



INSTRUCTIONAL LEADERSHIP OF PRIMARY AND SECONDARY
SCHOOLS IN CHINA

by

LIXIA HU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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ABSTRACT

The objective of this research are to investigate the differences between traditional management and instructional leadership, Explore the correlation between the instructional leadership of the principals and the development of schools, and Explore the feasible strategies to cultivate and promote the individual leadership of primary and secondary school principals. The results show that the way of thinking and the methods adopted by the principals with low educational background when planning the development direction of the school and leading the school teacher group are lack of scientificity.

Keywords: Traditional Education Management, Instructional Leadership, Instructional Leadership of the Principals

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Chapter 1

Introduction

1.1 Statement of the Research Problem

With the basic education reform in our country, the principals and their leadership attract many people's attention. When commenting on a school, people like to comment on its headmaster. As is known to all, for a long time, my country's education administrative department has taken the principal as the administrative leader of the school, and the principal's main responsibilities are administrative duties and management duties. And their primary mission is to be responsible for administrative affairs both inside and outside the school, which leaves the school's instructional leadership neglected and directly affects teachers' professional development and student growth.

With the deepening reform of basic education, people pay more attention to the development of students' comprehensive quality. This puts forward higher requirements for the school's teaching level and teaching arrangement, as well as the professional level and ability of teachers. Therefore, in the reform of basic education, the main functions of the principals of primary and secondary schools need to be gradually changed, and the role of administrative leaders needs to be tilted toward teaching leaders. Therefore, the leadership of the principal has gradually become an important factor to measure the quality of running a school and the improvement of

the educational quality of the whole country.

In the new times, how to promote the leadership of primary and secondary school principals becomes an unavoidable problem in school development and education development. If the primary and secondary school principals lack leadership, they can not guarantee the improvement of the quality of education; can not correctly set up a long-term goal for the school, and can not effectively improve the enthusiasm of the staff. As school leaders and administrators, how to improve their leadership to achieve the goal of school organization is an urgent problem to be solved in educational theory and practice. Because instructional leadership is an important factor that affects teaching effectiveness and promotes school innovation. It proves that successful schools have excellent or even outstanding teaching leaders.

Therefore, effective instructional leadership is of great benefit to students' learning and teachers' teaching. Then, in the context of the new curriculum,

Research Questions:

1 Why are so many schools moving from traditional teaching management to instructional leadership?

2. What are the challenges of traditional teaching management?

3. What is effective instructional leadership for principals? These questions are very worthy of our in-depth discussion.

1.2 The Research Objectives

In the practice of educational reform, instructional leadership is not only a brand-new topic for principals but also a great challenge. From time to time, the principal will have role confusion or role dislocation, and they are not clear about their role and bear what kind of responsibility. Although on the cognitive level, they have had a clear positioning and thinking, on the practical level, they don't know how to operate it. Instructional leadership of principals is facing a real dilemma. Instructional leadership by principals is not only a problem of administrative or technical level but also a matter of professional quality of principals in instructional leadership.

Based on the relevant research at home and abroad, the study aims to investigate the influence of instructional leadership and find some methods to improve the principals' instructional ability. Specifically, the main purpose of the study is:

- (1) Mainly investigate the differences between traditional management and instructional leadership;
- (2) Explore the correlation between the instructional leadership of the principals and the development of schools;
- (3) Explore the feasible strategies to cultivate and promote the individual leadership of primary and secondary school principals.

1.3 Conceptual Framework

This study has the principals' work efficiency in the school as the intermediary variable, and the design ideas of this study are as follows:

- (1) Through the comparative analysis of literature materials, explore the development of instructional leadership at home and abroad, and understand the impact on schools' development;
- (2) Analyzed the current situation and reasons for the lack of leadership of principals in primary and secondary schools and the influence of instructional leadership on the principals and teachers' daily teaching activities through face-to-face interviews and the questionnaire;
- (3) Discusses the impact of instructional leadership and puts forward relevant countermeasures and suggestions for practical teaching, methods, and reform strategies to improve the leadership of primary and secondary schools

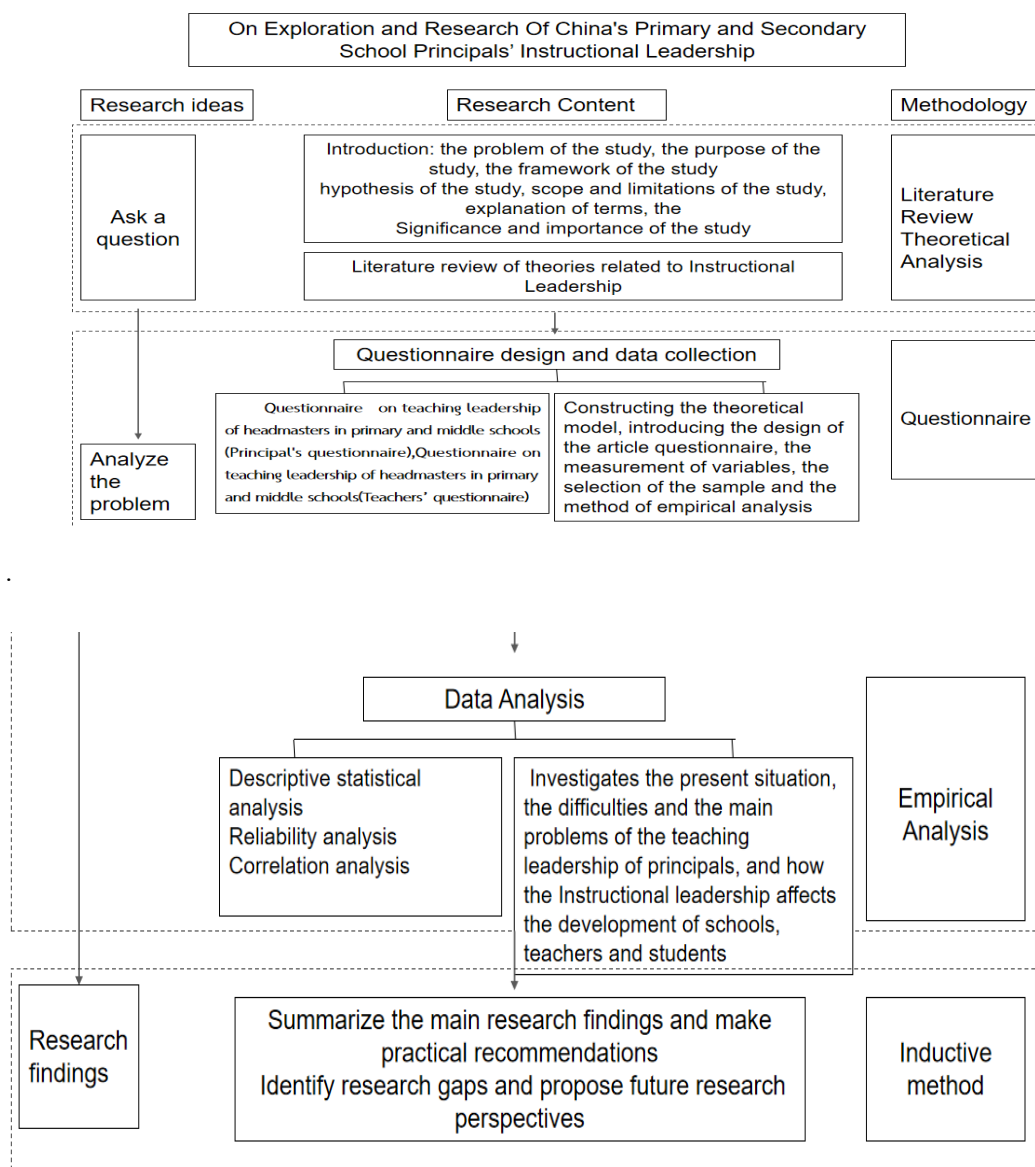


Figure 1 Conceptual Framework

1.4 The Research Hypotheses

According to the literature review and summary of the relevant theories and combined with the purpose, research problems and research structure of this research, the specific hypotheses of this study are summarized as follows:

H1: Instructional leadership causes the main functions of the principals of primary and secondary schools gradually change from the role of administrative leaders to teaching leaders.

H2: Instructional leadership is an effective activity in which school administrators headed by the principals use the teaching functional department to lead and guide the teaching work of teachers in the school.

H3: Instructional leadership helps the principals create harmonious campus culture, and organize and manage teaching activities, to promote the professional development of teachers and achieve the healthy growth of students.

1.5 The Scope and Limitation of the Research

1.5.1 The Scope of the research:

The questionnaire is adopted in the research. To ensure the effectiveness of the survey results, the researchers adopted the principle of easy sampling, and the sample sampling was conducted 20 primary and secondary schools, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. Through the investigation and interview of 2 staff members of educational administration, 9 principals (5 principal, 3 vice-principal, and 1 teaching director who is in charge of school teaching) and 30 teachers

1.5.2 The limitation of the research

The preparation time for the research topic is limited, and the research topic in China is not mature. So in the process of research, the researcher can only find general

literature, cannot put forward in-depth discussion results, and can only reach the conclusion of immediacy.

1.6 The Benefits of the Research

This research contains theoretical and practical significance.

(1) Theoretical significance

The principal is not only a leader but also an educator. The principal's main responsibility is to train qualified builders and successors for the country and to deal with all kinds of conflicts and relationships inside and outside the school. The special and great responsibility of the principal and the pace of educational reform and exploration in our country urgently requires the improvement of the principal's leadership. With the reform and development of education, the theoretical research on the leadership of principals in primary and secondary schools has gradually been paid attention to, and the theoretical research on the leadership behavior of principals has also gradually received attention.

The purpose of this research is to analyze the leadership theory and instructional leadership of primary and secondary school principals, try to combine the new problems faced by primary and secondary schools, to analyze the current situation of primary and secondary school principals' teaching leadership in my country, and to analyze the lack and improvement of primary and secondary school principals' leadership. The obstacles are analyzed and researched, and then rationalized countermeasures are put forward to improve the teaching leadership of primary and

secondary school principals.

(2) The principal is the leader and administrator of the school.

The principal research is an important part of the school management theory. From the perspective of leadership, this paper studies the principals of primary and secondary schools, which is a further in-depth exploration of the relevant theories and research on principals, and is also a supplement to the school management theory. The main problem to be solved in this study is how to improve the leadership of principals under the current situation. Although there are different degrees of discussion on this issue at home and abroad, few systematically study the leadership of presidents. Second, previous research has a limited role in improving the leadership of current primary and secondary school principals in my country. The management system of foreign primary and secondary schools is obviously different from that in China. Therefore, foreign research can only be used as a reference for us. Domestically, most of the research in our country is still on the discussion of the leadership characteristics of principals, which has a certain significance for improving the leadership of principals, but it has little effect. Thirdly, my country's education is still in an era of change, and the external environment faced by primary and secondary schools is constantly changing. The streamlining of school management, the implementation of the "principal responsibility system", and the continuous advancement of educational reforms continue to challenge the leadership of the principals. The research on how to improve the leadership of principals should also

keep up with the changes of the situation and cannot stand still. Finally, most research on principal leadership does not take into account the specifications of school organizations. In a word, under the new situation, exploring the principal's leadership theory in line with the characteristics of China's basic education environment and school organization is a major direction of this research. Based on the investigation and research of scholars at home and abroad, this paper analyzes the lack of leadership of primary and secondary school principals and proposes a rational and feasible improvement strategy, which is expected to help front-line school managers to improve their leadership or improve related problems.

