

# Thoughts on the Construction Mechanism of College Teachers' Leadership

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**Abstract:** In the education construction of first-class universities and disciplines of the world, the construction of teachers' leadership is a core point. Improving the leadership ability of teachers in colleges and universities will bring about the consolidation and promotion of teachers' strength and realize the in-depth development of teachers' innovation potential and educational value. The construction of teachers' leadership will drive the reconstruction of the pattern of school education and the innovation of education. At present, the leadership of college teachers includes many aspects, including curriculum leadership, teaching leadership, as well as the scientific leadership, and governance leadership, so it is necessary to explore the construction mechanism of college teachers' leadership to achieve the construction of teachers' diversified leadership, and achieve the goal of improving quality education. This work mainly discussed the leadership construction of college teachers, focused on the institutional level, and studied in detail from the construction mechanism, supervision mechanism and cultural mechanism, so as to provide theoretical guidance for the construction of teachers' leadership.

**Keywords:** College teachers, Leadership, Mechanism construction, Thoughts

## 1. Introduction

From the definition of teachers' leadership, it refers to the ability of teachers to implement teaching by taking advantage of their rights and personal influence, which has a direct impact on teaching efficiency. With the deepening of teaching reform, the construction of teachers has also increased attention to the leadership construction of teachers through carrying out special research, so as to analyze the construction mechanism on the basis of the connotation of college teachers, which is of great significance to the professional development of teachers and the innovation and reform of education [1].

## 2. Connotation of College Teachers' Leadership

### 2.1. Curriculum leadership

The curriculum leadership of college teachers is the creativity, decision-making and execution of college teachers in the process of course construction, as well as the influence in curriculum construction cooperation. According to the particularity of major and service industry, college teachers exert their unique creativity, decision-making power and executive power from the objective, content, implementation mode and evaluation of college curriculum construction. In terms of curriculum design and development and other curriculum construction, considering the particularity of the industry and the demand for talents in the development of the times, teachers carry out creative curriculum construction of different types and different levels on the basis of existing textbooks according to the different development orientation of the school, the actual situation of students and the development demand of the industry.

### 2.2. Teaching leadership

The teaching leadership of college teachers is a kind of ability which can influence the teaching activities and realize the predetermined teaching goals. The teaching leadership of college teachers is at the core of the leadership of college teachers. The teaching leadership of college teachers focuses on the improvement of their teaching ability and their influence on teaching research and classroom teaching

construction. College teachers are specialized talents who directly meet the needs of a certain industry, which requires that the education and teaching of college teachers should not only pay attention to the mastery of professional theoretical knowledge of students, but also pay attention to the practical ability of the industry that students need. In addition, the current knowledge renewal speed is fast, and if students do not want to be eliminated by the society, the only way is to constantly accept self-education, independent learning, and obtain the ability of self-education and independent learning [2]. It can also be said that the ability of college teachers to guide students to self-education and self-learning is an important indicator to measure the teaching leadership and even the leadership of college teachers.

### ***2.3. Scientific research leadership***

Scientific research leadership refers to the creativity and action power of college teachers in the teaching and research office or research group activities, and the ability to influence other teachers in scientific research attitude, research action and research ability. The scientific research of college teachers should serve teaching, that is, scientific research should feed teaching. At the same time, college teachers should also look for scientific research materials or subjects in teaching, so that teaching can promote scientific research. The scientific research that college teachers engage in fundamentally comes from the specific social economy and ultimately serves the specific local social and economic development. In addition, it should be emphasized that the scientific research leadership of college teachers is formed by the collision and mutual influence in the process of teaching and research or project team group, and ultimately serves the ability of teaching.

### ***2.4. Governance leadership***

The governance leadership of college teachers is the ability of them to participate in the governance of colleges and universities. College teachers are the main body of college education and teaching work, and they are the masters of college education and teaching work, therefore, they should participate in the process of college governance. In addition to assuming the responsibility of education and teaching, college teachers are also the most grassroots management personnel of colleges and universities. It is an inevitable trend for the development of colleges and universities in the future to improve their governance leadership and give full play to their ability in the process of college governance.

## **3. Effective Strategies for the Construction and Improvement of College Teachers' Leadership Construction Mechanism**

### ***3.1. Break the institutional constraints and cultivate the leadership concept***

In the early stage of mechanism construction, teachers need to understand and recognize leadership, which is to let teachers get rid of the original solidified institutional constraints and deeply plant the leadership concept in the heart. For a long time, due to the constraints of the strict bureaucratic management system in colleges and universities, college teachers lack the right to speak and their leadership is very weak. In view of the long-standing disadvantages of colleges and universities, the institutional shackles should be broken. Cultivating a new leadership development concept is actually a process of removing the old and creating the new. Relevant departments should make an in-depth investigation of all kinds of rules and regulations that restrict teachers' leadership. They should not only clarify which rules and regulations restrict teachers' leadership in colleges and universities, but also clarify to what extent and in what way teachers' leadership is affected. The fundamental purpose of breaking institutional constraints is to innovate [3]. "Thought is the forerunner of action", so the idea of teacher leadership development should be cultivated. The premise of cultivating the concept of teacher leadership development is to do a good job in the propaganda of the concept of teacher leadership development, so that the concept of teacher leadership development can be deeply rooted in the people. At the same time, a good atmosphere should be created so that teachers can identify with the concept of leadership development and consciously, autonomously and automatically engage in the cultivation of leadership development, which is the original intention of cultivating the concept of leadership development for teachers.

