

Management Measures for Education of Boarding Students in Poverty Alleviation and Relocation Areas

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Abstract: This paper deeply analyzes the present situation and challenges of education management of boarders in ex situ poverty alleviation and relocation areas, including the insufficient allocation of educational resources, the mental health problems of boarders, the need to improve teachers' professional quality and the importance of home-school cooperation. It is found that there are many problems in the education and management of boarders in ex situ poverty alleviation and relocation areas, and effective countermeasures are urgently needed to improve them. Therefore, this study puts forward a series of specific educational management countermeasures, including improving the allocation of educational resources, strengthening mental health education and psychological counseling, improving teachers' professional quality, and building a home-school cooperation and community support network. These countermeasures aim at providing better educational environment and services for boarders in ex situ poverty alleviation and relocation areas, and promoting their all-round development. This study not only provides a theoretical basis for the formulation of relevant policies, but also provides a useful reference for educational practice.

1. Introduction

With the deepening of poverty alleviation in China, ex situ poverty alleviation has become an important means to improve the living conditions of residents in poverty-stricken areas [1]. In this process, a large number of poor people are placed in newly-built relocation and resettlement sites, and the matching of educational resources and educational management in these places has become a new challenge [2-3]. Especially for those students who need boarding, how to ensure their quality of education and life is an urgent problem [4]. The purpose of this study is to explore the educational management countermeasures of boarders in ex situ poverty alleviation and relocation areas, in order to provide theoretical basis and practical guidance for relevant policy formulation and educational practice.

The innovation of this study lies in focusing on the education management of boarders in ex situ poverty alleviation and relocation areas, which is a relatively neglected research field. Through the comprehensive use of various research methods, this study hopes to put forward targeted educational management countermeasures to improve the educational environment of boarders in the relocation area. However, this study also faces some difficulties. First of all, the actual situation

of the relocation area may be different due to multiple factors such as geography, nationality and economy, so extensive and in-depth field investigation is needed. Secondly, how to put forward educational management countermeasures that are both in line with local reality and operable is also the key problem to be solved in this study.

2. Ex situ poverty alleviation and relocation areas of education status and challenges

The ex situ poverty alleviation and relocation policy is an important policy implemented by China government to improve the living conditions of residents in poverty-stricken areas [5]. The policy aims to move the poor people living in areas with poor natural conditions, fragile ecological environment and inconvenient transportation to new places with perfect infrastructure, good ecological environment and convenient transportation, so as to help them get rid of poverty and become rich.

With the implementation of ex situ poverty alleviation and relocation policy, a large number of poor people have been placed in new relocation sites [6]. In order to meet the educational needs of children in these areas, boarding schools came into being. These schools not only provide educational services, but also undertake life management responsibilities such as accommodation and meals for students. Boarding students in the relocation areas often come from different family backgrounds and cultural environments, and they may face the challenge of adapting to the new environment, new classmates and new lifestyles. At the same time, due to the limited family economic conditions, some boarders may still face psychological pressure and life difficulties. In addition, because parents go out to work or are busy making a living for a long time, the family education of boarders is relatively lacking.

In ex situ poverty alleviation and relocation areas, the allocation of educational resources often cannot meet the rapidly growing needs of students [7-8]. On the one hand, the school's infrastructure, teachers and teaching quality may not meet the standards; On the other hand, due to the great differences in students' family background and culture, schools need to provide more personalized and diversified educational services. This has led to the increasingly prominent contradiction between the allocation and demand of educational resources. In order to solve this problem, the government, schools and all walks of life need to work together to increase investment in education, optimize the allocation of educational resources and improve the quality and efficiency of education.

3. Theoretical basis and practical exploration of educational management of boarders

3.1. The theory of education management of boarders

Boarding students' education management involves theories in many disciplines, including pedagogy, psychology, sociology and management. The core theory mainly focuses on the all-round development of students in the boarding environment, emphasizing that education is not limited to classroom teaching, but also includes the cultivation of life skills, the improvement of social skills and the maintenance of mental health [9]. Humanistic education theory emphasizes student-centered and pays attention to students' needs and personality development, which is particularly important for the education management of boarders. At the same time, social learning theory points out that students learn social behavior and life skills through observation, imitation and practice in boarding environment.