Chapter 2

Theory and Literature Reviews

Researchers have different opinions on the definition of instructional leadership. Different areas, schools, principals, and teachers have different interpretations and expectations of the definition of teaching leadership. Therefore, although there are many types of research on teaching leadership, there is still a lack of a clear and consistent definition.

2.1 Concept and Theories

2.1.1 Instructional leadership in a narrow sense

In this narrow view, teaching leadership is the direct contact between teaching leaders and teachers in the course of teaching. This definition clearly defines teaching leadership at the level of classroom teaching. This view is quite similar to so-called instructional supervision, which holds that teaching leaders should directly engage in teaching observation, instructional supervision, and instructional evaluation to improve the teaching effectiveness of teachers, which pays attention to the direct action related to teaching. Traditionally, the definition of teaching leadership emphasizes that the principal is a “Principal teacher,” which means that the principal is an expert in curriculum and teaching. Under this definition, principals and teachers should have very close working contact. Principals must make frequent visits to classrooms and provide detailed advice to teachers on how to enhance their teaching

effectiveness.

2.1.2 Instructional leadership in a broad sense

According to Lu Xianhua, teaching leadership refers to the process of assisting teachers to improve teaching, enhance students' learning outcomes, and achieve educational goals; that is, through cooperation with teachers, to establish educational goals, design and plan curriculum content, guide the implementation of teaching activities, and evaluate students' learning outcomes, to encourage students' positive learning motivation, promote students' good learning outcomes, and achieve the school's educational goals. (Lu Xianhua.(1996). A study on the Teaching Leadership of Headmasters in Junior High Schools.Taiwan, *Taiwanese Secondary Education*. vol. 47: No. 6,)

Li Anming believes that teaching leadership is about developing the mission and objectives of schools, ensuring the quality of education, enhancing the learning atmosphere between teachers and students, developing a working environment that supports the relationship between schools and the community, directing the process of leading, influencing, participating, demonstrating, or authorizing others to undertake improvements related to school teaching to achieve school education goals. (Li Anming.(1998). Research and Reflection on the Teaching Leadership of Elementary School Principals in our country. *Taiwan Educational Research Information*. Vol. 6:No. 6)

Zhang Bijuan also adopts a broad view and considers the“Efficiency-oriented”

characteristics of teaching leadership. She thinks that teaching leadership is to improve teachers' teaching effectiveness and students' learning effectiveness, to provide guidance, resources, and support for effective and relevant measures and actions taken by teachers and students in teaching and learning that may vary according to the characteristics of the school; at the operational level, it refers to the actual behavior in the six aspects of developing communication teaching goal, managing curriculum, and teaching, inspecting and appraising teaching, promoting teachers' professional growth, supervising students' learning progress, and developing supporting teaching environment.

Therefore, teaching leadership covers activities that enhance teachers' effectiveness and students' learning outcomes. These measures include the formulation of school development objectives, the provision of resources for teacher teaching and student learning, the supervision and evaluation of teacher teaching, the proper planning of teacher education programs, and the harmonious and interactive relationship between teachers and teachers. Under this definition, many jobs or behaviors can be considered as teaching leadership behaviors.

2.1.3 Instructional leadership Under the modern school system

Scholars in our country point out that the teaching leadership of the principal is based on certain educational ideas, around the goal of running a school, with the help of administrative ability and non-administrative factors, the act or process of directly or indirectly leading and influencing the whole teaching of a school. Principal's

leadership teaching aims to improve teachers' teaching efficiency, students' learning efficiency, and the whole efficiency of school development. Therefore, the principal's teaching leadership can not be simply equated with the principal's teaching administration but is a kind of influence and comprehensive power.

To sum up, the principal's teaching leadership can be generally summarized as follows: under the guidance of scientific teaching ideology, the principal makes decisions, organizes and regulates the activities and processes of school teaching work according to the teaching objectives, which can promote the development of students and teachers, and thus promote the development of the school's ability and literacy. The principal's teaching leadership has four aspects: first, the decision-making level, that is, the school-level leadership, determines the school's teaching strategy, forms the teaching development plan, and controls the school's teaching direction; The second is the executive level, that is, the middle-level school cadres, is the school teaching activities organizers, monitors, instructors; third, the operation level, that is, all the teachers in the school, is the concrete implementer and operator of teaching activities; fourth, the beneficiary level, that is, all the students in the school, is also the starting point and foothold of the principal's teaching leadership, the teaching management of the headmaster is to benefit all the students and make them become qualified talents of the society and the country.

2.2 Literature Reviews

2.2.1 “Management” and “Leader”, “Manager” and “Leader”

The so-called "Management" refers to "A certain system of people, money, things, things, such as planning, organization, command, coordination, control of the process. That is the organization of joint activities, coordination of individual behavior, and the implementation of group functions of the activities. Leadership", on the other hand, is to propose the ideals or goals of an organization or group, to change the environment, to boost morale, to motivate members of an organization or group to contribute confidently and willingly to the achievement of the goals of the organization or group. In addition, in the act of management, there are many acts of dealing with daily affairs, that is, the administrative work of affairs (it does not mean the administrative acts of the government). Thus, leadership is the core element of management behavior.

“The manager”, then is “In the human society specific organization assumes the management function, carries on the management activity the person, the management activity main body”.(Zhang Bijuan.(2000).Principal's theory and practice of teaching leadership.*Taiwanese Tamkang University*) Its basic functions are planning, organization, staffing, coordination, and control. The aim is to influence or change the direction or manner of conduct of a particular organization for maximum effectiveness through one's own position and management expertise. And “Leader”, is “the main body of specific organization or group leadership activity”, and is the person who

carries on the leadership activity. (Wu Qingshan and Lin Tianyou.(2001). Educational terms: teaching leadership. Taiwan Educational Materials and Research.vol. 43). Its characteristics are the use of influence, guidance, and motivation to guide the behavior of the leader, to make it in line with the organization or group of ideals and goals, and can contribute to the realization of the ideals and goals of the organization or group to which they belong. Its basic work content is: propose the ideal or goal of the organization or group, use the leader correctly, realize the best structure of the organization or group, form the maximum resultant force, and improve the efficiency. In addition, among the managers, some people deal with specific day-to-day affairs, namely administrative personnel (it does not mean government staff). In a management team, the executive is appointed or appointed by the leader, who exercises the authority conferred by the leader and whose influence derives from the formal authority conferred by his or her position.

Thus, the leader is a core member of the management team.

2.2.2 The main difference between traditional teaching management and Instructional leadership

At first, traditional teaching management focuses on planning, organizing, controlling, and coordinating, and emphasizes the assessment, rewards, and punishments of teachers' teaching work through supervision and evaluation teaching leadership is through the responsibility and obligation of self-reflection, to reshape the role of teaching to play a leading and service role. Both of them focus on teaching

and learning activities, but in practice, traditional teaching management focuses on teaching administration, focuses on the technical and normative level, and emphasizes the details of daily teaching affairs, only emphasizing the realization of the normal order of teaching. The teaching leadership is more involved at the creative level, with teachers concerned about the renewal of teaching ideas, and the formation of the vision of school teaching development. Traditional teaching management mainly points to teachers and their teaching activities, while teaching leadership points to both teachers and students, pointing to teachers' teaching effectiveness and students' learning achievement.

Furthermore, traditional teaching management emphasizes the distinction between the hierarchy system and the level of positions, which leads to antagonism and enmity between the managers and the people being managed. The instructional leadership emphasizes the common sense of honor and disgrace, hoping to promote the effectiveness of the organization through the development of team spirit. In other words, instructional leadership emphasizes that the promotion of teaching quality is the common responsibility of every member of the school, and everyone should actively contribute to the development and progress of the school.

With the change in society, we should change the traditional relationship of up and down to the relationship of equality, democracy, cooperation, and service when we promote teaching leadership, instead of using the principal's authority to supervise, inspect and assess teachers, we should actively work with teachers to enhance the

quality of teaching and offer opportunities for teachers to enhance their professional intelligence and quality, help teachers improve their teaching in a supportive manner.

2.3 Previous Research on Instructional Leadership

The origin of the concept of teaching leadership can be traced back to the Coleman Report of the United States in 1966. The report, based on data from more than six hundred and forty-five thousand students in more than 4,000 schools, analyzes the situation of equal educational opportunities in the United States at that time, therefore, many scholars carry out a series of effective school research and form the so-called “Effective school movement”. The main conclusions of the movement emphasize the role and function of teaching leadership. With the development of the effective school movement and the emphasis on teaching leadership, there is a consensus that the role of principals should be redefined, to improve student's learning achievement, teaching leadership, administration and public relations have become the principal's necessary professional leadership knowledge and ability. In other words, principals will no longer be just traditional administrators, but must also be active teaching leaders. By the 1980s, teaching leadership had become a well-established term in the American education system, with a wealth of research and writings.

2.3.1 Literature Review of foreign countries

Many foreign experts, scholars, and successful leaders of different organizations have conducted in-depth research on leadership science and leadership ability, and

have achieved fruitful results. From the perspective of the author, the relevant research results can be roughly divided into the following categories:

The first type of research mainly focuses on the discussion of leadership theory. Relevant information shows that foreign academic circles have conducted research on leadership issues for nearly a hundred years. Today, the research and development of leadership theory have gone through a process of gradual clarification. In 1911, American engineer Taylor published *Principles of Scientific Management*, which marked the gradual formation of modern management thinking and management science. Later, some Western scholars published a series of management books, such as Peter Drucker's *Effective Management*. The Manager of Management, Ratches Likert's *New Model of Management*, Douglas McGregor's *Philosophy of Management*, etc. These management works are more or less related to leadership theory.

