According to dialogue theory, management per se is composed of various forms of dialogue and thus is inherently dialogical (Lin, 2020).

Historically, dialogue has consistently been an inseparable presence in education and educational management across different times and cultures. From Confucius' heuristic dialogues and Socrates' "Socratic method" to today's dialogue-based school management, the history of educational management powerfully attests to the profound value of dialogue. It can be argued that dialogue has permeated the entire sphere of education (Morsy, 1995). Buber's (2015) statement that all relationships in education are basically dialogical further highlights the central role of dialogue in educational relationships. However, the relentless expansion of technology and instrumental rationality in modern days has gradually eroded the value rationality inherent in management, causing "dialogue" to be overshadowed by "monologue" (Feng, 2008). It is time to reaffirm the significance of dialogue in educational management.

## ***Addressing the Paucity of the Dialogue Mentality in School Management***

Recent decades have witnessed increased use of dialogue to resolve conflicts and seek understanding in various sectors. The rise of dialogue-based school management represents the call for the dialogue mentality in the world of education (Liu, 2001). The dialogue mentality entails a variety of concepts, including democracy and equality, openness and freedom, mutual respect, fairness and justice, understanding and inclusiveness, and more. Nevertheless, the paucity of the dialogue mentality in current school management in China has brought about several severe issues.

*A Lack of Communication and Interaction Channels:* In school management scenarios, there is a lack of effective communication channels between school leaders, teachers, and students. School leaders may adopt a commanding posture, issuing directives from a position of authority while turning a deaf ear to the actual needs and ideas of teachers and students. Teachers possessing rich frontline education experience and valuable insights into school management are often marginalized due to the lack of channels for expressing their opinions. Students, though being the chief ac-

tors in education, find their voices even less heard, resulting in their learning needs and growth issues being inadequately attended to. This ineffectiveness in communication and interaction among school members makes school management aimless (Yu, 2012).

*Arbitrary Decision-Making:* The lack of democracy in school decision-making is a prominent sign of the absence of the dialogue mentality. Decisions are often made behind closed doors by a small group of school leaders, leaving teachers and students to passively accept them (Chen, 2010). For example, teachers and students may be deprived of the opportunity to express their opinions on decisions on major issues like curriculum design and the establishment of teaching evaluation standards, which concern them the most. This arbitrary approach to decision-making not only risks creating a disconnection between decisions and actual circumstances, leaving the practical needs of teaching and learning unmet, but also severely undermines the motivation and initiative of teachers and students, fostering resistance toward school management practices.

*Tendency Towards Simplistic Management Methods:* A portion of school leaders tend to employ simplistic and arbitrary management methods, without showing adequate respect for and understanding of teachers and students. When teachers make instructional mistakes, or students violate discipline, they may directly resort to criticism or even penalty without investigating the underlying causes. Management methods like these fail to address the roots of the problems while also harming the self-esteem of teachers and students, damaging the harmonious atmosphere within the school (Yu, 2022).

These issues severely hinder the healthy development of the school and impede the achievement of school management objectives.

## ***Overcoming the Shortcomings of Traditional School Management Paradigms***

Based on various management theories, a variety of school management paradigms have been developed and put into practice, including experience-based school management, scientific school management, humanistic school management, school culture-valued management, and others. Despite their marked value, these management paradigms also have their respective limitations. For instance, scientific management can significantly improve school efficiency but, at the same time, leads to issues like the inflexible school system, improper quantification in teaching evaluation, and the authoritarian behavior of school leaders. Humanistic management is intended to motivate teachers to participate in democratic management and address the shortcomings of scientific management, yet it often results in excessive emphasis on interpersonal relationships at the expense of management effectiveness - a

problem that similarly exists in the school culture-focused management model (Zhang, 2011).

Hence, each school management modality has its own distinctive emphasis. Scientific management focuses on the institutional aspects of management, while humanistic management centers on the human elements. Dialogue-based school management is an endeavor to legitimately integrate scientific and humanistic management by incorporating their strengths. It is a creative rather than a mechanical combination of scientific and humanistic management with a goal of optimizing school outcomes through leveraging institutional, cultural, and human powers (An, 2009).

## **Pathways to Successful Dialogue-Based School Management**

Dialogue-based school management aligns with the pursuit of modern education to actively engage plural actors and promote collective development, representing a significant direction for optimizing school management and improving educational quality in China. Its successful implementation requires adherence to its core principles and application of explicit strategies.

