

Research on Learning-centered Evaluation Method of Educational Leadership

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Abstract

The assessment and evaluation of leadership is an important part of accountability system and school improvement. Accurate design, proactive implementation and proper implementation of evaluation can effectively improve organizational performance and screen out future leaders. However, due to the lack of special and effective tools to evaluate and monitor leaders' performance, the development of high-quality school leadership is seriously restricted. In recent years, along with the radiation of foreign students' leadership education, the development and changes of talent training objectives in colleges and universities, and the increasing development of research on leadership education of Chinese college students, more and more colleges and universities regard the cultivation of college students' leadership quality as an important goal of talent training, and actively explore the leadership training projects of college students with Chinese characteristics. At the same time, in the face of complicated, interdependent and mutually restrictive environmental factors, people's complexity and unpredictable future, higher requirements and challenges are put forward for leadership. Constantly improving leadership and building a team with high quality and strong leadership is the key to improving the quality and attractiveness of vocational education. The promotion of leadership finally shows a systematic, highly nonlinear and self-organizing phenomenon, which is the comprehensive embodiment of the complexity of things. Studying from the perspective of complexity can open a new window for the study of leadership improvement.

Keywords

Study; Educational leadership; Talent training; Informatization.

1. Introduction

In recent years, influenced by the leadership education of foreign college students, the research and practice of leadership education of domestic college students are in full swing, and the educational contents, educational models and educational methods with Chinese characteristics are gradually formed. In view of the rapid development of research and practice on leadership cultivation of student cadres in colleges and universities, we should scientifically evaluate the current teaching effect of leadership cultivation, improve the educational quality of leadership cultivation in the future and ensure the scientific development direction of leadership cultivation. From the category analysis of pedagogy, leadership includes two levels [1], the first is the level of self-leadership which includes self-awareness, self-planning, self-improvement and self-management [2]; Secondly, it includes the level of team leadership that guides the team to achieve the task objectives. From personal management to collective responsibility, from family to all levels of society, leadership is everywhere. China's cadre leadership education and training work has not yet formed a relatively perfect system. The theoretical level of student cadres is low, and there are many problems in mental health, interpersonal communication, academic performance, practical work ability, etc., which directly affect students' personal development and the development of school work. In the era

of new knowledge economy, the development of science and technology is accelerated, knowledge update is accelerated, the cycle of industrial upgrading is shortened, new technologies and industries are constantly emerging, worldwide economic integration and mutual influence are intensified, and people's needs change more frequently. To study the evaluation of student leaders' leadership cultivation in colleges and universities, we must first define the related concepts closely related to the research based on theory and practice. Based on this, the author defines the connotation of three core concepts: leadership, leadership cultivation and evaluation of college student cadres, and defines the connotation of leadership cultivation and evaluation of college student cadres on the basis of the three concepts. Informatization is a concept with Chinese characteristics [3], and educational informatization is a field and departmental strategy [4] formed and promoted under the guidance of the national informatization strategy. This is the historical trend and the requirement of the times, and people's understanding and grasp of this trend has gone through a process of continuous deepening development. Information technology is the extension of human brain and the externalization and strengthening of thinking, so it has become the driving force of educational innovation, especially the change of learning style [5]. By discussing the value of evaluation on leadership cultivation, focusing on the existing problems and causes of leadership cultivation evaluation, taking individual leadership evaluation of ministries as the foothold of cadre leadership cultivation evaluation, this paper puts forward some countermeasures and suggestions for leadership cultivation evaluation. This has certain theoretical significance for enriching the research results of leadership cultivation and promoting the innovation and development of leadership education.

2. Method

2.1. Research on Learning-centered Leadership

Traditionally, leadership focuses on the role of principals in ensuring that schools have clear and measurable goals for students' learning and academic development. Setting clear goals for students is essential for effective leadership, because it guides daily practice and decisions of all stakeholders. Today, this seems obvious, but at the beginning of the research on quality schools in 1970s, many schools only had vague and non-academic goals [6]. In this process, leaders are faced with a series of complicated conflicts and dilemmas. How to face tradition and change, fairness and efficiency, humanities and science and technology, morality and utility, the introduction of market-oriented management system and mechanism, the combination of educational public welfare, and the combination of reform and innovation with stability and coordination in management, etc. To keep the dynamic balance of innovation and development in this series of dilemmas, leaders must have an open mind, a spirit of exploration, an inclusive mind, and an indomitable will, especially to continuously improve the following three qualities and abilities, as shown in Figure 1.

