

The Realization Path of Effective Leadership of School Teaching Administrators from the Perspective of Constructivism

Rui Zhou

Preparatory Office of Jinhua Institute of Technology, Zhejiang, China

Abstract

With the rapid development of China's education, from the perspective of university education managers, it is urgent to think about how to achieve effective leadership and what methods to achieve education and teaching management in the new era and under the new conditions. Constructivist educational leadership theory is one of the main schools of Western postmodern educational management theory, and constructivist educational leadership theory is the application and expansion of constructivist learning theory in management theory and practice, with obvious postmodern critical color. The effective management of school administrators is intrinsically related to constructivism, which can help it to be realized. This study is guided by the theory of social constructivism, and based on the previous research experience, explores the realization path of effective leadership of school teaching administrators, establishes a mutually promoting educational community, and forms a humanized management atmosphere.

Keywords

Constructivism; Effective Leadership; School Teaching Management; Sociology.

1. Introduction

In the past two decades, social constructivism represented by Vygotsky, as the mainstream theory in the field of international science education, has become a theoretical orientation that has a profound impact on the theory and practice of contemporary education[1]. The constructivist educational leadership concept was formed in the late 1990s on the basis of absorbing the core of constructivist learning theory and received extensive attention from managers. community, and construct shared meaning through dialogue and communication in communicative practice to achieve effective leadership. Vygotsky pointed out that individual learning is carried out in a certain social and cultural context. His most important theories are the theory of zone of proximal development (ZPD) and scaffolding theory (scaffolding), and believes that only teachers are in the zone of proximal development of students[2]. Providing appropriate scaffolding can effectively help students achieve knowledge acquisition.

Education management workers, who work on the first line of education, are the main body of responsibility for school teaching management[3]. The mutual definition of the management objects by the education management workers, the identity of the managed objects to the teaching management, and the thoughts and methods of the management workers also determine the success of the effective leadership of the school teaching managers[4]. This kind of identity mainly refers to the cognitive legitimacy of meaning sharing based on the inner recognition of the management object. It is largely restricted by the management view or leadership view held by teaching managers. There is an internal unity between constructivist educational leadership and the realization of effective leadership by school teaching managers[5].

2. The Internal Meaning of Constructivist Educational Leadership and Effective Leadership of School Teaching Managers

2.1. The Essence of Constructivist Educational Leadership

The traditional teaching mode is generally conducted under the guidance of behaviorism learning theory. Behaviorism, a school of psychology, came into being in the early 20th century, represented by American psychologists Watson, Skinner and Bandura. Behavioral psychology used "S-R" (stimulus-response) as a formula to explain all human behaviors[6]. This theory is embodied in teaching, that is, the teaching process is embodied in teachers' teaching and students' learning, in which teachers' teaching is the stimulus source and students' learning is the response to this stimulus. This teaching mode under the influence of behaviorism is relatively traditional, which has a certain positive influence on teaching, but also has three shortcomings: students' thinking space is easily limited; Students are relatively passive in learning; Students have no independent and active right to choose to receive knowledge. This leads to the deviation between the ideal teaching effect and the century, which can be seen from Figure 1 and Figure 2.