In 1991, Fleishman pointed out that over the past 50 years, about 65 different systems have been developed to attempt to explain the concept of leadership. For example, the famous American scholars James Kouzes and Barry Posner believe that leadership is the ability of leaders to motivate others to voluntarily make outstanding achievements in the organization (Kouzes&Posne. (1995).The leadership challenge(2nd)); American scholars Chapman and O 'Neil believes that a classic leadership model should include six elements, namely a sense of purpose full of ideals, decisive and correct decision-making, shared rewards, efficient communication,

sufficient ability to influence others and a positive attitude. It also gives According to the leadership formula, leadership is the product of the sum of the first five elements and the sixth element;" (Elwood Chapman&Sharon Lund O'Neil.(2004). *Discover and then nurture your leadership*); Stogdill's research on leadership trait theory concluded that leaders must possess six aspects of ability or quality, namely achievement, resilience, insight, initiative, self-confidence, responsibility, coordination, tolerance, influence and social skills(Bass, Bernard M, Bass & Stogdill's.(2007). *Leadership: Theory, Research & Managerial Applications*);John W. Gardner believes that "leadership is a leader The process of motivating a group through persuasion or example by an individual (or a leadership team) to achieve the common goals of the leader and his followers. The core of leadership is the interaction between leaders and subordinates, and the development of leadership is A lifelong task (John Gardner.(2007). *On leadership*); American leadership scholar Cashman discusses leadership from the perspective of leadership development. He believes that leadership is from the inside out, not something one person does. It originates from somewhere within the individual. There are seven paths a person can take to lead from the inside out. These seven paths are goal control, change control, interpersonal control, essential control, balance control, action control, and personal control. Cashman's seven paths are the seven competencies a leader must possess. (Cashman.(2006).*Study on the key elements of the semantic and theologian leadership*)

The second type of research mainly focuses on the discussion of the principal's leadership theory in the field of education. The leadership problem stems from business management theory, and after the corporate world initiated an emphasis and research interest in leadership, the field of education quickly responded. Educational researchers in some countries such as the United States draw on the research results of management theory, human resource theory, sociology theory, and philosophical theory to introduce modern leadership theory into schools. The research on the leadership of presidents has been paid attention to following this path. Kenneth Leithwood points out that School leaders must focus on needs and provide individual staff with individualized care, especially those who appear to be left out (individual care). Effective School administrators must help staff think about old problems in new ways (intellectual stimulation). Effective school administrators must communicate high expectations to teachers and students alike (inspirational motivation). Finally, through individual achievement and excellence, effective principals must provide role models for teacher behavior. (Robert J. Marzano. Timothy Waters. Brian A. McNulty.(2007). School Leadership and Student Achievement: From Research to Results[M])

2.3.2 Domestic Literature Review

The research on the leadership of primary and secondary school principals first emerged in Hong Kong and Taiwan, and its research progress and level are basically

in step with that of foreign countries. In our mainland, Leadership Science as science came into being in the early 1980s. With the continuous change and development of society, the complex and ever-changing social environment highlights the importance of leadership, leadership has become one of the hot issues in leadership theory research, which has aroused people's attention and attention. For the school, our country's modern school management starts late, the theory research is also relatively backward. However, due to the important position of headmaster leadership in school management, many experts, scholars, and educators began to enter this field. But to be exact, the direct research on the headmaster's leadership in our country began after the implementation of the new curriculum reform at the beginning of this century. From the research content, the existing research mainly focuses on the following aspects:

First, the analysis of the connotation of the Principal's leadership. This is a basic content involved in all the research, but there are still great differences in the understanding of the connotation of headmaster leadership. Broadly speaking, there are two views: one is the "Capability theory". For example, Zou Zhigang and Wang Xin think that school leadership is the ability of school leaders and principals. (Zou Zhigang & Wang Xin.(2004).Principal Leadership Studies [J] . Technical Economics and Management Studies)

Zhang Shuang believes that principal leadership is the ability of principals to

influence the entire school of teachers, staff, and student-represented stakeholders in the realization of the vision and development of the school, and the interaction with the whole school, staff, and stakeholders represented by parents. (Zhang Shuang.(2007). *Principal Leadership: context, content, and practice*) Comparing the two representative definitions above, the former regards principal leadership as an ordinary one-way capability, while the latter emphasizes that principal leadership is characterized by the ability to influence people, it is the interaction between the principal and relevant personnel inside and outside the school. Although both define leadership as competence, there is a difference between the two.

Second, is “Comprehensive theory”. As Xiao Yumin believes, for social service organizations like schools, which do not have the main goal of obtaining economic benefits, it is impossible to assume the requirements of the profession or profession of “Headmaster” solely based on power or influence, because it needs to be higher education administration, social, family and school staff of teachers and students of common recognition. Therefore, headmaster leadership is a combination of power and influence. (Xi Yongzhong.(2006) *A common gene for good leadership [J]. Business Administration*) This view views principal leadership as a combination of different elements. Another way of putting it is to think of headmaster leadership as an integrated ability. Xiao Zongliu, for example, put forward the basic qualities that the headmasters of primary and middle schools should possess from four aspects:

political quality, professional quality, ideological quality, and physical quality. (Jia Huiliang.(2005).A study on the effectiveness of Principal's leadership and its evaluation system [D])

Third, the study of the leadership of a principal in a certain field. This kind of research mainly discusses the principal's leadership from the background of the new curriculum reform, such as Xia Xianglu's analysis of the principal's curriculum leadership from the perspective of curriculum reform, xiao Yumin, on the other hand, studies principals' it leadership from the perspective of basic education.

At last, the research on the cultivation and promotion of the Principal's leadership. Most researchers think that we should start from the practice of the Principal's work, not only giving play to the principal's subjectivity but also attaching importance to the guidance of superiors. Such as Wang Tiejun put forward to enhance the leadership of the principal's Secret: you are conscious, focus on action, understanding in reflection, and fine in research. (Wang Tiejun.(2007).The Headmaster's leadership grows in practice [J]) Chu Hongqi believes that to improve the leadership of principals, principals should make efforts in the following three aspects: first, principals should have wisdom and thinking; second, principals should do a good job in school system construction; Third, the principal should adhere to the correct values. (Chu Hongqi.(2008). A rise in the headmaster's leadership [J])

According to the main content of domestic research, although most scholars agree that leadership is composed of all kinds of leadership ability or leadership knowledge, their understanding of what leadership means and what it consists of is very different. Furthermore, the research on principal leadership in our country is mainly the analysis of the basic theory of principal leadership, but the study on the practice performance of principal leadership is lacking. This leaves a lot of room for us to study the theory of leadership. This paper attempts to go beyond the confines of the existing research areas of management, from the perspective of leadership to study the leadership of principals. From the angle of the principal leading the development of the school, this research studies principal leadership as a kind of comprehensive quality embodied in the process of school leadership. Based on others' research, I try to make a more detailed study on the leadership structure and promotion strategy of primary and secondary school principals, which is the innovation of this paper.

Chapter 3

Research Methodology

3.1 Population/Sampling Methods

Different research purposes have different research methods, “From the perspective of research process, research methods are divided into the method of data collection and the method of data analysis.”. This study used literature search method, questionnaire survey method, interview method, three research methods.

3.1.1 Literature Retrieval Method

It is mainly used in the initial stage of research, by screening and selecting databases, keywords and literature, to sort out relevant theories and data, therefore, the related concepts of the subject and the research results in this field at home and abroad are more thoroughly understood, to provide a theoretical reference for this paper. The distinctive feature of the literature method is that it does not obtain the required data directly from the research object, but collects and analyzes the existing relevant data mainly based on the written data. In this study, first of all, we need to collect a wide range of relevant literature, to understand the theory and practice of teaching leadership of principals at home and abroad, the paper and books on the present situation, existing problems, the causes of the problems and the countermeasures of the principal's teaching leadership are sorted out, summarized and analyzed, for this study related to the definition of concepts, the selection of

research methods, the interpretation of research results to provide ideas, experience, materials, and so on, for this study laid the background foundation.

3.1.2 Questionnaire survey

The survey was conducted by the American sociologist Al... Barby calls it "The backbone of social research" and it is the most commonly used method of data collection in modern social research. On the basis of the analysis of the existing literature, the author designs the questionnaire and goes deep into Yantai, visits were made to the county education administration and 20 primary and secondary schools, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. A total of 33 questionnaires were distributed to principals and 31 were recovered, the recovery rate and effective rate were 100% and 93.9% respectively, and 300 questionnaires were distributed to teachers and 290 were recovered, there were 260 valid questionnaires, the recovery rate and effective rate were 96% and 90% respectively, which accorded with the principle of large sample. At the same time, the use of anonymous means to ensure the maximum extent of access to real data under the premise of protecting the privacy of teachers and related administrative personnel. This paper mainly investigates the present situation, the difficulties and the main problems of the teaching leadership of principals, and how the teaching leadership affects the development of schools, teachers and students, and statistical analysis as an important basis for the paper.

3.1.3 The interview method

The in-depth interview, is a non-structured, direct, personal interview that is used to gain in-depth Exploratory research of understanding and deep understanding of a problem. Through the investigation and interview of 2 staff members of educational administration, 9 principals (5 principal, 3 vice-principal, and 1 teaching director who is in charge of school teaching) and 30 teachers. With the permission of the headmaster and the teachers, the interviews are recorded in detail and summarized to ensure the authenticity and comprehensiveness of the research materials. To provide reliable information for the study. Then the analysis of these materials, from which to extract the experience of universal significance. This paper focuses on the main embodiment of the principal's individual teaching leadership, the main problems existing in the principal's teaching leadership at present, and how to improve the principal's teaching leadership effectively.

3.2 Data Collection

This paper mainly adopts questionnaire survey. The questionnaire contains three parts: Questionnaire on teaching leadership of headmasters in primary and middle schools (Principal's questionnaire), Questionnaire on teaching leadership of headmasters in primary and middle schools (Teachers' questionnaire) and Instructional leadership of primary and secondary school principals interview content.

Table one

Questionnaire on teaching leadership of headmasters in primary and middle schools

(Principal's questionnaire)

1. Are you currently teaching a course?

Act as (.....) B. No

2. The job that takes up most of your time and energy in school administration is

A. School day-to-day arrangements

B. Arrange to solve problems in teaching and curriculum C. Dealing with superior department inspection

C. Evaluating students and teachers and reflecting on school work

3. You read a number of books or magazines on teaching theory each year.

A. 0 b. 1-3 c. 3-6 d. 6

4. For cutting-edge issues in teaching and research, your exposure is A. Always

B. Sometimes C. Rarely. Hardly.

5. What role do you think the principal plays in the school? A. Organization manager

B. Public Relations Person

C. Student teacher

D. Teaching leaders and managers

6. Do you have any new initiatives in the school education and Teaching

Management System

A. A lot of B. Occasionally. C. No

7. What is your understanding of the meaning of teaching leadership?

A. Teaching leadership is teaching management

B. Teaching leadership is day-to-day curriculum management. Teaching leadership is the guidance and management of Teaching

8. Whether the school has formulated the Teaching Reform Development Goal

A. We have a Plan B. Not yet enacted

9. Does your school have the following system, please check“√” in front of some system (can choose more, if not, do not choose)

() Lesson Preparation System

() lesson plan inspection system

() teaching evaluation system

() Listening and evaluation system

10. Whether you can find out and solve the problems in the management of school education and teaching in time. A. It's totally okay. B. Sometimes. C.No,