Including the specific interdisciplinary and interdisciplinary learning ability, the ability to lead and organize team learning, the ability to use information technology to study efficiently across time and space, the ability to make good use of external brains and rely on experts to expand their core competitiveness and apply what they have learned [7]. In particular, the historic change of learning methods in curriculum and classroom teaching, and the rapid development of productivity in education are bound to conflict with the original education system, which is the root of various problems and contradictions in the current process of educational informatization [8]. Regardless of students' race, gender, socioeconomic background, first language or disability, they all pay attention to creating enough opportunities for all students to experience rigorous courses in each core academic subject. Effective teaching leaders work with teachers to ensure that rigorous teaching content is consistent with the high standards of

students' achievement in schools [9]. Before analyzing the current situation of the evaluation practice of leadership cultivation, it is necessary to briefly discuss the general situation of the practice of leadership cultivation, so as to provide a source of knowledge for its evaluation practice.

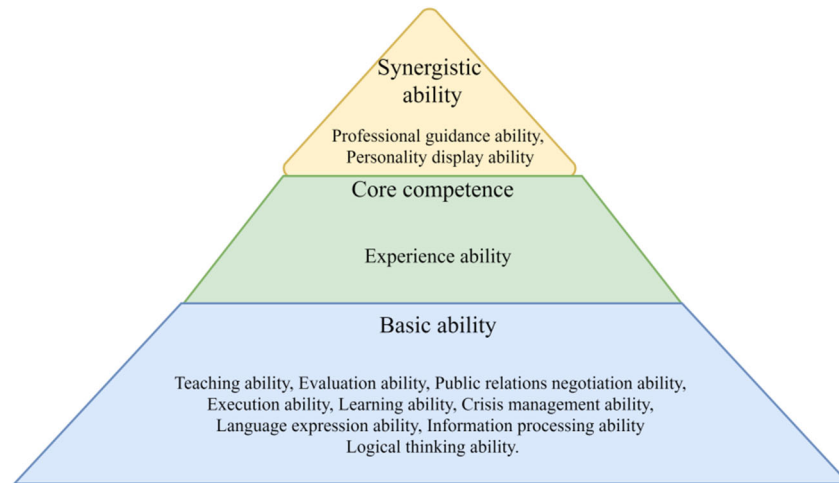


Figure 1. Professional guidance ability map

Driven by the radiation of foreign leadership education trends, the elite leadership training practice, which focuses on college student cadres, is rapidly expanding in a nationwide "single spark can start a prairie fire" trend. To a certain extent, it is precisely because of the lack of scientific and standardized evaluation that the effectiveness of student cadre cultivation is not strong, and the contradiction between the growing practice of leadership cultivation and the neglect of evaluation needs is formed. Under the primitive social form, in tribal labor, life and war, leadership has initially formed and begun to play its irreplaceable role. The leadership formed in this natural ecological environment is called original ecological leadership by researchers [10]. Theoretical leadership came into being in the initial process of enterprise management. Western business owners met with management problems in the process of operation, constantly reflected and summarized, and accumulated a certain theoretical foundation of management, which made their management and leadership capabilities continuously improved. With the continuous development of leadership concepts and skills, leaders gradually realize that the organic combination of skilled leadership, theoretical leadership and emotional leadership will make the leadership effect more obvious. Comprehensive leadership is not a simple combination of technical leadership, theoretical leadership and emotional leadership, but a variety of considerations including leadership environment. Through experience, practice, summary and growth, students' leadership skills can be better trained.

2.2. Research on Evaluation Model of Leadership

The evaluation goal is an important basis for the evaluation work. As the implementation goal, direct goal and result goal for judging and guiding the evaluation of leadership cultivation, the goal orientation should not only be based on the macro-level of the national society, but also on the micro-level goal management centered on student development. For the evaluation of leadership cultivation, the most important thing is to determine the evaluation contents, through which the value of cultivation activities can be judged. The evaluation content must be scientific and comprehensive, and only with high reliability and credibility can an objective and fair evaluation result be obtained. Ideological and political education has always taken Marxism's theory of personal all-round development as its direct theoretical basis, and its ultimate goal is to pay attention to human development and realize human's free and all-round

development. As the innovative carrier of ideological and political education, the cultivation of leadership is also the ultimate educational goal of people's all-round development. The overall goal of the evaluation of leadership cultivation should be consistent with the educational goal, and the realization of personal all-round development should be the ultimate focus and end result of the evaluation.

Through evaluation, we can realize correct self-cognition at different stages, and under the guidance of correct self-cognition, we can gradually realize positive changes in leadership at four levels: identification, production, cultivation and peak, and finally realize the all-round development of individuals. At the beginning of the detailed discussion on the evaluation content system of cultivation effect, it is necessary to briefly discuss the evaluation of cultivation process, so as to realize the internal connection and integrity of the whole evaluation system of leadership cultivation. This requires leaders to complete four transformations, including the transformation from individual decision-making management to democratic collective decision-making management; Transformation from traditional administrative management to information service; From hierarchical management to flat self-organization management with full participation; From experience management to intelligent management supported by scientific data, as shown in Table 1.