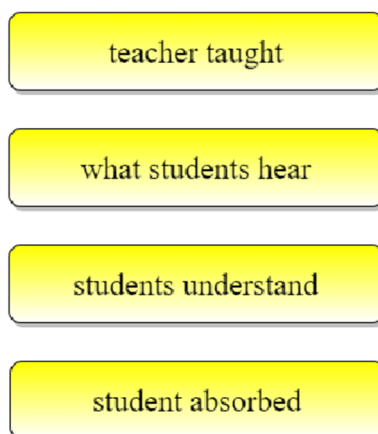


Figure 1. Ideal teaching effect of Teachers

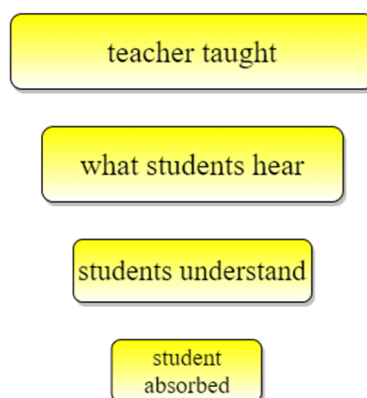


Figure 2. The actual teaching effect

Constructivism learning theory is a kind of explanatory learning theory that emerged under the influence of constructivism philosophy since 1990s. Constructivism is a theory about learning, and it is a theory about what learning is and how knowledge is acquired. It also thinks that knowledge is acquired by learners in a certain situation by using certain learning materials with the help of others and by means of meaning construction." It is considered that learning is a

process in which learners generate meaning and construct understanding based on their original knowledge and experience, and a positive process in which they create meaning from different experiences. This process is often accomplished through social and cultural interaction. Constructivist educational leadership has an important demonstration significance for the teaching management of the school's internal teaching administrators. As a new leadership theory, it has a strong paradigm feature of post-modern critical research.

2.2. Internal Meaning of Effective Leadership of School Teaching Managers

Teaching quality is the eternal theme of education; and effective teaching management is also an important guarantee for improving school teaching quality. With the continuous upgrading of teaching tasks and teaching goals, this undoubtedly puts forward higher requirements for school administrators to effectively lead management. Different from professional courses, which focus on cultivating students' knowledge and skills in a certain aspect, school teaching managers also have different management objects and need to deal with leaders differently.

Scholars have always had different opinions on the definition of leadership. For example, Stogdier of the United States believes that leadership is the ability to achieve a certain expected goal so as to affect the activities of team members[7]; Hersey and Blanchard believe that leadership is the management behavior chosen by the managers of an organization or team after considering the overall situation; Bess and Eonlio define leadership as a process in which leaders and members construct organizational goals with directional significance and stimulate the willingness of subordinates to achieve goals[8]. Effective leadership is the result of the joint action of many factors. From the perspective of behavioral science, effective leadership is mainly manifested in whether the motivation tendency of the management object to do something is voluntary obedience or forced by some pressure. The premise of effective leadership is the realization of successful leadership, and the key is the orientation of members' attitudes and values. In the past, managers were influenced by scientific management thought, and most of them focused on successful leadership rather than effective leadership. The effective leadership of teaching managers refers to the process in which teaching managers actively strive for the participation and advice of management objects in the process of formulating teaching management system and choosing management mode through proper exertion of legal power, so as to urge them to recognize and accept the management ideas and management methods of teaching managers, and act consciously according to the requirements of managers, and finally achieve the common goal. Its essence is the formation and internalization of shared values between the two sides of teaching management in the process of "I-you" interactive practice.

3. The Internal Unity and Enlightenment of Constructivist Educational Leadership and Effective Leadership of School Teaching Managers

3.1. The Inner Unity of Constructivist Educational Leadership and Effective Leadership of School Administrators

School effectiveness refers to the ability of a school to fully and effectively play an active role in management and implementation. It is the effectiveness of promoting the all-round development of a school, and it is also the systematic integration of the school's performance level and the school's organizational goals. High quality education is closely related to efficient educational leadership, and high-quality schools are closely related to efficient school leaders. Constructivist learning theory puts forward new requirements for teaching, which is embodied in "the teaching process is a process in which students actively participate, actively construct and teachers guide students to construct knowledge". Since learning is a kind of self construction, "teaching is no longer to transmit objective and determined ready-made