### ***Core Principles***

#### **Human-Centered Management Philosophy**

The human-centered philosophy of management is the rationale underlying dialogue-based school management. Such a philosophy emphasizes focusing on human needs, respecting human values, and promoting human development. In school management, this means prioritizing the growth of teachers and students, providing them with a favorable working and learning environment to foster their motivation and creativity, and working towards the common development of the school and its members (Yan, 2010).

#### **Democracy and Equality as Basic Values**

Democracy and equality are held as the fundamental values for the implementation of dialogue-based school management. It advocates respecting the rights and opinions of all school members. Engaging teachers and students in day-to-day management and democratic decision-making can genuinely enhance their senses of ownership of the school by fostering senses of belonging to and responsibility for it. This democratic and equal atmosphere helps encourage initiative in teachers and students, thereby improving the outcomes of school management (Wu, 2004).

## Mutual Respect and Trust-Based Relationships

Dialogue-based school management promotes mutual respect and trust among school administrators, teachers, students, parents, and the community. Mutual respect is the prerequisite for establishing desirable relationships, while trust ensures their sustainable development. In a climate of mutual respect and trust, relevant sides can communicate openly, cooperate sincerely, and contribute to the development of the school. For example, mutual respect and trust between the school and parents can deepen home-school co-education by forging a collaborative educational force to better promote student growth (Shan & Hao, 2011).

## Cooperation and Reflection as Facilitators

Teacher-student, inter-teacher, and school administrator-teacher-student assistance and cooperation can create a powerful synergy in school management, facilitating the smooth enactment of various efforts of the school. Also, dialogue-based school management encourages school members to share information and engage in school management critically and reflectively. The management process is made a journey of reflective, cooperative inquiry, during which school administrators, teachers, and students continually examine their actions and decisions, identify issues, and make timely improvements, thereby driving the advancement of school management (Tang, 2001).

## *Implementation Strategies*

Strategies for implementing dialogue-based school management as an innovative and dynamic management model (Huang, 2012) represent a comprehensive mechanism, which entails setting explicit objectives, developing rules, creating a dialogue-encouraging climate, and fostering participants' dialogue capacities (Chen, 2010).

## Establishing Explicit Management Objectives through Joint Efforts

As opposed to traditional arbitrary management modalities, where management objectives are subject to the will of a few persons in authority position and unmodifiable, the dialogue-based management model welcomes collective input from all management participants in establishing management objectives (Yu, 2022). These objectives are typically based on full dialogue, contextually relevant, and dynamically modifiable.

Furthermore, in dialogue-based management, the enactment of dialogue itself is treated as an important objective. The achievement of school management objectives is not only measured by the resolution of specific issues but also by the cultivation of dialogue mentality and the enhancement of dialogue capacities in participants (An, 2014). For example, when formulating school development plans, stakeholders, such as school administrators, teachers, and student representatives, are engaged in discussions to jointly set forward-looking and actionable goals based on the school's actual circumstances, development trends, and the needs of various sides. All school members contribute their expertise, and their personal growth and development in this process are counted as key evidence of the success of the management objectives.

## Developing Legitimate Dialogue Rules to Ensure Democratic, Equal Participation

To ensure that all relevant sides can actively and orderly participate in school management, it is crucial to establish legitimate dialogue rules (Chen, 2010) to guarantee: (i) *Equal rights of participants*. In the dialogue-based school management model, all participants, school leaders, teachers, or student representatives, are actors on an equal footing, regardless of their identity, with each of them having equal rights to participate in decision-making. For example, in a meeting for discussing high-stakes issues, every representative has the opportunity to fully express their opinions, without being restricted or neglected for their different positions in the organization. (ii) *Interactions based on mutual respect and trust*. School leaders should be receptive of the views of other school members, with confidence in their ability to make sensible judgments, and avoid imposing their own opinions on the latter. For instance, in discussions on teaching programs, school leaders should take teachers' creativity and professional expertise seriously, listen openly to their proposals, and explore ways to optimize the programs in collaboration with them. (iii) *Free sharing of ideas*. Dialogue-based management is an open process that encourages sharing of ideas in participants and meaning generation from interactive exchange. The school can organize various forms of seminars and forums, providing school members with ample communication platforms where different thoughts and perspectives can be inspired and refined. (iv) *Responsibility division*. It is important for all actors to identify their respective responsibilities in school management, using their initiative in addressing constantly emerging issues and working together to resolve them. For instance, when a school faces challenges in teaching resource allocation, all members should share the responsibility for adjustment, seeking out reasonable solutions through negotiation and coordination.