Table 1. Leadership Types

Leadership	Role metaphor	Leadership connotation	Measures
Technical leadership	Management engineer	Organization, planning and time management skills, emergency handling ability.	Plan and coordinate, grasp strategies and scenarios to maintain maximum effectiveness.
Interpersonal leadership	Interpersonal engineer	Motivation, interpersonal skills, conflict management, group unity	Provide and support growth and creativity, build and maintain morale, and use participatory decision-making.
Educational leadership	Clinical practitioner	Professional knowledge and demeanor, teaching skills, educational program design, clinical supervision.	Diagnose educational problems, give advice to teachers, provide supervision and evaluation, and provide on-the-job training.
Symbolic leadership	Leader	Pay attention to selectivity, set goals, set an example, develop and display and strengthen systematic symbols.	Patrol the school, observe the classroom, get to know the students, and direct ceremonies and ceremonies.
Cultural leadership	Senior priest	Culture, close collective value, loose structural system, ideology	Publicize school ideas, socialize new members, tell stories and deify them, explain the standards of excellence, and appreciate the behavior of reflecting on school culture.

This series of complex times transformation is difficult to break through only by the strength of one school. Its goal is to lead educational decision-making management beyond industrial civilization and into the information age. The management in the information age is to realize the rational allocation of resources through "IT governance" and "management process reengineering" on the basis of collecting and processing massive management information, so as to improve the level and benefit of decision-making and management, reduce the cost of decision-making management, and make the management standardized, streamlined, flat,

personalized, humanized and intelligent on the basis of scientific and democratic management. There is a great relationship between management and leadership. Management is a part of leadership. Management emphasizes reason and control, and it is to organize a group of people to accomplish a common goal. Management solves what should be done and how to do it, while leadership solves "why". In fact, only figuring out "why do it" is the most important thing. Otherwise, managers will never achieve their due performance, and they will never give full play to the maximum potential of the organization. Success is increasingly influenced by the level of leadership. Based on this, many enterprises begin to pay more and more attention to leadership construction. Leadership evaluation is an important part of leadership construction. Only through effective evaluation can we really find out problems and points for improvement. Leadership evaluation is a prerequisite for leadership construction. The extension of "leadership cultivation" is extended to a broad cultivation activity, that is, a comprehensive force process including educational activities such as leadership cultivation/training, leadership development/development and leadership education. Value dimension evaluation with influence as the real evaluation scale; Knowledge dimension evaluation with the main purpose of forming correct cognition; Behavioral dimension evaluation with practice as the only test standard.

3. Analysis of Results

Design, develop and test educational leadership assessment to make it both reliable (i.e., provide accurate measurement) and effective (i.e., measure leadership behaviors that promote students' achievement improvement). The construction of this tool has the following eight characteristics: (1) It is applicable in various environments and conditions; (2) Effective; (3) Reliable; (4) Fairness; (five) to provide accurate and useful results report; (6) Diagnostic documents based on the formation of objectives; (seven) used to measure the progress made in the development of leadership; (8) Forecast important results. Domestic leadership training evaluation must also establish a specialized and clear guarantee system, and pay attention to the dynamic nature of the evaluation criteria. Cultivating the leadership evaluation system is an important guarantee for colleges and universities to achieve efficient and standardized evaluation. Only by institutionalizing and standardizing the evaluation work can we realize the long-term operation of the evaluation work and the sustainable development of leadership cultivation. Several evaluation subjects can be summarized as internal evaluation and external professional evaluation of colleges and universities. See Figure 2 for details.