### ***3.2. Improve the system feasibility to ensure the operation of leadership***

"No rules, no standards". Rules and regulations are the fundamental guarantee for the leadership of

college teachers. Therefore, it is necessary to strengthen the institutional construction of college teachers' leadership, and the purpose of system establishment is to implement. What are the defects in the current leadership system of college teachers? What strategies can be adopted to remedy these deficiencies? To solve these two problems will solve the problem of improving the leadership of college teachers. Colleges and universities can hire special experts and scholars to compile questionnaires for college teachers, college principals, and students, or conduct in-depth interview with college teachers, college principals, students and other relevant people. In particular, they should listen to the effective advice of relevant experts and scholars. It is impossible to adopt the same methods for different defects. According to the specific defects, the ability to solve the defect, level, the tendency to solve the defects and the purpose to be achieved, effective strategies should be determined by comprehensive consideration to solve the defects. To solve the defects, it is natural to strengthen the institutional construction of college teachers' leadership and ensure the operation of leadership.

### ***3.3. Establish and improve a regulatory mechanism to make leadership develop positively***

In order to ensure the effective improvement of college teachers' leadership, a sound supervision mechanism should be established to guide the positive development of leadership. First, it should be clear which regulatory mechanisms need to be established and improved, which can be considered comprehensively from the actual needs of the current leadership construction and development of college teachers. At the same time, relevant industries should also have established a sound system for reference. By referring to and comparing with relevant systems, it can determine which regulatory mechanisms need to be established and improved. Certainly, the most important thing is to determine which regulatory mechanisms need to be established and improved based on the relevant requirements of the state for the development of college teachers and even higher education. Taking these factors into account, it is necessary to make clear which regulatory mechanisms need to be established and improved. Second, it is necessary to choose the appropriate strategy to establish and improve the regulatory mechanism strategy. And in view of different regulatory mechanisms, different establishment and sound strategies should be adopted. Different strategies should be adopted for the establishment and improvement of different regulatory mechanisms. In the selection of strategies, not only the characteristics of the regulatory mechanism itself, but also the conditions of the region, school and personnel should be considered comprehensively. By comprehensively analyzing these factors, the appropriate way and strategy can be determined. Finally, the feedback strategy should be implemented. Implementing the selected strategies into the practice of establishing and improving the supervision mechanism can ensure the positive development of the leadership of college teachers.

### ***3.4. Improve the cultural mechanism and establish the leadership training atmosphere***

Cultural system is a very important educational carrier of education in the educational system of colleges and universities. Every member of colleges and universities is influenced by culture under conventional or latent cultural consciousness. The culture here mainly refers to the campus theme culture carried by effective platforms such as walls or broadcasting. The nourishment of campus culture will have a positive cognitive guidance for teachers' leadership, and at the same time make teachers enhance their sense of responsibility in the sense of culture, which can form the soil for the cultivation of leadership culture [4]. First, it is necessary to rely on the material carrier to cultivate the leadership culture, that is, to cover teachers' work and learning places, such as offices, conference rooms and other reasonable leadership culture implantation, so that teachers can view, think about and accept. Second, it is necessary to rely on the institutional carrier to cultivate a leadership culture.

### ***3.5. Adhere to strengthen complementary positions and establish a leadership training mechanism***

Teachers are not only direct experiencers of leadership decisions, but also concrete executors of students. Once their leadership is improved, they will form direct positive guidance for the development of the whole school. However, if the method of training corporate executives or students is directly copied, it will be difficult to meet the growth needs of teachers. It is necessary to focus on the training of teachers' leadership, innovate leadership training methods, and facilitate the improvement of teachers' leadership training, such as online training and assessment, and advocating practical training. In order to adapt to the complex situation of education development, it should seek innovative ways to strengthen leadership training.

#### 4. Conclusions

The leadership construction of college teachers is a long-term and continuous work. In order to realize the construction of leadership, it is necessary to give full play to the role of mechanism in guiding, restraining and guaranteeing, so that college teachers can have the identity of leadership and the power of leadership system construction, master the ideas and principles of leadership construction, realize the cultivation of diversified leadership and achieve their own professional development.

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