11. In the development of school education and teaching management system, You

A. Follow the instructions given by your superiors.

B. B.Make appropriate adjustment according to the actual situation of our school.

C. Communicate with school members to establish

D. Make your own school system

12. Does your school organize teachers to conduct teaching reflection

A. It is often carried out and has become a routine.

B. Occasionally carry out

C. Do not carry out

D. Others_____ (if carry out, your school to carry out teaching reflection in the form of what, can choose more)

A. Encourage teachers to keep reflective diaries

B. Set up a group to attend lectures on a regular basis and evaluate the

C. Regularly inviting other schools is a way for teachers to get together to discuss

D. Other

13. Will you invite outstanding teachers to introduce their teaching experience or to demonstrate how to teach

A. Always B. Occasionally. No invitations

14. Do you encourage teachers to learn from each other and grow together?

A. Always B. Occasionally. C. Don't advocate this approach

15. Does your school have someone who is responsible for coordinating the curriculum and teaching between grades? A. Yes. B. No

16. Does your school conduct teacher training ?

A. Have relevant training B. Few opportunities, almost no (if there is, the form of training, please in some cases before the “√”)(can be more than one choice)

☐ school-based research;

☐ distance training, education improvement, teacher training institutions at all levels training;

☐ inter-school exchanges and academic conferences, lectures;

☐ in the teaching and research group, grade group and other activities

17. Does the school have a clear system of attendance?

A. Yes. B.No

18. How many classes do you attend each week?

A. 1-3 sessions per week

B. 3-5 sessions

C. 5 sessions or more

19. Will you judge the class after you have listened to it?

A. Yes, B. No (if you are evaluating a course, what are your criteria for evaluating the course?)

A. For Teaching B. For Learning. C. Other

20. Does your school have a structure and indicators for course evaluation? A.Yes. B.None

20. What are some of the ways your school assesses teachers at the end of the year (optional)

A. Lesson Plan

B. Classroom teaching

C. Participation in teaching and research activities (e. g. attending and evaluating lectures)

D. To participate in professional studies (e. g. to participate in teacher training, publish relevant professional articles, etc.) E. Other

21. In your opinion, the main factors that affect the implementation of the principal's teaching leadership are A. Principal's own ability

B. the higher-ups pay attention to

C. Expert advice

D. Parents, the community and other school environment 23. Do you think the principal's main difficulties in implementing teaching leadership are (optional, up to three...)

A. The principal's own professional quality of teaching leadership is insufficient

B. Lack of expert guidance.

C. Insufficient funds;

D. Lack of environmental support inside and outside the school;. . The higher-ups don't take it seriously enough. .

E. Others (please specify)_____

Table 2

Questionnaire on teaching leadership of headmasters in primary and middle schools (Teachers' questionnaire) 1. What role do you think the principal plays in the school? A. Organization manager B. Public Relations Person C. Student teacher D. Teaching leaders and managers 2. When you encounter problems or difficulties in teaching, whether the principal can give help and support A. Yes. B. No 3. A job in which the principal is most involved in the day-to-day work of the school A. Finance B. Personnel. C. Infrastructure D. Course E. Teaching F. Student G. Faculty 4. Does the principal provide a high level of theoretical guidance to teachers? A. Yes B. No 5. Does your school often organize teachers to study, participate in the research of teaching theory, and give teachers guidance? A. Yes B. No 6. Do you have the following system? Please tick“√” in front of some system
--

(optional, if not, do not check)

A. Lesson Plan B. Inspection of teaching plans C. System of teaching evaluation D. Review System

7. Implementation of the school teaching administration system by Teachers.

A. Satisfied, b. Relatively Satisfied C. General D. No

8. Does your school organize teachers to conduct teaching reflection

A. It is often carried out and has become a routine.

B. Occasionally carry out

C. Do not proceed

9. How do you think the overall effect of teaching reflection?

A. It's working

B. It's not very effective. Little Effect

10. Will outstanding teachers be invited to give presentations on teaching experience or to give demonstrations?

A. Always B. Occasionally. No invitations

11. Does the school provide opportunities for teachers to go out to study and communicate

A. Always B. Occasionally.

12. Do school leaders encourage teachers to learn from each other and grow together?

A. Always B. Occasionally. C. Do not advocate this approach

13. Does your school have someone who is responsible for coordinating the curriculum and teaching between grades

A. Yes. B.No

14. Does your school carry out teacher training? If so, what are the forms of the training? Please tick tick (✓)

☐ school-based research;

☐ distance training, higher education, teacher training institutions at all levels training;

☐ inter-school exchanges and academic conferences, lectures; ☐ in the teaching and research group, grade group and other activities.

15. What do you think of the effectiveness of teacher training A. That's good.

B. It's not very effective.

C. Occasionally, it doesn't work very well.

D.No effect

16. Does the headmaster often attend classes in-depth?

A. Always listen to

B. Sometimes listen to

C. I rarely listen to

D. Not listening (if you are listening, how often are you listening? A. 1-3 classes per week B. 3-5 classes C. 5 or more)

17. Do you think the headmaster should.

A. Should Be B. Whatever.

18. Does your school have a structure and indicators for course evaluation? A. Yes.

B.No

19. After-school meeting? . Judge the class. ?

A.Yes, and each time

B. Yes, but only on a case-by-case basis.

C.No

Table 3

Teaching leadership of primary and secondary school principals interview content

Please briefly introduce yourself (education background, work background, family situation) , can you evaluate your personality traits? What kind of influence do you think the character has on the principal, who is the first responsible person of the school's teaching leadership?

1. Tell me about your work: What do you think the principal's duties are? What is the principal's core job? What are the principal's main tasks each week and each semester? What teaching-related activities do principals usually engage in at school? Can you give me some examples?

2. Could you please tell us how you -LRB-or your principal) set up your school's teaching management system and teacher assessment system? How's it going? What

did the teachers say?

3. Please talk about the major events (major opportunities, major challenges, major decisions) in teaching management that you (or your principal) have encountered in your leadership work in recent years, how did you (or your principal) handle it? Please describe in detail: what was the background? What are your (or your principal's) difficulties? How do you (or your principal) know and solve this problem? How did that work out for you? What are the lessons you (or your principal) have learned from the results?

4. Do You (or your principal) consciously build campus culture in your work? How do you (or your principal) do it?

5. What skills do you think it takes to be a principal? Which ability is the most important or core?

7. Finally, please sum up briefly, as a principal, what kind of quality you need to have? What do you think an individual needs to do to be a good principal in teaching leadership? What should your organization do? What should the leading department do?

3.3 Research Design

Through questionair,the researcher will use quantitative and qualitative studies to analyze. Qualitative studies involve the actual situation of instructional leadership, the expectation of the principal and the teachers, and the relationship between

teaching leadership and background variables (school size, region, Principal's gender, seniority, age, etc.), as the main reference basis for them to predict the future situation and development trend. The conclusion presented by the researchers, though different, is that the concept of teaching leadership has not been paid enough attention to, or accepted in theory, but is rather weak in practice. This shows that in the implementation of instructional leadership, in reality, there are various difficulties and obstacles.

3.4 Statistics and Data Analysis

This study adopts a questionnaire survey to confirm the research structure and object according to the above literature review and relevant theories and research purposes. Select measurement tools suitable for this study. This questionnaire consists of Analysis of Variance on Teaching Leadership of Principals in Different Types of Schools ($M \pm SD$) and Statistical chart comparing the mean values of teaching leadership of principals in different types of schools. Use online electronic questionnaire to distribute measurement and collect data analysis directly from the network background for sorting and analysis.

Chapter 4

Data Analysis Result

Research shows that principals spend most of their time on non-instructional issues such as maintaining discipline, logistics, outside social functions, organizational maintenance, and extracurricular activities. Principals are generally not directly involved in instructional activities, but are primarily engaged in service and advisory work and review of relationships. What, then, is the current state of instructional leadership among elementary and secondary school principals? What problems do they encounter in promoting instructional leadership? What are the causes of these problems? The author conducted a questionnaire survey and interview study on some primary and secondary schools in Yantai. The findings are analyzed and discussed below.

4.1 Principals' professionalism in teaching is not high

In the survey, more than 50% of the respondents thought that principals did not have high professionalism in teaching, but the majority of the respondents highly agreed that "principals should have high professionalism in teaching" and "learning is the basic way to improve teaching leadership". This reflects not only the fact that principals in the schools surveyed have a high level of professionalism in teaching, but also that "learning is the basic way to improve teaching leadership. This not only reflects that the professionalism of principals in the schools surveyed needs to be

improved, but also reflects the importance of principals in school development. The statement "Instructional leadership is the core leadership of a principal." Teachers and principals showed a high degree of agreement with this statement, with 63.3% and 62.1% of principals and teachers strongly agreeing with it (Figure 2-1). (Figure 2-1)

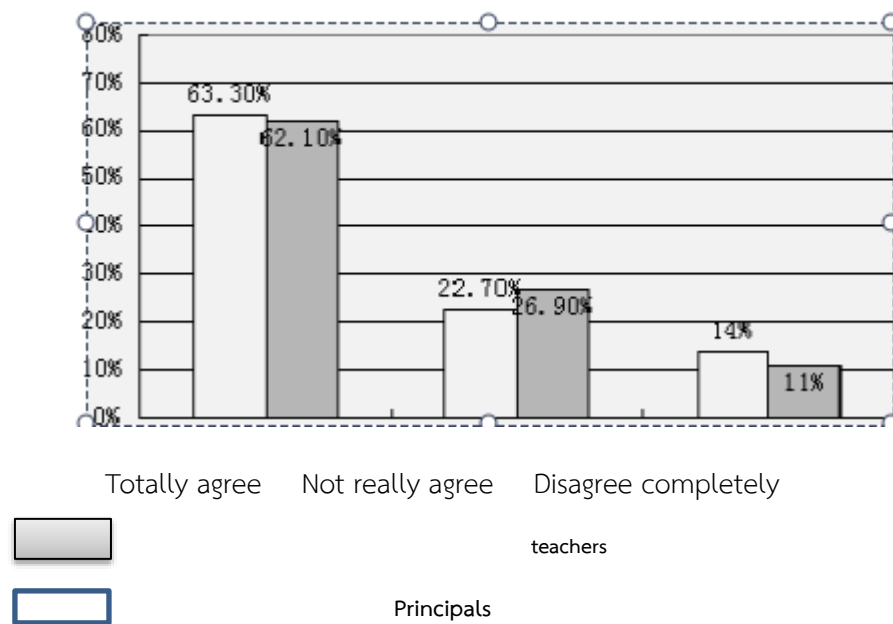


Figure 2-1 Whether the principal can help and support teachers when they encounter problems or difficulties in teaching.

