

Diversified Connotation and Action Promotion of Sustainable Education Leadership Based on Action Learning

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Abstract: Educational leadership should follow the principles of sustainable development and be constructed with the theory of sustainable development. Leadership for sustainable education is a dynamic developmental leadership that respects the past, is based on the present, and is future-oriented, helping to drive sustainable improvements in schools. Action learning is learning through action. In action learning, participants reflect on their own experiences and learn from each other and improve by solving practical problems encountered in their work. This paper compares action learning with traditional methods on the multi-connotation and action promotion effect of leadership in sustainable education based on action learning, and discusses the successful elements of developing leadership based on action learning. Integrating meaningful and valuable ideas and methods in action learning into the practice of leadership education is of great significance for innovating leadership education methods, improving leaders' leadership ability and promoting the development of organizations and individuals.

Keywords: Sustainable Education Leadership; Action Learning; Diversity

1. Introduction

In today's world, the tide of economic globalization is surging, and science and technology and social productivity are advancing by leaps and bounds[1]. Facing the complexity and diversity of social structure and the rapid change of social situation. With it, the cultivation and development of effective leadership has become an important issue in leadership education and training[2]. Education shoulders the social mission of cultivating talents needed by the all-round development of high-quality modernization. Follow your own rules and move forward. Closely linked with social life, education shows a trend of adapting to social changes[3]. Action learning is a learning method based on cognitive science, brain science and organizational management. In various plans and practices of leadership development, the action learning method has been and is being accepted and applied by school education and training institutions all over the world[4]. The quality of leadership is the key factor to determine the school effectiveness and students' academic level. Teacher leadership is the ability of teachers to "use the rights conferred by their positions and the influence of individuals to affect the relevance of teaching activities", combining a variety of teaching methods to comprehensively improve students' comprehensive ability and improve teaching efficiency and effectiveness. and influence process. In the development of teachers' leadership, in addition to the improvement of teachers' personal characteristics and abilities, the school's planned and methodical development is also one of the important ways[5].

2. Multiple connotations of Sustainable Education Leadership

2.1. Significance of leadership training in Sustainable Education

The concept of sustainable development first originated from the "ecological sustainability" proposed by ecology, and later extended and covered many aspects such as population, resources, environment, society, economy, technology, and politics[6]. At present, there is not much research on sustainable education leadership in academic circles, and there is no consensus on the connotation and extension of sustainable education leadership, showing a multi-dimensional perspective. The first is the process perspective, emphasizing sharing; The second is the ethical perspective, focusing on development; The third is the structural perspective, focusing on elements. Leadership is neither practical ability in general

sense, nor application ability of subject knowledge, but special ability for the position. The research on the teaching mode of leadership improvement training course can not only solve the current situation of serious separation between leadership improvement training education theory and training teaching practice, standardize the teaching behavior of trainers, but also improve the quality of training and teaching. Building high-quality schools, improving school efficiency and realizing connotative sustainable development of schools are inseparable from the educational leadership of sustainable development.

2.2. The development practice of sustainable education leadership

The era of knowledge economy has changed the way of thinking, education and behavior of human beings, and it is also changing. The diversification of the school-running system and the dynamic hierarchical structure of higher education are conducive to reducing the negative impact of the current "inclined" policy of education in our country. On the one hand, the leadership ability of managers at all levels is rapidly improved, so as to drive the reform of education and solve problems at all levels[7]. Organize managers to carry out group discussion activities to solve ideological and attitude problems. Let managers receive management development training, study relevant management cases in history, etc. Managers will further study, practice and reflect in their later work, summarize experience and find new problems, and discuss and share them in the next seminar. The lack of ability to adapt quickly and change due to the accelerated development of the times and the rapid changes in the economic environment. In this regard, traditional methods have limited effect and cannot assume the role of quickly and effectively improving organizational leadership in response to changes in the educational environment. The ability level of managers is directly related to whether the organization plan can be in place, whether the work objectives and performance can be achieved, whether the organizational culture can be effectively implemented, and whether the team organization atmosphere is good.