## Fostering a Climate That Encourages Active Participation

Dialogue-based school management necessitates active participation of all members in school management affairs. Hence, it is important to create a school climate in which each of them feels that their role and importance in school management are fully recognized and that they make substantive contributions to the achievement of the school's management objectives. Such a climate can motivate them to voluntarily participate in school management and continuously examine their involvement. For instance, during the dialogue-based process of school curriculum reform, teachers need to be inspired to actively present their teaching experiences and suggestions while also reflecting on the alignment between their teaching methods and the requirements of the reformed curriculum (Wu, 2004).

## Creating Management Evaluation Standards Aimed at Boosting Dialogue Awareness and Capacities

In dialogue-based school management, all participants can make distinctive contributions despite the disparities in their dialogue capacities due to the variations in their life experiences, education backgrounds, cognitive levels, and expression skills. More importantly, the dialogue-based management model holds that the individual's dialogue ability undergoes progressive development in management practice. To enhance its members' capacities for dialogue-based management, the school needs to establish collaborative channels to facilitate their participation. Measures include but not limited to forming cross-departmental management teams to allow personnel from different roles to jointly participate in the decision-making and management of school projects and regularly organizing management training programs.

The school's management evaluation criteria should not only look at the management results of the participants but also comprehensively assess their dialogue awareness and capacities, including their participation level in discussions, attitudes towards others' opinions, and contribution of valuable insights. Through legitimate evaluation criteria, school members can be motivated to continuously enhance their dialogue skills and actively participate in the school's dialogue-based management.

## Conclusion

Against the backdrop of the intensified educational reform in China, dialogue-based school management, with its distinctive management approaches and methods, showcases significant value in the domain of school management. It introduces new perspectives on school management while also,

at a practical level, instigating a shift in management from control to facilitation, thereby creating a more harmonious and efficient management environment. Moreover, dialogue-based school management combines the strengths of scientific management and humanistic management, overcoming the limitations of traditional management paradigms. Also, as a workable management model, it can effectively serve the practical needs of school management, contributing to the smooth achievement of management objectives. Therefore, integrating it into the school's established management system can potentially significantly elevate its management standards and optimize its management outcomes.

## References

- An, S. (2009). Dialogue-based management: A new paradigm surpassing scientific management and humanistic management. *Journal of Guizhou University (Social Sciences Edition)*, 27(5), 51-56. DOI: <https://doi.org/10.15958/j.cnki.gdxbsbh.2009.05.030>.
- An, S. (2014). *Dialogue in Educational Management*. Chongqing: Chongqing University Press.
- Buber, M. (2015). *I and Thou*. Beijing: The Commercial Press.
- Chen, G. (2010). A preliminary exploration of dialogue-based school management: Definition, pattern, and paths. *Jiangsu Education Research*, 2010(31), 15-18. DOI: <https://doi.org/10.13696/j.cnki.jer1673-9094.2010.31.004>.
- Feng, Z. (2008). *Dialogue in Educational Settings* (Doctoral Dissertation). Northeast Normal University. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w1oTu0vBBjNTsPL0CC561YAAIQLQE7O0xm318BwWPG5B9G3YJWJeJShAbfSpmmuqV1nouyUaxCI1Oqw1o74Fqk9MliQOEheNZFN02xHgZC0Hxmmj3203v6Na9hCpSKxMlw18e\\_xO6VdemMRPm7DfXmbdv01F\\_6xADtvg9u\\_hJeoEHkQ==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w1oTu0vBBjNTsPL0CC561YAAIQLQE7O0xm318BwWPG5B9G3YJWJeJShAbfSpmmuqV1nouyUaxCI1Oqw1o74Fqk9MliQOEheNZFN02xHgZC0Hxmmj3203v6Na9hCpSKxMlw18e_xO6VdemMRPm7DfXmbdv01F_6xADtvg9u_hJeoEHkQ==&uniplatform=NZKPT&language=CHS)
- Gadamer, H. (1989). *Praise of Theory: Selected Works of Gadamer*. Shanghai: Shanghai Joint Publishing.
- Huang, T. (2012). From monologue to dialogue: The natural choice of higher education institutions as their philosophy of management. *Beijing Youth Research*, 21(2), 98-103. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=IC7xd21WxIhsLQKeqd9Yza7eHGD4\\_uhqIY8oB7UN\\_F8EwGLvzikMXNh8b\\_wzzQCbE9PCwoAXrVs0vsZlebskdXwoVbTWqoCKGlzkOj5fXqtA6HFhipKvd59JJI7NYWIFGmYefDgnICIfI8D37p9J9OL6BeU\\_NBKEffZ9Lghwib4v8N7JOggECg==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=IC7xd21WxIhsLQKeqd9Yza7eHGD4_uhqIY8oB7UN_F8EwGLvzikMXNh8b_wzzQCbE9PCwoAXrVs0vsZlebskdXwoVbTWqoCKGlzkOj5fXqtA6HFhipKvd59JJI7NYWIFGmYefDgnICIfI8D37p9J9OL6BeU_NBKEffZ9Lghwib4v8N7JOggECg==&uniplatform=NZKPT&language=CHS)
- Huang, Z. (2003). *School Leadership: New Theory and Practice*. Taipei: Wunan Book Publishing Co., Ltd.
- Jin, Y. (1997). *Literary Hermeneutics*. Changchun: Northeast Normal University Press.
- Lin, M. (2020). *Sociocultural Theory and Second Language Acquisition Research*. Beijing: Xinhua Publishing House.
- Lin, S. (2008). *Dialogue-based management: A new perspective on adult education management* (master's thesis). Shan'xi Normal University. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=OfZxIIxxsvAsz6s2UuGEJ-wtFi7QY\\_WAZ\\_dVdSQQZ5\\_rqKzqwL6CvVtAmdQdD6oBDca6TxgMlm4n2FmCUQXP69rDlvgjE5Frc4Oow-N6A28xOIywRX512ZmpZwPAYpYROH\\_KwtGMVTm9YaqSUSSmh5A8NIs4HZKTgkx-PsHQvxzLLnAHKD9pgw==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=OfZxIIxxsvAsz6s2UuGEJ-wtFi7QY_WAZ_dVdSQQZ5_rqKzqwL6CvVtAmdQdD6oBDca6TxgMlm4n2FmCUQXP69rDlvgjE5Frc4Oow-N6A28xOIywRX512ZmpZwPAYpYROH_KwtGMVTm9YaqSUSSmh5A8NIs4HZKTgkx-PsHQvxzLLnAHKD9pgw==&uniplatform=NZKPT&language=CHS)