3.2. Successful cases of boarder education management

At present, there are many successful cases of boarding students' education management that are worth learning. Some well-known boarding schools have realized the all-round development of students' studies and comprehensive quality through meticulous management and personalized education, as shown in Table 1.

Table 1: Case study on education management of boarders

| Country/region | Name of school/institution | Management characteristics | Educational achievements |
|----------------|----------------------------|--|---|
| Britain | Eton College | Strict management, comprehensive education services, and emphasis on academic, social and sports activities. | Many outstanding graduates have been trained, including politicians, businessmen and scholars. |
| Britain | Harrow School | Emphasize academic rigor, and pay attention to cultivating students' leadership and teamwork ability. | The graduates include many politicians, writers and artists. |
| China | Beijing No.4 Middle School | Fine management, personalized education, paying attention to students' all-round development | Students have achieved excellent results in the college entrance examination, and at the same time they have performed well in various competitions and activities. |
| China | Shanghai middle school | Strict management system, rich curriculum, and emphasis on the cultivation of students' comprehensive quality. | Graduates are widely accepted by well-known universities at home and abroad, and have cultivated outstanding talents in many fields. |

These cases show the successful experiences of different countries and regions in the education and management of boarders. By analyzing the contents of the table, we can see that these successful cases have some common characteristics and are worth learning:

Pay equal attention to academic and all-round development:

Whether it is a boarding school in Britain or a well-known boarding school in China, they are not only concerned about students' academic achievements. While ensuring the academic level, we also attach great importance to the cultivation of students' social skills, sports activities, leadership, teamwork and other aspects. This all-round educational concept is helpful for students to better adapt and integrate in the future society.

Strict management system:

All the schools in the table are famous for their strict management system. This rigor is not only reflected in academics, but also in students' daily life and behavior norms. Through strict management, the school can provide students with an orderly, safe and efficient learning environment.

Personalized education service:

Although not directly mentioned in the table, two schools in China mentioned "personalized education", which shows that they attach importance to each student's personality and needs, and

strive to provide customized education services. Personalized education helps to stimulate students' interest and potential in learning and make them develop on the road that suits them.

Remarkable educational achievements:

The graduates of these schools have made remarkable achievements in various fields, whether in academic, political, commercial or artistic fields. This fully proves the success of educational management of boarders in these schools. Their educational model not only provides students with a solid academic foundation, but also cultivates their leadership, innovative thinking and social skills.

International vision:

Boarding schools in Britain, in particular, have a long history and profound cultural heritage, attracting students from all over the world. This international environment provides students with a broader vision and more opportunities for cultural exchange.

To sum up, these successful cases of boarder education management show the importance of key elements such as all-round development, rigorous management, personalized education and international vision. These factors are intertwined, which together constitute the unique and successful educational model of these schools. Other schools and educational institutions can draw inspiration and experience from it to improve their education quality and level.

3.3. Particularity of education and management of boarders in ex situ poverty alleviation and relocation areas

The education and management of boarders in ex situ poverty alleviation and relocation areas has its particularity, as shown in Figure 1. Students in these areas often come from poor families. They may not be able to receive education near their families because of family economic constraints, so they choose boarding schools. For these students, education is not only a way to improve their personal quality and future employability, but also an important means to help the poor and change their destiny.

