

# Development of Teachers' Information Classroom Teaching Leadership Based on Psychological Perspective

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**Abstract:** *With the wide application of IT in teaching, many changes have taken place in the role of teachers in teaching. To complete these changes in roles, teachers need to have certain teaching leadership skills in the process of informatization classroom teaching. Teachers' leadership includes foresight, charisma, influence, control, and decision-making. Teachers have the characteristics of leaders in the instructional process. They are "teaching leaders". They lead the instructional process, design and develop instructional resources, guide and help learners achieve their learning goals, and they manage learners like business leaders. Learning, motivating learners, guiding students to achieve performance goals, and helping students develop competencies. The research divides teaching leadership into three levels: macro, meso and micro, namely, education administrative departments at all levels, school managers such as principals, and front-line teachers. The front-line teachers, as the practitioners of teaching, should be the most direct teaching leaders. Teachers need to have certain classroom leadership skills in the process of informatization classroom teaching. Based on this, the article makes an in-depth interpretation of the connotation of teachers' classroom leadership in the information environment, and makes a detailed discussion on the professional leadership that teachers should play in the information environment.*

**Keywords:** *Psychological perspective; Teachers' informatization; Classroom teaching; Leadership development*

## 1. Introduction

The rapid development of IT is changing people's way of living and learning, infiltrating into the field of education and closely combining with teaching practice, which makes great changes in school education in curriculum, teaching, management, school culture and other aspects [1]. Teacher leadership is a popular concept in the field of education from Europe and America in the last two or three decades. In recent years, Chinese educators have also paid attention to this theory gradually, but there is still a lack of relevant research materials. In classroom teaching, teachers are the designers of teaching plans, organizers and guides of students' learning, evaluators of students' behaviors and developers of curriculum resources [2]. On the other hand, with the advancement of educational informatization, teachers' teaching leadership inevitably takes on the characteristics of informatization, which deeply integrates IT into the instructional process, promotes the professional development of teachers under the background of informatization, and even promotes the development of school informatization. However, in the research on teachers' teaching leadership at home and abroad, there is no unified conclusion on the definition of teachers' teaching leadership, and the research on teachers' information-based teaching leadership is still in its infancy, with no clear or authoritative definition [3]. As the "main battlefield" of school education informatization, it gradually presents the characteristics of education informatization. As the organizer and guide of classroom teaching, teachers' professional leadership has gradually attracted the attention of the majority of researchers. Improving teachers' leadership, improving their own quality, renewing their educational concepts, and exchanging their true feelings for sincerity will make students identify with you, get close to you, and consciously follow you. Teachers will successfully complete the teaching tasks in class, and the improvement of students' positivity will make teaching easier and get twice the result with half the effort.

## 2. The Connotation of Teachers' Information Leadership

### 2.1. Teacher leadership

With the continuous development of the movement of "school effectiveness and improvement", the dimension of "teaching" in school leadership has attracted wide attention, and teaching leadership has gradually become the focus of research in the field of school leadership. Teachers' leadership is a kind of power that teachers have. Teachers' leadership refers to the management power exercised by teachers (department heads, grade heads, community representatives) who have the role of administrators in schools [4]. On the one hand, teachers' leadership is the ability of teachers to continuously improve their abilities and develop their professional qualities by accumulating and transferring knowledge in a targeted way, so as to meet the needs of educational goals; on the other hand, it is the ability of teachers to influence the development of students, colleagues, themselves and even the school through their own noble teachers' moral character, advanced educational thoughts and behaviors, and the interaction between teachers and students and colleagues [5]. It is very important for students to make steady progress. Generally, teachers always rigidly implement the requirements of curriculum standards according to the contents of instructional materials. From the perspective of teachers' professional development, teachers' leadership mainly urges excellent teachers themselves to take on the process of guiding other peer teachers' professional development by means of curriculum leadership, colleagues' development and new teachers' guidance. With these new ideas, the teaching leader has changed from a static, independent and absolute individual behavior to a dynamic, related and relative group interaction behavior, and the teaching leader has become the product of the joint action of all members in the school. To fulfill these multiple roles, teachers need to have certain teaching leadership skills. The traditional roles of teachers and the roles of teachers in the IT teaching environment are shown in Table 1.

Table 1: Traditional teacher's role and teacher's role in IT teaching environment

| Traditional teacher role   | Teacher's Role in IT Teaching Environment  |
|--|--|
| Executor of teaching goal  | The leader of learning objectives  |
| The monopolist, imparting and authoritative interpreter of knowledge | Co-owners, instructors, guides and learners of knowledge points  |
| The control of students' learning                                    | A collaborator who explores with students, a supporter and an encourager of students' knowledge creation |
| Executor of instructional process                                    | Researchers, designers, organizers and managers of the instructional process                             |

Table 1 Internet penetration rate in China's urban and rural areas from June 2018 to June 2020