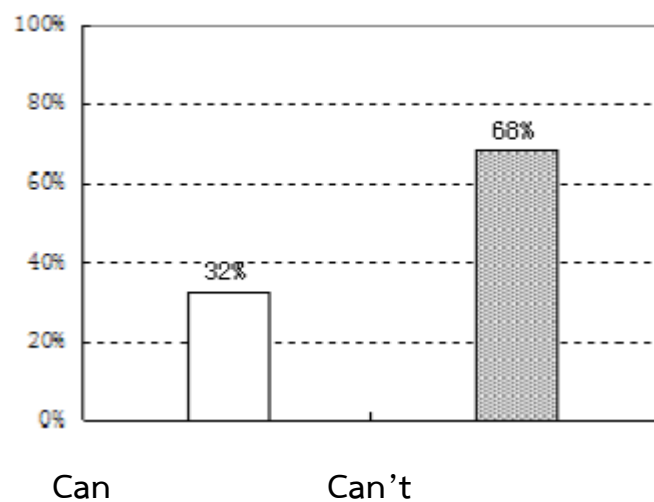


Figure 2-2 Whether the principal can help and support teachers when

they encounter problems or difficulties in teaching.

In order to lead teaching, principals must first of all be experts in teaching, and to become experts in teaching, they must have a high level of professionalism in teaching. must have a high level of teaching professionalism. The data in Figure 1 show that only 32% of teachers have problems and difficulties in teaching. The data in Figure 2 show that only 32% of teachers were able to get help from their principals when they had problems or difficulties in teaching, and as many as 68% of teachers reported that their principals were not able to help when they had problems or difficulties in teaching. As many as 68% of teachers reported that their principals were not able to help and support them when they encountered problems and difficulties in teaching. Clearly, the professionalism of principals in teaching needs to be improved.

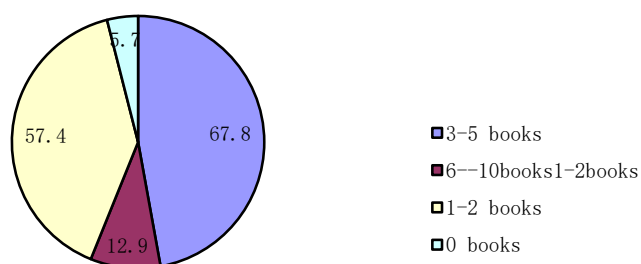


图6、校长了解教学问题后的后续做法 (%)

Figure 3 -1The data about Reading

The data in Figure3-1 show that 67.8% of principals read 1 to 3 magazines or books on teaching and learning per year, 9.7% read 0, 12.9% read 3 to 6 and 9.7% read more than 6. 9.7% of the principals read 0 books, 12.9% read 3-6 books and 9.7% read more than 6 books. The sum of the two is less than 35%.

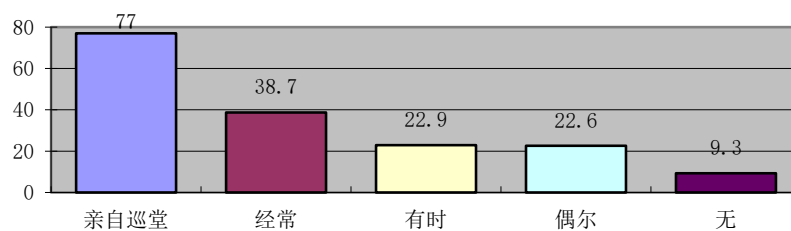


图5、校长了解教学情形的方式 (%)

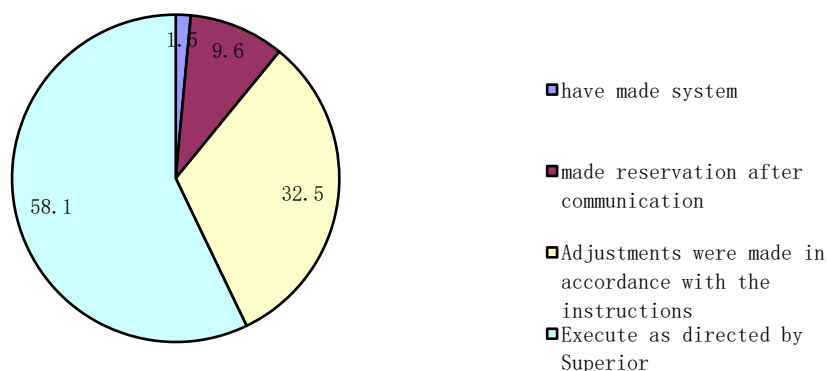
Figure 3 -2For cutting-edge issues in teaching and research. Contact of the President

The first thing to improve their teaching professional quality is to learn, otherwise they will fall behind. As for the problem of "cutting-edge issues in teaching and research, the contact of principals", the data in Figure 3-2 shows that only 38.7% of principals often contact cutting-edge issues in disciplines, 29.0% of principals sometimes contact, and 22.6% and 9.7% of principals rarely contact or hardly contact. To lead teaching, the principal must first be an expert in teaching. To become an expert in teaching, he must have a high level of teaching professionalism. Secondly, the formation and development of the principal's teaching leadership cannot be separated from the support of relevant professional knowledge. It can be said that without the theoretical knowledge of relevant teaching professional leaders as the basis, the principal's teaching leadership will become a passive water and will lose its direction. Thirdly, to become a leader in teaching, the principal should first of all learn, contact with the frontier knowledge of education, so as not to fall behind, and lead school education and teaching to the front. Therefore, the theoretical quality of the principal's teaching professional leadership is the top priority for the principal's

teaching leadership. From the investigation in Yantai, the personal teaching leadership theory of the headmaster is very scarce and worrying.

4.2 Principals can basically establish and improve the teaching management system, but lack of innovation

The management system is the guarantee of maintaining the vision, so the measure-an important indicator of a principal's teaching leadership-is his ability to organize the education and teaching management system. In the 12 primary and secondary schools visited by the author, 8 schools have lesson preparation system, lesson plan inspection system, teaching evaluation system, comparison system, listening and evaluation system, teaching system is perfect: 4 schools are teaching points, the average school teachers, are in 1-2, teaching evaluation system and listening and evaluation system is missing, so overall, the school's education and teaching management system is more perfect. However, through interviews, we learned that the teaching management system of these schools basically copied the instructions of their superiors, and did not adapt to the actual situation of the district and the school, let alone what innovation. This situation is also reflected in the questionnaire survey.



Picture 4-1 The manner in which a school formulates its teaching system

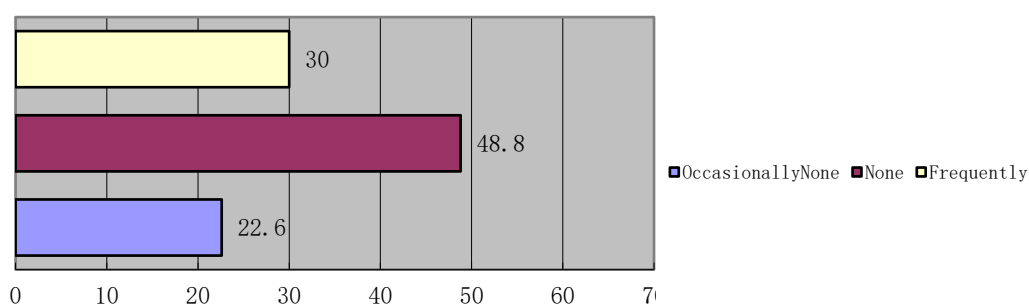


Fig. 4-2 is there any new initiative of headmasters in the school education and teaching management system

As can be seen from the figures in figure Figure 4-1 and figure 4-2, 58.1% of the schools followed the instructions of their superiors. 32.5% of the schools followed the instructions of their superiors and the actual situation of the school. Figure 2.6 shows that 22.6% of principals have no new initiatives in the teaching system. 48.8% of principals occasionally take new initiatives in the teaching system. 30% of principals regularly take new initiatives. Figure 4-1 and figure 4-2 reflect, to a certain extent, the lack of innovative ability of school principals

in the establishment of teaching management system. This also fully explained the school principal teaching management innovation ability is not strong.

4.3 The assessment of teaching and learning activities by principals is of a single form.

Evaluation is a lever to motivate teachers and to manage teachers in the best interests of each teacher, its seriousness and rigor are by no means the same as other systems. Therefore, the headmaster, as the soul and core of the school, should guide the establishment of reasonable and perfect standards for the assessment of teachers from the perspective of mobilizing the enthusiasm of teachers and improving their teaching performance, and adopt Democratic procedures, the establishment of a teacher assessment system.

Table 1 the way teachers are assessed at the end of the year.

To participate in professional learning (such as teacher training, publishing relevant professional articles, etc.)	45%
to participate in teaching and research activities (such as attending lectures, evaluation) .	22%
daily classroom teaching	67%
Lesson plans	87%
Students' Grade	92%

As can be seen from the data in table 1 , the top three ways of assessing teachers at the end of the year were teaching plans (87.0%) , students' grades (92%) , and daily classroom teaching (67%) , for example, 45.0% and 22% of the students took part in professional study (such as teacher training, publishing related professional articles, etc.) and took part in teaching and research activities (such as attending lectures and evaluating lectures) . In my in-depth interview, one of the teachers said, “There are two examinations in a semester, one in the middle and one at the end of the semester. The main purpose of the final examination is to synthesize the final results of a year and two semesters. The teacher will either award or punish the students at the end of the year. It mainly depends on the students' results. The lesson plan and the class situation at the end of the year are all an aid. If there are no major problems, it will generally not affect the assessment. It is the teacher's obligation to participate in the training or listen to the class review. This will not be included in the assessment. It will be helpful to issue the articles or obtain the relevant certificates in the assessment of professional titles, but it is relatively difficult to issue the articles and obtain the certificates. Moreover, it is not easy for the teacher to assess the professional titles. Therefore, the teacher's results will ultimately depend on the students' results.”.

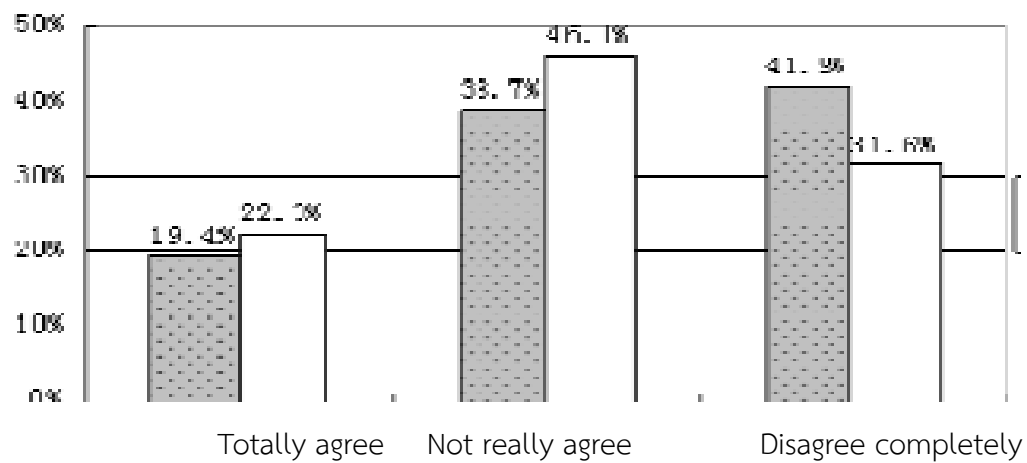


Figure 5 principals spend a lot of time on teacher management. The planning and implementation of such systems as assessment

On the issue of "Principals spend a lot of time on the planning and implementation of teacher management and assessment system", as can be seen from figure 5, there is little difference between principals and teachers, 19.5% respectively. 4% and 22.3% of principals and teachers fully agreed: 38.4% and teachers, respectively, disagreed. 7% and 46.7% . 1% , and 41.5% of principals and teachers disagree completely. 9% and 31.7% . 6% . When I visited a headmaster, he said, 'for teachers, it's mainly about how well the students do, and if the students don't do well, then the teachers won't be able to do well. ' one teacher said, 'it doesn't take much time. At the end of the year, the principal knows who should be rewarded and who should be punished by looking at the students' results. ' . This reflects, to a certain extent, that both principals and teachers believe that the way of Management Assessment of teachers by principals is unitary and not diversified enough, and it also reflects, from the side, that principals spend less time and energy

on this aspect of management assessment of teachers.