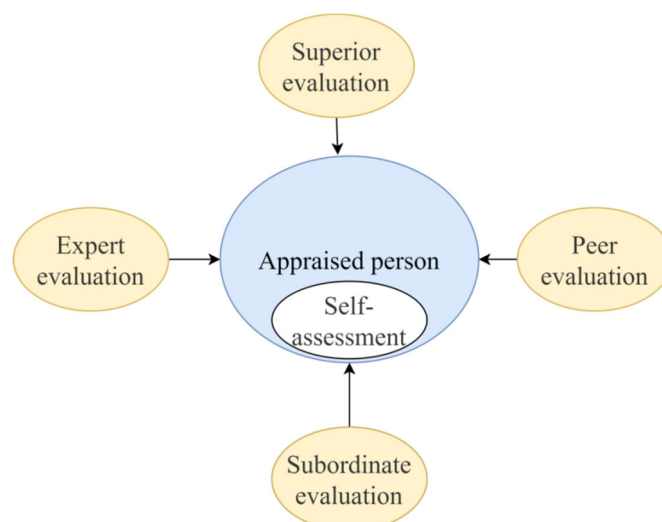


Figure 2. Evaluation procedure

To a certain extent, it is also conducive to the combination of assessment and daily work, so that schools can sum up the experience of leadership cultivation in time, find out the existing problems and causes, formulate corresponding reform measures, and play the diagnostic and guiding functions of assessment; It is conducive to providing first-hand assessment materials for the assessment subject and the assessment object in time, and ensuring the authenticity and fairness of the assessment results. Leadership evaluation can effectively improve students' leadership level, and the evaluation effect of training mode can be maintained to some extent. Through teamwork, arouse the enthusiasm of students and teachers in the class, and accomplish the task through the joint efforts of the whole class. In the process of holding group activities, students get real and intuitive experience, gain experience, and strengthen the training effect in practice, as shown in Figure 3.

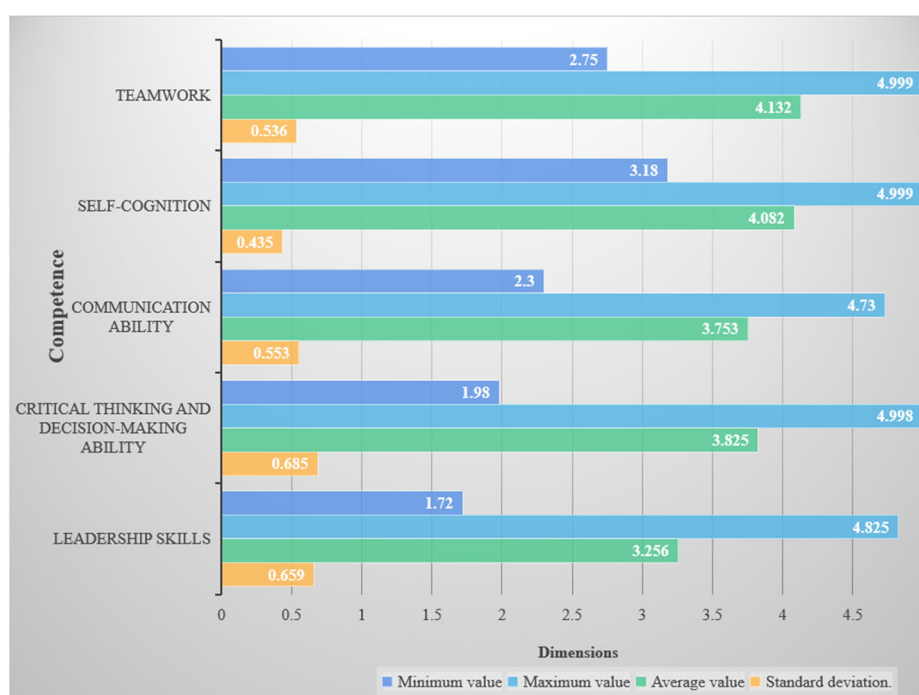


Figure 3. Analysis of leadership level

From the pre-experiment evaluation results of the students in the experimental group and the control group, it can be analyzed that the scores of the two groups have certain similarities in all dimensions of leadership, and the order of high and low is the same. The scores of teamwork are the highest, followed by self-cognition, critical thinking and decision-making ability, communication ability and leadership skills are the lowest. Thus, senior high school students can realize the importance of teamwork.

4. Summary

The premise of establishing a diversified appraisal subject is a deep understanding and personal experience of the operational mechanism and influencing factors of leadership cultivation, which makes whether the appraisal subject has relevant background knowledge become one of the selection criteria when evaluating the effect of leadership cultivation. According to the management characteristics of the internal administrative structure of Chinese universities, the main mode of internal leadership cultivation and evaluation in universities is still the overall evaluation of superiors to subordinates, which is an evaluation mode with Chinese characteristics. Self-evaluation refers to the self-evaluation of internal

stakeholders involved in the cultivation of leadership, including the self-evaluation of project members and student cadres on the work effect and results on a regular basis. The evaluation results should be made public. "In view of this provision, the evaluation subject of leadership cultivation should gradually expand from the simplification of internal staff to the participation of the public and professional evaluators, and realize the socialization of the evaluation subject. Innovative evaluation models and methods, different evaluation models constitute the core of the evaluation of student cadres' leadership cultivation, while the existing evaluation models are diversified. It is necessary to conduct multiple periodic evaluations to measure the changes brought by leadership cultivation to students, so as to improve the cultivation activities accordingly.

Therefore, in the specific operation practice, personalized assessment should be carried out within the scope of all the assessed objects, and consistent assessment indicators should be maintained. In this way, we can clearly understand the whole picture of the management team and provide a basis for the development of cadres.

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