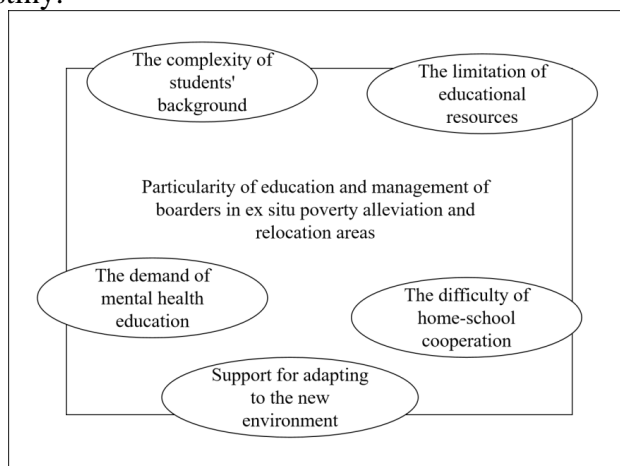


Figure 1: Particularity of education management of boarders

Students in ex situ poverty alleviation and relocation areas often come from families with financial difficulties and face more pressure of life and study. Due to regional and cultural differences, students may need a longer adaptation period to integrate into the new learning and living environment. In addition, the teachers and educational resources in these areas are relatively limited, so it is necessary to use the existing resources more efficiently to meet the educational needs of students.

4. Education and management countermeasures for boarders in ex situ poverty alleviation and relocation areas

(1) Improve the allocation of educational resources.

In view of the shortage of educational resources in ex situ poverty alleviation and relocation areas, government investment should be increased to improve the allocation efficiency of educational resources. Specifically, it includes increasing the infrastructure construction of schools, such as classrooms, dormitories and canteens, to ensure that students have a good learning and living environment. At the same time, we should strengthen the updating and upgrading of teaching equipment, especially information technology equipment, in order to improve teaching quality and efficiency.

(2) Strengthen mental health education and psychological counseling.

Boarding students may face psychological problems such as loneliness and anxiety because they have been away from home for a long time. Therefore, the school should set up a special psychological counseling room, equipped with professional psychological counselors, and carry out mental health education activities on a regular basis to help students establish a healthy mentality and the ability to cope with stress. At the same time, teachers should be trained in mental health so that they can pay attention to students' psychological state in daily teaching and find and solve problems in time.

(3) Improve the professional quality of life guidance teachers and subject teachers.

Life guidance teachers and subject teachers play an important role in the education management of boarders. Schools should strengthen professional training for these teachers, and improve their educational and teaching abilities and students' management abilities. Especially life guidance teachers, they need to have rich life knowledge and psychological counseling skills to help students solve various problems in life.

(4) Building a network of home-school cooperation and community support.

Home-school cooperation is an important link in education management. Schools should communicate with parents regularly to understand students' performance and needs at home, so as to better provide students with personalized education services. At the same time, we should actively establish cooperative relations with the community and provide more practical opportunities and social support for students by using community resources. By building a network of home-school cooperation and community support, a more comprehensive and rich educational environment can be created for students.

5. Conclusion and prospect

5.1. Research summary

This study reveals the current challenges and problems through in-depth research on the education management of boarders in ex situ poverty alleviation and relocation areas, and puts forward a series of practical management countermeasures. It is found that the allocation of educational resources in these areas is insufficient, the mental health problems of boarders are prominent, and the professional quality of life guidance and subject teachers needs to be improved. In view of these problems, this study puts forward specific countermeasures and suggestions from the aspects of perfecting resource allocation, strengthening mental health education, improving teachers' quality and building a home-school cooperation network.

5.2. Policy recommendations

Based on the above research, this paper puts forward the following policy suggestions: the government should continue to increase investment in education in areas where poverty alleviation has been relocated, optimize the allocation of educational resources, and ensure that the infrastructure and teachers of boarding schools have been substantially improved; The education department should promote the popularization of mental health education in boarding schools and formulate relevant courses and training plans; Establish a long-term teacher training and development mechanism to improve teachers' professional quality and student management ability; Encourage and guide home-school cooperation and community support, form a joint educational effort, and jointly promote the all-round development of boarders.

5.3. Research deficiency and prospect

Although some achievements have been made in this study, there are still some shortcomings. For example, the scope and depth of on-the-spot investigation need to be strengthened, so as to more comprehensively reflect the present situation of education management of boarders in ex situ poverty alleviation and relocation areas. In the future, the research can be further expanded to more areas, and the commonness and differences of boarder education management under different cultural and social backgrounds can be discussed in depth, so as to provide a more scientific basis for relevant policy formulation.

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