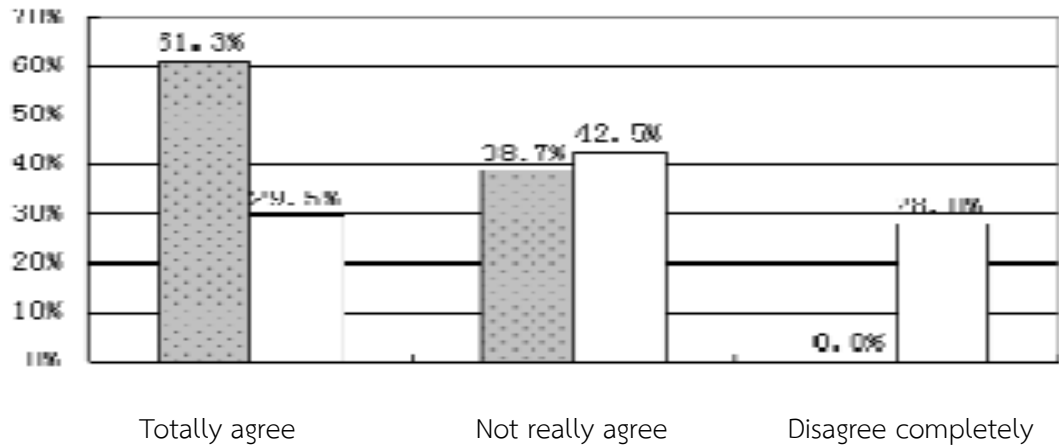


Fig. 6 principals are good at listening to the voices of the grassroots and accepting the views of all parties, so as to improve and optimize the teacher evaluation system

On the issue of "Principals improve and optimize the teacher evaluation system, good at listening to the voices of the grass-roots, and accept the views of all sides", the data in figure 6 shows that principals and teachers are quite different, the majority of principals (61.3%) fully agreed, while 42.5% and 28% of teachers, respectively, did not agree or completely disagree with this view, there are also many teachers who believe that "The principal alone is in charge of the assessment, and it is useless if teachers do not participate in it," which suggests that, to some extent, in the development of the teacher's assessment system, the participation of teachers is not high enough, and principals pay less attention to the opinions of teachers. In other words, principals do not do enough to set up an assessment system for teachers, this also reflects the principal of the development of teacher assessment system capacity. From the above data analysis can be seen: for the assessment of Teachers' teaching activities in this regard, G county principals do not do

enough, the main results are as follows: less time is spent on the planning and implementation of teacher's management and assessment system; The attention to the specific needs of teachers is low, the communication with teachers is not strong, the enthusiasm of teachers' participation can not be mobilized, and the role of teams can not be brought into play.

4.4 The ability of principals to monitor teaching is not strong

the school is the place for educating people and teaching activities are the main activities of the school. The principal's ability to monitor and control the school's teaching activities is reflected in the supervision and management of the curriculum and teaching, the principal can monitor the implementation of teaching by means of part-time teaching, attending classes, meeting with teachers and students, and communicating with them directly. But relevant research shows that if we want to achieve the supervision and management of curriculum and teaching, the most fundamental is that the principal should go into the classroom, leading the classroom, that is, through the classroom to lead curriculum reform; By listening to the class, we can find out the achievement and characteristics of the teachers and the main problems in teaching, and put forward the effective improvement plan through the evaluation of the class, which reflects the headmaster's ideological guidance and value identification in teaching. It can be seen that the principal's ability to attend class, listen to class and evaluate class is an important component of the principal's monitoring teaching activities. But I know through the survey, most principals do not take the curriculum teaching work, (figure8) principals in the daily

management, the main means of teaching monitoring from high to low are: through various meetings in school, listening to lectures, direct communication with teachers and students, evaluation of lessons and part-time lessons. (figure 9)

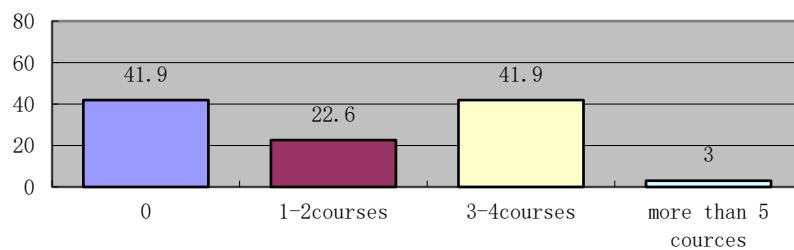


Figure 7-1 The headmaster is in charge of the curriculum

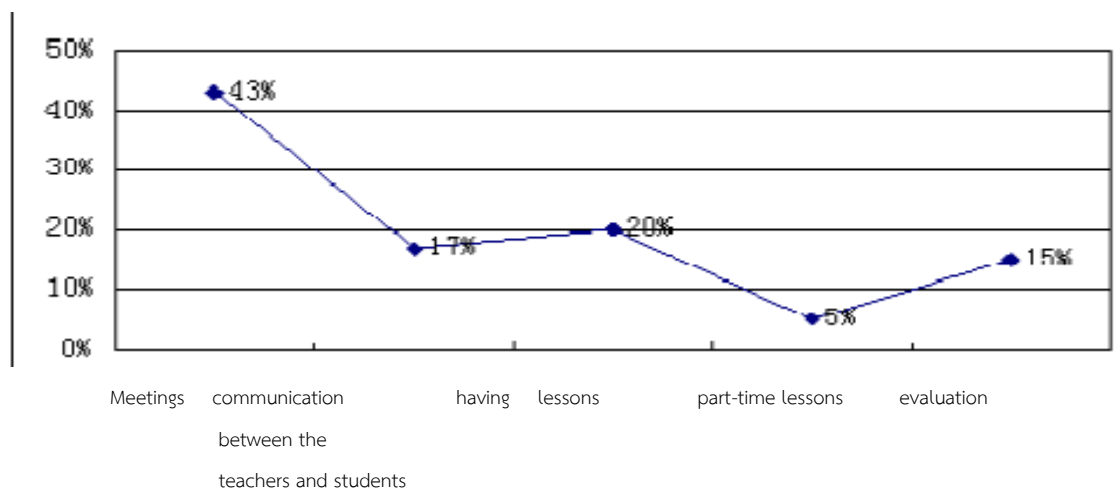


Figure 7-2 The way the principal monitors teaching

In the interview with the teachers, a teacher said: the principal is basically no substitute, even if the most] is a weekly substitute for two sub-classes (such as thinking, art, etc.) , there is no way to understand the needs of teachers and students in this way. It can be seen that the most effective and national way for a principal to really improve his ability to monitor teaching is to go into the classroom and learn about it himself, whereas in reality,

most principals do not take part in the curriculum, or in the so-called “Can not go on” courses, such as tone and body beauty, the teaching of the strong and weak monitoring can be imagined.

4.5 the principal focuses only on the superficial construction of the teaching culture of the school ---a hardware

The vision of the teaching culture of a school is a vision of the future held by the teachers of a school. It creates a sense of oneness among all people and spreads it throughout the activities of the school, and bring the whole activity together. A school without a vision is like a ship without a rudder, a train without a track. From the principal's point of view, it is necessary to establish the sense of scene management of teaching culture, that is, to get a certain degree of consensus on the future direction of school teaching through teachers' participation and discussion. After the vision is formed, the school should transform the sense of strength into the specific development plan of the school, and express the basic idea of running a school and the development goal of the school in the form of Plans and action plans, in order to guide and regulate the behavior of the entire school staff.

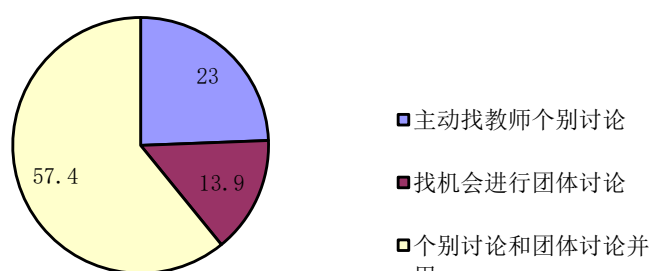


图6、校长了解教学问题后的后续做法 (%)

Figure 8-1 School-running philosophy and values

When asked whether the principal “Clearly established the school philosophy and teaching ideology of the values”, 74. 2% of principals said they had clearly established the school-running philosophy and values of the teaching ideology, 19.5% . Four percent said they were not sure, and 6.5 percent said they were not sure. Four percent said they had no idea.

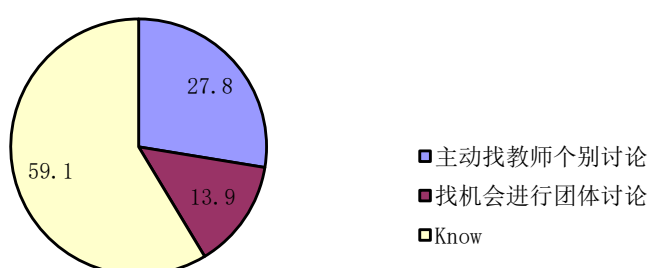


图6、校长了解教学问题后的后续做法 (%)

Figure 8-2 school members' understanding of campus culture

When asked to “Communicate effectively with the whole school about the ideas and visions of the school's teaching culture, everyone understands what the ideas and visions of the school's teaching culture are,” 59. 1% of the teachers had some knowledge of the vision of school teaching culture, but they were not fully aware of it. 13. 1% said they had no idea, compared with 27.7% . 8% of teachers said they knew and understood the vision of the school's teaching culture. In our in-depth interview, a teacher said, “The headmaster doesn't often describe the vision of the school's teaching culture to the teachers. Sometimes the new young teachers don't understand the vision of the school, either because they have heard about it before, or because they ask the older teachers. The headmaster will say something and occasionally say something in the meeting. This doesn't give us a clear understanding of the vision of the school's teaching culture at all. We are

teachers. All we can do is teach.”. In an interview with a school director, he said: “The principal has put a lot of effort into the construction of the teaching culture, such as giving every floor of the interior wall, every classroom of the interior wall, every office of the interior wall.”. We have made posters, pictures and so on which match the teaching culture idea, and we have also built a cultural wall in the campus. Based on the above data and interviews, we can see that although the principal is aware of the important role of the school teaching culture in promoting the development of the school, however, this kind of attention only stays on the surface and does not permeate the teaching culture into the ideas of teachers and students, this culture has not been further developed and maintained as a vision of the teaching culture of the school. Thus, in the “Construction of school teaching culture, the development of teachers and schools to the most common wish”, the principal has not done enough.