### 2.2. The connotation of teachers' classroom leadership in the information environment

Table 2: The difference between leadership and management skills

| Project           | Capacity bearers | Essence          | Concerns              | Relationship between                              | Field of vision | Pursuit | Methods         |
|-------------------|------------------|------------------|-----------------------|---|-----------------|---------|-----------------|
| Leadership        | Leaders          | Pursue change    | How to lead followers | The relationship between leader and follower      | Long-term goal  | Vision  | Orientation     |
| Ability to manage | Manager          | Pursue stability | How to manage workers | The relationship between superior and subordinate | Short term goal | Target  | A detailed plan |

In the context of informatization, teachers' classroom leadership is composed of informatization and teachers' classroom leadership. To understand teachers' classroom leadership, we must first know the difference between leadership and management (as shown in Table 2). The two are related and interdependent, but their roles are different. It is a basic part of teachers' informatization leadership. Only when teachers have informatization literacy and IT capabilities can they rationally use IT in education and teaching, improve their own influence in the process of using IT, and then lead other teachers. Actively participate in the construction of school informatization.

The above definition is extended to the classroom leadership of teachers, that is, the ability of teachers to lead students in class and motivate students to continuously learn and develop actively in order to achieve the common and long-term teaching goals. Multimedia courseware can show the teaching content, such as teachers spend less time to complete the same amount of work, the liberation

of their own at the same time, also can make use of picture and text, voice, video and other media is more vivid and comprehensive interpretation of knowledge points, to improve the enthusiasm of students learning, it is not only the influence of affect other outside the classroom teachers and colleagues, It also influences and leads all students in class, especially to motivate students to achieve their learning goals and even their life ideals [6]. With the development of distributed leadership theory, teaching leadership no longer refers to the teaching leadership of principals and other individuals. Other relevant teaching subjects also have teaching leadership, especially teachers [7]. Therefore, the theory of distributed leadership is bound to become the theoretical basis for the study of teacher information-based teaching leadership.

### **3. Put forward the concept of teacher information-based teaching leadership**

#### ***3.1. Teacher charisma***

The charisma of a teacher in classroom teaching is the ability to attract students with charisma, and the charisma is mainly reflected by the sincere emotional input and the noble character of the teacher. It is no longer possible for teachers to continue to play the role of experts because of their rapidly changing new knowledge, new skills, and new perspectives [8]. The foresight of teachers in classroom teaching is mainly the ability of teachers to understand the development status of students, to grasp the direction of the classroom, and to clarify the goals that students want to achieve. The specific performance is that teachers and students have a common vision and grasp of teaching goals. Modern educational technology is promoting a new educational revolution. A notable sign of modern educational technology is that multimedia resources play an important role in classroom teaching. The scientific and rational use of multimedia in the classroom can make the teaching method more vivid, the knowledge is easier to understand, and the students' interest in learning can be stimulated. Only by insisting on active learning and constantly updating their own knowledge and technology can teachers quickly apply new knowledge and new technologies to their own teaching practice, quickly adapt to teaching in the information age, promote their own professional development of IT, and lead others. Teachers are actively involved in the learning of new knowledge and new skills [9].

#### ***3.2. Build a common learning vision***

Teachers should work with students to establish a common learning vision, or an expectation, prediction and orientation of the future development direction. Actively learn the relevant theoretical knowledge of information-based leadership, and take on the role of leadership in practice, for example, developing and evaluating information-based teaching activities, organizing and leading the construction of information-based learning environment, etc [10]. Teachers should effectively integrate IT into teaching preparation, teaching strategies, instructional process and reflection on teaching evaluation, deeply understand students, care for them, lead them to wander in the ocean of knowledge, and improve teachers' teaching effect and students' learning effect. The ability of information curriculum design and development: with the popularization of the Internet, students' learning style has changed greatly. In order to meet the learning needs of students, teachers must have the ability of designing and developing online curriculum resources, so that the developed curriculum can meet the requirements of students. This kind of expectation prediction and positioning is not only the collective learning goal, but also the individual learning will. It should be based on promoting students' continuous growth and improving students' learning ability, so that teachers and students can keep a positive spirit and keep forging ahead. Therefore, teachers must give full play to their personal influence, lead all teachers and students to actively participate in the information-based cultural construction of the school, and give timely feedback to school administrators on various problems encountered in the construction process, so as to form a cultural atmosphere conducive to the development of school information.

### **4. Conclusions**

In the process of information-based classroom teaching, teachers, as the guider of teaching objectives, must have certain classroom leadership. From the current research status, the research on teachers' informationized leadership in China is in its infancy. Most of the research focuses on the connotation and structure of teachers' informationized leadership, and there are relatively few empirical studies on the development strategies of teachers' informationized leadership. Informatization, however,

the current education teaching, the teacher teaching the implementation of the leadership and management performance is not outstanding, will be a very good teacher is not the IT into the classroom teaching, thus its IT application ability is relatively weak, it is a teacher in the teaching work of teaching wisdom and the embodiment of the unique way of teaching, as a result, discussion of teacher leadership is conducive to teachers to better grasp classroom teaching and cultivate talents needed by the society. Taking teachers as teaching leaders is the breakthrough to solve the current problems and an effective method to meet new challenges.

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