3. Action-based learning to develop the success factors of leadership

3.1. Significance of leadership training in Sustainable Education

Action learning method is based on the connection between reflection and action, that is, based on the learning process of human beings, the quality of work and study can be improved by working and studying with others [8]. Figure 1 is the flow chart of action learning. The action learning group has two functions: one is to support individuals to reflect on their past actions in order to learn from experience; The second is to explore their current things, things and problems in order to help them in a constructive way in their next actions. Through action learning groups, teachers can clearly understand what individual leadership strengths are, what weaknesses are, and where improvements are needed. Teachers can better understand their own leadership strengths, weaknesses and ways to improve, thereby promoting personal leadership development. At present, there is a shortage of leaders in the educational sector[9]. On the one hand, it is due to the lack of awareness of cultivating future leaders and the lack of corresponding strategies by the educational reform authorities; On the other hand, it is also because the characteristics of school leaders themselves have been changing. Teachers are unwilling to run for school leaders, resulting in the fault of school leaders.

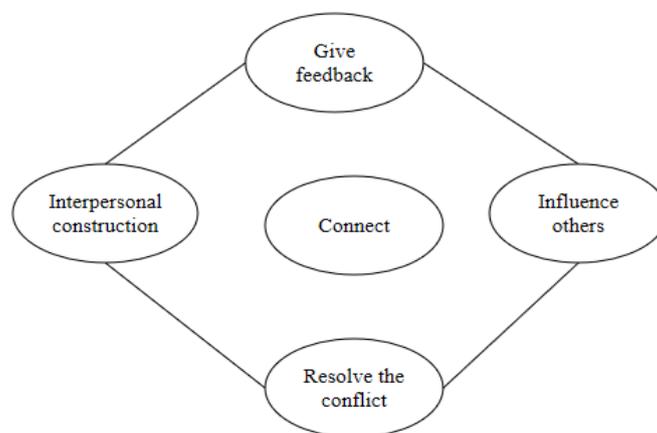


Figure 1: Flow chart of action learning

3.2. *Sharing and collaboration within the school*

Whether the personnel of different departments of the school (such as administrative departments and departments) can effectively share information and cooperate with teachers, and between teachers. For different organizations, the specific ways and steps of implementing action learning for leadership development may be different. The value of educational technology lies in teaching practice, and the application and value evaluation ability of educational technology can be formed and developed only in practice[10]. Pay attention to hot issues, and attract students to think actively by analyzing and solving practical problems; Set up open teaching content, extend to students' study and life fields and guide students to integrate theory with practice. School leaders and management should personally initiate and participate in the teacher leadership development project based on action learning. Schools should establish a teacher leadership project team based on action learning groups to carry out teacher leadership improvement projects. At the initial stage, participants in action learning groups can participate voluntarily. Leadership is communication. Communication is not only necessary, but also necessary. It is human communication that changes other people's attitudes and behaviors in order to meet common group goals and requirements.

3.3. *Support from the top of the school and the school as a whole*

School leaders and schools, as an action subject, should be willing to initiate and participate in the teacher leadership project and provide resources and support for the project. The leader is the leader and commander of the organization and the core of the cohesion of organizational behavior[11]. Leadership activity is a process in which the leader consciously affects the organization and group to move towards the established goal. Action learning also creates an environment in which participants learn from real problems, experience, mutual help and inspiration, so as to improve their leadership, not through examples and scenario simulation, but based on reality. In conclusion, action learning is flexible[12]. The process of action learning respects and builds on each person's unique experience. It focuses not only on the tasks to be completed by the participants, but also on the learners themselves, emphasizing personal attitudes, experiences and constant The importance of reflection on leadership behavior and decision-making.

4. Conclusions

With the development of science and society and the development of education. The urgent demand for leadership development often comes from the change demand of organizations in response to the rapidly changing living environment. The construction and implementation of action mode is in line with the direction of modern education and teaching reform. Action learning method requires that the curriculum should be closely linked with practice. Teachers must improve their ability to organize, coordinate and support, reorganize their teaching models and methods in accordance with the requirements of practice, pay attention to the development and improvement of students' multi-faceted leadership through problem solving, build a flexible knowledge base, and develop high-level The ability of thinking, become an autonomous learner and an effective collaborator, and can self-evaluate and self-feedback, not only the practical application ability is improved. In the process of developing leadership based on action learning project, we should first pay attention to the understanding of the basic principles of action learning and avoid copying the so-called successful cases.

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