4.6 Principals lack the required communication and coordination skills

In its fundamental sense, leadership, as an activity that affects people, is to meet the common group

Goals and requirements change the attitude and behavior of others in human communication. "Therefore, if the principal wants to conduct effective school teaching leadership, he must convey his teaching ideas and teaching concepts to the staff through appropriate communication methods, and try his best to turn them into the daily behavior of the staff, so as to achieve the school's teaching goals. As Simon said: "No communication, no organization. " It can be seen that communication and coordination ability is an

important part of the principal's teaching execution.

Among the 12 primary and secondary schools visited by the author, 4 of them have special personnel responsible for coordinating between grades

Among the four schools, the deputy principal is responsible for coordinating the curriculum and teaching of three schools, and the director of teaching is responsible for one school. There is no special person responsible for the other 8 schools, and the principal is generally responsible for direct communication and coordination.

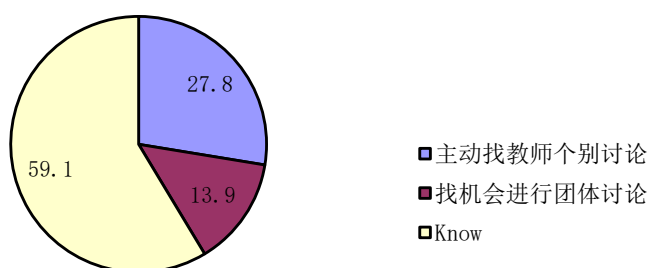


图6、校长了解教学问题后的后续做法 (%)

Figure9-1 The effective communication channel between the intelligent departments is the principal

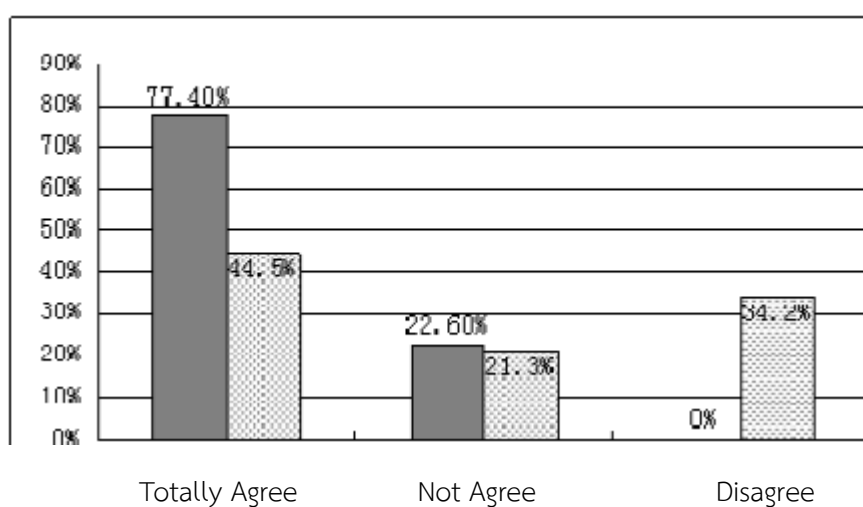


Figure9-2 Good at listening to the voice of the heart, accept the advantages of all aspects

A headmaster said in an interview: "There are only a few people in the school. They don't go home at ordinary times, but live in dormitories. In fact, if there is anything that needs to be communicated and discussed, I usually drop in at night to solve the problem. There is no need to set up a special person in charge, and I don't want to hear that the advice and suggestions are from the messenger. I prefer to listen to them myself."

Based on the above data and the content of interviews, we can conclude that the communication ability of G county school principals is weak. The principal and the teacher have a high degree of agreement on the issue of "The principal is the most important channel of effective communication among all functional departments". However, because the principal lacks the ability of coordination and the art of communication, therefore, in the result of the actual communication and coordination between the principal and the teachers, there is no agreement with the teachers. This also reflects from another aspect that the principal, as the teaching leader of the school, not enough attention is paid to the needs of teachers in teaching.

Chapter 5

Conclusions and Discussion

In the last chapter, the author investigates the present situation of the principal's teaching leadership, and analyzes the existing problems of the principal's teaching leadership combined with the survey data and the related interview contents. The problem is there, and the most important thing is to find the underlying reasons behind the problem. So, what are the factors that lead to the problem of the teaching leadership of principals? Based on the analysis of the existing research results and the actual situation of schools in this area, the author thinks that the main factors affecting the teaching leadership of principals are as follows:

5.1 Conclusion

5.1.1 As a whole, the educational level of principals is not high, which restricts the promotion of their professional level of teaching leadership

The survey results show that the way of thinking and the methods adopted by the principals with low educational background when planning the development direction of the school and leading the school teacher group are lack of scientificity. They can not effectively combine the concept of the new curriculum reform and set up characteristic courses in the school, but put too much energy on some inspection and administrative affairs. Therefore, our country needs to modify and improve the qualification system of middle school principals as soon as possible, and gradually

improve the average educational level of middle school principals in our country. At the same time, we should strengthen the training of middle school principals, improve the principal training system, and enhance the management and leadership ability of middle school principals. The headmaster's leadership is not innate and needs to be improved through background training.

Table1 Investigation Statistics of Schoolmasters' Educational Level

education	Number	Percentage
Postgraduate	0	45%
Graduate	14	
Junior college students	17	
		55%

Table 1 shows that among the 31 junior high school principals surveyed, there are master students. The number of principals with educational background accounts for 0%, which means that none of the 31 principals has reached the level of graduate students, 45% have undergraduate education, and 55% have junior college education. Although education background cannot be equated with ability and leadership, they are closely related. With a low level of education, the professional quality they have is not high, which makes it difficult to view problems from a broader perspective. Especially for some education and teaching professional problems, the understanding may be too narrow or even biased.

5.1.2 It is difficult to break through the shackles of traditional teaching leadership concepts

Under the existing basic education system in the country and the existing organizational structure of primary schools, the view of the general education staff is that principals are still seen as administrators and their executive leadership is understood and accepted by teachers, however, teaching leadership is still a new concept and concept, and it will face the difficulty of concept breakthrough when it is recognized by the majority of educators. In the traditional concept, many teachers are not very sure and recognition of the teaching leadership of the principal, they think that as long as the principal understands management, that is, the principal's strong administrative leadership on it; They also argue that teaching leadership is more "Professional" and that principals are not necessarily able to provide such "Expertise.". In addition, principals still define teaching leadership from the traditional point of view of teaching leadership, and equate teaching administration with teaching leadership. If both the principal and the teacher can understand and understand the teaching leadership of the principal from a broader point of view, the principal is the practitioner and supervisor of teaching leadership, and should be the leader, supporter and motivator of teaching leadership, only in this way, it is possible to promote the teaching leadership of principals

5.2 Discussion

At present, the main difficulties encountered by the implementation of teaching leadership are the shortage of school funds, the lack of time, the lack of superior support, the lack of teachers' cooperation, and the lack of professional knowledge and skill training of teaching leadership. Based ON THE results OF THE questionnaire survey and the knowledge of the members of the curriculum construction project team, THIS PAPER tries to briefly explain and analyze the difficulties in promoting the teaching leadership and the reasons.

(1) It is difficult to break through the traditional concept of teaching management.

In the existing organizational structure of the school and the concept of general educational personnel, the principal and others are regarded as administrators of course, and the teaching leadership is still a new concept, which will face the difficulty of concept breakthrough in the promotion. On the other hand, teaching leaders still define teaching leadership from the perspective of traditional teaching management.

(2) Failed to effectively deal with the contradiction of the dual system of school organization.

According to the Dual System Theory, the school organization has both the "bureaucracy system" and the "loose coupling system". In the aspect of non-teaching system such as administrative affairs, it has the characteristic of bureaucratic system, while in the aspect of teaching system, it has the characteristic of loose combination.

School's teaching system is the combination of a loose organization, teachers their daily teaching activities in the classroom, have greater autonomy, but less motive and opportunity, of working together in this case, intentions "leadership" teachers' teaching will encounter difficulties, essentially and unable to grasp the actual situation of teacher's teaching.

(3) Lack of professional knowledge and skills.

The lack of professional knowledge and skills in curriculum and teaching is also an important factor affecting their teaching leadership behavior. Each discipline has its own specialized field, which is difficult for teaching leaders to understand in depth, but normative guidance should be given on general issues such as classroom management, class operation, curriculum development direction, teaching technology, evaluation principle, etc. However, it is doubtful whether teaching leaders themselves have these relevant professional knowledge.

(4) Insufficient time and energy of teaching leaders.

Lack of time is one of the main factors affecting teaching leadership. The traditional functions of the principal have always been very extensive, which can be said to cover everything. When it comes to the actual daily work, the trivial, changeable, sudden, dense and short management work often makes the principal's leadership overload, leading to the superficial administrative work. Too much administrative work of the things that the principal and teaching work need to face the leadership of the teachers often dozens or even hundreds of, in the case of insufficient time and energy, the

principal must prioritize pressing administrative affairs, to take long time to show the effect of teaching leadership tasks, have to in charge of the vice President, director of the teaching, or by teachers free play. Other staff who can shoulder the responsibility of teaching leadership are also front-line teachers themselves, and also have many personal teaching work and tasks.

(5) The principal assessment system is not perfect.

At present, the principal of appraisal system is not sound is also the important factors that affect teaching leadership, the current education administrative authorities did not specify the principal job responsibilities, its evaluation and reward also more emphasize on administration of planning and implementation, to carry out and implement the policies and instructions such as "administrative performance", "degree of policy implementation," Although principals are also required to focus on "teaching quality" through indicators such as excellent and good rate and enrollment rate, they are mostly through administrative channels and methods, which do not clearly reveal the importance of teaching leadership and specific practical operation methods, making it difficult to promote the concept and practice of teaching leadership.

(6) It is difficult to separate administrative management from teaching leadership.

It is difficult to completely separate the actual actions of administrative management and teaching leadership. Many administrative work will directly or indirectly affect

teaching. Therefore, although deliberately emphasizing teaching leadership will make the principal and other staff pay attention to the problems of teaching management, it is still difficult to make significant changes in fact.

The main difficulty of the lack of dedicated funding for teaching leadership is discussed last, not because it is unimportant, on the contrary, it is a very important and serious problem.