- [m=NZKPT&language=CHS](#)
- Liu, Q. (2001). A preliminary discussion on dialogue-based teaching. *Curriculum, Teaching Material, and Method*, 2001(12), 22-25. DOI: <https://doi.org/10.19877/j.cnki.kejcf.2001.12.006>
- Marx, C. & Engels, F. (1985). *Complete Works of Marx and Engels*. Beijing: People's Publishing House.
- Morsy, Z. (1995). *Renowned Educational Thinkers of the World*. Beijing: China Translation and Publishing Corporation.
- Shan, L. & Hao, H. (2011). *From Change in Details to Organizational Shift: Exploration and Interpretation of Respect Education in Schools*. Nanjing: Jiangsu Fine Arts Publishing House.
- Tang, W. (2001). *Governance by action and governance by inaction: Two fundamental schools of school management* (master's thesis). Central China Normal University. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=IC7xd21WxliLrSiLG9oTu40eCiA5-I9ErmxRCI4P3iH8Ce0x8oigwH-2B9UgaS8sTJnJCR-qDRFRhV9xh7cauIXrwp6snIf-aFfheylMlbbrijhv3qJd-5w5GCGQSYkujOU7i7bOAda3FwGWA N054fn5TXDpuO\\_k4YQuMKSTBiFD70a3Eq42fg==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=IC7xd21WxliLrSiLG9oTu40eCiA5-I9ErmxRCI4P3iH8Ce0x8oigwH-2B9UgaS8sTJnJCR-qDRFRhV9xh7cauIXrwp6snIf-aFfheylMlbbrijhv3qJd-5w5GCGQSYkujOU7i7bOAda3FwGWA N054fn5TXDpuO_k4YQuMKSTBiFD70a3Eq42fg==&uniplatform=NZKPT&language=CHS)
- Wu, J. (2004). *From authority to dialogue: A transition in the perspectives on educational management* (master's thesis). Soochow University. Available from: [https://kns.cnki.net/kcms2/article/abstract?v=OfZxIIxxsvB2fotdQCze7iVtbaZybBQlwzHLeWEL\\_6RTye1fL3UuudG0rAWY o41bJZon7ML1j9EOT-GdZn\\_y0KfwMQW3X6iY5Fc4oMLutw0o3c-jJS9dSth46Whv60hf9eW0TajKhfj9EgIaRaSqNIC8e\\_95gX3Uvsoh2vM5HtIigW-WDHA\\_w==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=OfZxIIxxsvB2fotdQCze7iVtbaZybBQlwzHLeWEL_6RTye1fL3UuudG0rAWY o41bJZon7ML1j9EOT-GdZn_y0KfwMQW3X6iY5Fc4oMLutw0o3c-jJS9dSth46Whv60hf9eW0TajKhfj9EgIaRaSqNIC8e_95gX3Uvsoh2vM5HtIigW-WDHA_w==&uniplatform=NZKPT&language=CHS)
- Yan, Q. (2010). Human-centeredness: The core principle of school management. *Legal System and Society*, 2010(1), 218. DOI: <https://doi.org/10.19387/j.cnki.1009-0592.2010.01.127>.