knowledge, but to stimulate students' original relevant knowledge and experience, promote the 'growth' of knowledge and experience, and promote students' knowledge construction activities, so as to promote the reorganization, transformation and transformation of knowledge and experience." Constructivism teaching mode is to change the roles of teachers and students in traditional teaching mode, thus changing students' learning style. The traditional teaching mode, whether it is to change teaching skills or teaching methods, puts pressure on students from outside, and instills knowledge into students' brains from outside through various ways; However, the constructivist teaching mode hopes that students can consciously construct their knowledge system and thinking method from within, so that students can learn more solidly and be useful for a long time. Under the leadership of constructivist education, the exercise of managers' management thoughts and strategies is not the result of the external coercion of administrative power, but the externalization of the internal generation of shared meaning among management subjects on the basis of interaction. Constructivism education leadership and effective leadership of school teaching administrators are intrinsically unified, and school teaching based on constructivism can effectively promote the quality of school teaching, so as to further realize the effective leadership of school teaching administrators.

3.2. Enlightenment of Constructivist Educational Leadership and Effective Leadership of School Teaching Managers

Constructivist learning emphasizes the role of four main factors in learning: "situation", "collaboration", "conversation" and "meaning construction"[9]. ① Situation: To create a situation is to place knowledge in the real world of its occurrence and application, combined with the subject situation and new knowledge of students' existing experience, and play a positive role in the construction of knowledge. ② Collaboration: Collaboration plays an important role in the collection and analysis of learning materials, the formulation and verification of hypotheses, the evaluation of learning outcomes, and the final construction of meaning. ③ Conversation: Conversation is a link of communication and an important link in the process of "collaboration". In addition to the conversation between teachers and students, the members of the study group must discuss how to complete the prescribed learning tasks through conversation. Conversation is one of the important means to achieve meaning construction. ④ Meaning construction; Is the ultimate goal of the whole learning process. The meaning to be constructed refers to the nature and law of things and the internal relationship between things. Meaning construction is not equal to knowledge accumulation, but knowledge "grows" as a part of individual cognitive structure[10]. As an educator, the guiding principle of constructivist thinking is to keep in mind. The main idea of constructivist thinking theory provides important ideological enlightenment for school teaching administrators to realize the leap from successful leadership to effective leadership.

Educational community is a learning cultural atmosphere in which everyone is present, in which everyone is a complete individual, and each participant is responsible for learning and common benefits. The management idea, management method and management means of teaching managers directly restrict the effect of their management, and the former is closely related to whether the managers can correctly understand and grasp the human characteristics of the management objects and reasonably position their roles accordingly. Teaching managers should be the driving factor to promote the construction of meaning in the educational community, create a cultural atmosphere of mutual trust, interdependence and common progress among members, encourage members to participate in the process of reciprocity, promote the flow of shared meaning in the community through dialogue, communication and other means, and pay attention to the professional development needs of individuals The professional culture needs of the group and the long-term development needs of the school.,

dialogue in educational management is a process of "negotiation" of equality and reciprocity. It is a process in which management subjects and objects jointly discuss management activities. Both parties in the dialogue discover the value and significance of educational management, generate a complete dialogue spiritual world, and then create a dialogue. The platform is based on constructivism for effective leadership. The return of teaching managers to the life world of the management objects mainly reflects the return of teaching management from the supremacy of institutionalized instrumental rationality to the humanistic value rationality that respects human nature.

4. Conclusion

There is no doubt that effective leadership behavior is important to the school's business model and development strategy. If the leadership behavior deviates slightly, the school's development will be in crisis, and it will lose its foothold in this environment of rapid social changes and fierce educational competition. Therefore, it is especially important to manage the school with the best leadership style and mode, and guide the school teachers to work together, so as to improve the school efficiency, achieve the specific organizational goals and realize the educational ideal. Constructivist educational leadership has profound practical significance for the realization of effective leadership of school teaching administrators, which is conducive to expanding the theoretical basis of modern teaching management, establishing a humanized teaching management view, building a "public space" for dialogue among subjects, promoting the sharing of knowledge and meaning among different groups within the school, and aiming at the common educational purpose.

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