5.3 Suggestions

With the deepening and advancement of the curriculum reform, various deep-seated contradictions and difficulties hidden behind the curriculum gradually emerge, how to solve these contradictions and difficulties depends on whether the teachers on the front line can understand and identify the connotation and spirit of the new curriculum, so as to put into it and put it into practice. To enhance the teaching leadership of principals is the requirement of implementing curriculum reform, the objective requirement of Chinese basic education entering a new historical stage of connotation development, and the requirement of current international education reform and development. In order to give full play to the role of teaching leaders, the principals of primary and secondary schools should make clear the significance of teaching leadership, the status quo and ideas of curriculum reform, for school teachers to effectively improve the necessary guidance and assistance, so that teachers become a "Learning teacher", "Expert teacher" and "Innovative teacher". Only when the headmaster has the high-efficiency teaching leadership, can he strengthen

the whole teaching implementation, promote the quality of teaching management, and make the curriculum reform carry out firmly and effectively, can make the school's education and teaching have the high quality, the high efficiency development

5.3.1 Subjective aspect

1. In view of the present uneven leadership situation in our country, principals should strengthen the study of the theoretical knowledge of leadership and grasp the connotation of leadership deeply.

As far as the present educational policy and leadership system of our country is concerned, the headmaster, as the organization leader of the school, leads the comprehensive quality and ability of the school development. In addition to work, the principal should squeeze out time to learn the relevant theoretical knowledge, in order to update their own leadership, management model, improve their own knowledge structure, combined with the national new curriculum reform concept, constantly improve the school development planning, better take the responsibility of leading the school development.

2. The system of organization is being improved through the scientific application of distributed leadership.

Today, the principal-led system is still in place in our primary and secondary schools, although there are functional departments such as principals, party branches and trade unions, however, the boundary of their duties is not obvious enough, the

participation in school management is not high, and there is no decision-making power, which leads to the phenomenon that the principal has too much power, and on the one hand, causes the principal to have too much pressure, on the other hand, it makes other members' enthusiasm is not high, which is not conducive to the development of the principal's leadership. The distributed leadership can make the headmaster brainstorm, thus completes the school management task more efficiently. Distributed leadership, which emphasizes the sense of cooperation among teams, makes the authority of the headmaster better distributed in the whole school organization level, so as to make better concrete work assignment, to enhance the overall effectiveness of schools.

3. To adjust the visual angle of attention of teaching leadership: it is the core work of the school to establish the school culture teaching centered on teaching culture.

Research from the field of school effectiveness has found that principals of high-performance schools often make improving the quality of teaching and student development the primary goals of school management, creating a shared value, the act of leading all members of the school. The school's soft environment includes the importance of educational leadership, cooperation, exchange and sharing among teachers. Good school culture, which is conducive to the implementation of teaching guidance and management, plays an important role in teaching and management system reform. If the principal's teaching leadership is limited to implementing

teaching activities, improving and perfecting the teacher evaluation system and teaching monitoring system, or will keep the construction of school teaching culture on the surface, the principal's teaching leadership became a teaching skill. If every teacher becomes a teaching director, but also receive the guidance of others, that is the power of culture. The system is a kind of compulsion, is a kind of restraint. In the school, no matter is the teacher behavior or the student behavior, is one kind of obedience. Yet this is simply not enough. The school culture centering on teaching culture is a guide of value and a generation of thought. We should change the focus of attention to the construction of the soft environment such as the positive guidance of leaders, enough attention, mobilization of teachers' enthusiasm, especially the construction of good school team culture and the formation of strong cohesion, all teachers and students should plan and implement the school's teaching development goals and work closely around the soft environment of this school culture. When this kind of school culture is embedded in the thought and behavior of all teachers and students, the teaching leadership of the principal will be deepened and exerted.

4. There is a significant positive correlation between the principal's satisfaction with teaching leadership and the frequency of their participation in teaching leadership behavior. That is to say, the significant sign of the improvement of the principal's teaching leadership is the increase of the frequency of teaching leadership.

Previous studies have found that principals spend most of their time on administrative activities such as general affairs and interpersonal relations. Stronge calculates that elementary school principals spend 62.2 percent of their time managing affairs and 11.0 percent of their time teaching and leading. It is true that the principal's role orientation should be a combination of administrative leadership and teaching leadership, but it is found that there is a conflict between the two roles. At present, many principals spend more time in administration and less time in teaching management, which is the core of the school. Many principals focus on school administration and have no time to pay attention to teaching. However, the time available to principals is limited. It is not realistic to require principals to devote their time and The Hours to teaching leadership as well as administrative leadership. Therefore, in order to improve the teaching leadership of principals, it is important to release the principals from the administrative work and increase the time for the implementation of teaching leadership.

5.3.2 Objective Aspects

1. To minimize administrative interference and to reduce meetings and activities that are not related to instructional leadership.

According to the findings of this study, conferences and activities not related to instructional leadership. are also one of the reasons that interfere and hinder the promotion of the teaching leadership of principals. The meetings and activities often held by the educational administrative departments have nothing to do with teaching

and have a great impact on teaching. In view of this, the educational administration should minimize meetings and activities that are not related to instructional leadership. with a view to minimizing interference with the principal and the school so that the principal can have a little more time, devote yourself to the teaching leadership. Only in this way can the headmaster concentrate on teaching research and constantly improve his teaching leadership.

2. Adopt effective and flexible training methods, scientific and reasonable training cycle

The traditional headmaster training needs to be out of line with the practice, and the lack of targeted training on the basis of "Timely" research makes the guidance of the actual school work limited to a certain extent. The training should be tailored to the gender and age of the head of the school, the subjects he or she teaches, the priorities and difficulties of the present reform, and should be more targeted, pay attention to combining theory with practice, combining knowledge with ability, combining in-class with after-class, combining training with use, improve the leadership ability of principals. Through the investigation, most of the trainers welcome the effective and flexible training methods such as "Out-of-work study", "Short-term study + school-based research". These effective training methods have a feature, that is, practice-oriented, participation-oriented, training-oriented atmosphere to build, so that trainers in the training of thinking, thinking, understanding, has played a good effect. In addition, the training cycle must be determined according

to the training plan, training content, training objects, to follow the "Combination of work and rest" principle, to meet the characteristics of trainers.

3. To improve the evaluation system for principals, the educational administrative department should reform and improve the evaluation system for principals according to the standards of teaching leadership, to guide the principal's behavior in the direction of promoting their concern for teaching and promoting the development of teachers and students. The principal evaluation system should try to do the following:

(1) make clear the ownership of the school's administrative power and responsibility, so as to avoid the unlimited administrative responsibility of the principal, which hinders the attention to teaching;

(2) to establish the role and function of the principal's teaching leadership, and to plan out the specific task requirements, such as the number of classes to be represented each week, the number of classes to be attended and evaluated each semester, and the number of teaching and research activities to be attended each semester;

(3) after discussion, a set of "Assessment scale of teaching leadership for principals" can be set up, which can be used as the assessment and guidance of work performance in the annual assessment and reward system of principals.

(4) in the main body of evaluation, the individual evaluation should be combined with the team evaluation;

(5) in the way of evaluation, we should not only rely on the quantitative evaluation, but also pay attention to the important role of qualitative description.

5.4 Recommendations for improving the leadership of primary and secondary school principals

Some people say that a good school must have a good principal, a good principal will build a good school, I have the same feeling. The teaching leadership of school principals has an important impact on the development of schools. The principal's leadership mainly comes from the personal experience and experience of the leaders. Under the modern school management system, the Headmaster's leadership is increasingly regarded as an indispensable key factor in the process of school education reform and development. So, how to promote the leadership of principals, so that they become a good principal? Below, I combine their own experience and work experience, focus on the following several aspects to talk about.

First, strengthen the headmaster's personality charm, is to promote the headmaster's leadership premise, the influence of the personality charm is invisible, is also infinite. The principal should develop his personality charm to enhance his leadership, first of all, to become a model for teachers. Relying on their own lofty moral and ideological to win the admiration of the staff, dedication and attitude to establish their own prestige. Must strengthen their self-cultivation, shape their own perfect personality, establish their own image of doing business, the image of integrity, integrity, integrity and integrity of the image of the image of the image must be

approached to the teacher, it is necessary to build a stage for teachers to show their talents and guide them to the road of success. This will be able to use their own personality charm to win the hearts and minds of the people, to achieve “Their integrity, do not make the line.”

Second, to strengthen the coordination ability of principals is the basis of promoting their leadership. The most important thing for the development of a school is to mobilize all the direct and indirect positive factors to participate in the development of the school, as a principal, we must stimulate the potential of the staff to the maximum extent, give full play to the subjective initiative of the teachers, passivate the contradictions among the teachers artistically, and make the relations between the teachers more harmonious, strive to make one place, for teachers to build a platform for development, so that teachers get exercise through activities, enjoy the fun of success. The school is not an isolated. It is more important for the principal to coordinate his contacts with the outside world, get out of the school gate, integrate into the society, go to the media, and win social support from various directions and levels. In communication, broaden the school-running ideas, consolidate the school-running characteristics, publicity school image. Thus establish prestige, promote the leadership of the principal..

Third, to enhance the ability of planning is the key to improve the leadership of principals, principals should have a keen vision, foresight, timely understanding of the domestic and foreign education frontier information. To plan the direction and

overall plan of the future development of the school from the specific background of the times and the specific environment, so as to form the unique educational goal and idea, and to set up the advanced educational idea, the use of scientific management model, with strategic objectives to stimulate the popularity, inspire people, to urge the whole school staff to pursue their common vision, so that the whole school development into a chess game, the teacher's idea and the principal's idea coincide, only in this way can achieve the sustainable development of the school. In this way, the headmaster has the authority of a leader.

Four, Strengthening the teaching and research ability of principals is the core of improving their leadership. Teaching and research work is an important part of school education work and the foundation of life for promoting the development of schools and raising the level of running schools, the source of power. As a principal, he should walk in the front of teaching and scientific research, develop characteristic school-based curriculum, fully conceive the school's curriculum plan, implement new teaching methods and methods, and carry out new curriculum evaluation, in the teaching activities, we can effectively transfer our own school-running thoughts and ideas to the teachers' thoughts, implement them into concrete work, realize the organic combination of teaching research and teaching practice, and improve the actual effect of classroom teaching, finally, the goal of promoting teachers' professional growth and students' all-round development will be realized. In the school to form a "Principal to re-research first, teachers to research for fun, quality of

research-based” good ecology of teaching and scientific research. In this way, the power of scientific research to unite the hearts and conquer the mind.

In conclusion, to strengthen the innovative ability of principals is the soul of promoting their leadership, and innovation is the soul of running a school: innovative ability is the necessary quality of effective principals and the highest level of their ability structure. In order to foster a new generation of students with innovative spirit and practical ability, principals must abandon utilitarian and formalized consciousness and behavior, with extraordinary vision and enthusiasm to establish the people-oriented, rapid development of the concept of sustainable development, to develop a life-long development of students is conducive to the professional growth of teachers, it is beneficial for the school to create its own characteristics and brand operating mechanism. Only in this way, our role can be accurate, our practice can be constantly innovative, we can train more innovative talents. The ultimate goal of promoting Headmaster's leadership through innovation.

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