- Yu, X. (2008). A comparative study of dialogue-based school management in Chinese and Australian primary and secondary schools. *Primary and Secondary Schooling Abroad*, 2008(5), 58-62. Available at: <https://kns.cnki.net/kcms2/article/abstract?v=OfZxIIxxsvA4U0Utswxcpx-vFILKYHf9uJq3gUv9G6hmRI8nEVkTL2LSjs8aaOZM6ZtKc10ZBbgoXNT56sYHFxPS3FJDrQEv9E3HKanOyOZgeTr5UccZ6Kxkb98YS0XNvDbz83OQOX812YC7Sx5GdXIe7qXaMlwW2RK1oRV70Le3CdUgVJxbUGg==&uniplatform=NZKPT&language=CHS>
- Yu, X. (2012). Dialogue-based management: Value orientation of modern school management. *Educational Theory and Practice*, 32(25), 30-33. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w3Ag7KDiEgu8J8b49\\_DvKOWJqdtkfY-NiJ9wEfVYsBu\\_azHS0uYk5FCvodOtBXOVUx8ymxa3n5arjtoanwq\\_IHZgiz6ig04RN77GiYCUr3aNrexYhl8pOSg64Oa8epmv1G3MXHznAgApck2-VOTWrw9gKVoUHqe0tmqSnxc9jWIw==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w3Ag7KDiEgu8J8b49_DvKOWJqdtkfY-NiJ9wEfVYsBu_azHS0uYk5FCvodOtBXOVUx8ymxa3n5arjtoanwq_IHZgiz6ig04RN77GiYCUr3aNrexYhl8pOSg64Oa8epmv1G3MXHznAgApck2-VOTWrw9gKVoUHqe0tmqSnxc9jWIw==&uniplatform=NZKPT&language=CHS)
- Yu, X. (2022). The dimension of the “others” in dialogue-based school management. *Journal of Nanjing Normal University (Social Sciences Edition)*, 2022(2), 43-52. Available at: [https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w1ZTR3xmWH8VvE\\_AmSpTtW6tx7UUuNdZV7y3MC1DfxDyq5oLhRznOvxmltn60ISNeghZWkkU5aa k32QdRIp4vHMnViW-d8yxG5NLrqpQ3h00qVAbs7VdWdDyK5Rg6Ag4QcYsbEHrq6VZavvnH781eOVPqQBPLuRQjobCIdCTuA==&uniplatform=NZKPT&language=CHS](https://kns.cnki.net/kcms2/article/abstract?v=Ow72tX7v2w1ZTR3xmWH8VvE_AmSpTtW6tx7UUuNdZV7y3MC1DfxDyq5oLhRznOvxmltn60ISNeghZWkkU5aa k32QdRIp4vHMnViW-d8yxG5NLrqpQ3h00qVAbs7VdWdDyK5Rg6Ag4QcYsbEHrq6VZavvnH781eOVPqQBPLuRQjobCIdCTuA==&uniplatform=NZKPT&language=CHS)
- Zhang, G. (2011). Examination of humanistic management and institutionalized management: Reflections on the transformation and construction of school management paradigms in the context of performance-based appraisal. *Modern Education Science*, 2011(8), 57-59. DOI: <https://doi.org/10.13980/j.cnki.xdjyxx.gyj.2011.08.031>.
- Zhang, X. (2006). *Introduction to Educational Management*. Shanghai: Shanghai Educational Publishing House.
- Zhang, Z. & Jin, Y. (2004). Dialogue-based teaching in the context of the revised curriculum program. *Journal of Southwest Normal University (Humanities and Social Sciences Edition)*, 2004(5), 77-80. DOI: <https://doi.org/10.13718/j.cnki.xdsk.2004.05.016>.

*Received: October 13, 2025*

*Revised: December 22, 2025*

*Accepted: January 11, 2026*