

EDUCATIONAL LEADERSHIP FOR COLLECTIVE MANAGEMENT IN 21ST CENTURIES

Shining Zhao^{1*}

^{1*}*Suan Sunandha Rajabhat University, Bangkok, Thailand*

E-Mail: s65561802089@ssru.ac.th^{1*}

ABSTRACT

This paper introduces the basic concepts of educational leadership for collective management in 21 centuries, it is not difficult to find that the ability to become a university administrator with leadership should have, this ability changes with time, the social environment and the development of the times, and the content of leadership will continue to expand with the change of the external environment.

In this article mention 1) Scientific decision-making ability 2) The ability to constantly break through innovation 3) Have the ability to select talents 4) Change your own way of thinking 5) Pay attention to the realization of the value of faculty and staff 6) Cultivate the teamwork spirit of colleges and universities 7) Establish and improve the reward and punishment mechanism

Keywords: Educational leadership, collective management, 21 centuries

INTRODUCTION

Colleges and universities have a large number of personnel, so the management of colleges and universities should formulate corresponding development plans at the macro level, formulate detailed leadership goals according to the development goals, and carry out management work in accordance with this goal. There is a relationship between teachers and students, leadership groups and teachers, so proper communication and exchange is an important way for university management to be carried out smoothly. Every management work may involve the interests of people and the university as a whole, so conflicts of interest between the whole and the individual will also arise. What are the problems with efficient management? First, there are individual differences between university leaders and those led. The school is a huge organization, members will make judgments from their own perspective according to different positions and values when making decisions, and behind each decision there may be economic interest considerations, their own considerations and other factors, which has caused many decisions with a tendency of personal arbitrariness, and everyone is thinking about problems according to the "self" way of thinking, which will directly lead to the conflict between the lack of coordinated self-awareness. Second, the lack of innovation in university management is related to the fear of leaders taking the risks of innovation. Many leaders prefer to follow outdated ideas rather than take such risks and responsibilities, if innovation results, then help the entire university and their own development, but if the decision lacks credibility and ultimately fails, it will bring reputational damage to themselves and the

entire university. Under such circumstances, the vast majority of university leaders do not want to take risks, which has caused the lack of policy stability and continuity in the development of universities, and many universities are overly conservative and self-satisfied.

OBJECTIVE

In detail, the content of leadership of university leaders mainly includes the following aspects.

1. Scientific decision-making ability

The survival of a university is changing rapidly, which requires every university administrator to be prepared for danger in times of peace and full of wisdom in the face of the changing social environment, so scientific decision-making ability is one of the abilities that a good leader should have. This also requires leaders to collect a wide range of relevant information when managing university work, objectively identify and analyze this information, and finally form specific decisions that can be implemented.

2. Continuous breakthrough innovation ability

Innovation is fundamental to the development of everything in the world. The continuous innovation of university management is an important part of the development of universities, and managers should always have the ideology of innovation, in the daily work, constantly accumulate innovative experience, and effectively use the experience at the appropriate time to innovate the work of universities.

3. Have the Ability to Choose

University administrators should play the role of "Bó Lè" for the institutions of higher learning. Carry out the selection of necessary human resources. In the development of colleges and universities, how the work performance of teachers in colleges and universities directly affects the development results of colleges and universities. Therefore, leaders should select teachers or student union representatives with strong work ability and high comprehensive quality among the managed, reward the progress of this local talent, and encourage the managed to assist the manager in carrying out management work.

METHODOLOGY

How to improve the leadership of university administrators

A good university administrator may determine how well a university is doing and how high it will be in the future. Therefore, if university administrators want to achieve higher and stronger goals, the charm of leadership is even more important. In the face of efficient management of complex and special environments, how to improve the leadership of university leaders, we put forward the following requirements for university administrators.

1. Change your way of thinking

From the macro-overall situation to consider the direction of university development, this is the general idea that every university manager should follow when making management decisions, from

a holistic and balanced perspective, the cumbersome management affairs of colleges and universities can be simple and clear, and they can maintain their goals and missions in detail. Managers should also instill macro goals in the managed, encourage them to strive according to the set goals, and establish an equal and frank management environment, which is conducive to solving problems efficiently.

2. Pay attention to the realization of the value of faculty and staff

Modern university management attaches importance to people-oriented thinking, and colleges and universities are important places for faculty and staff to realize their own value. Therefore, universities should provide opportunities for staff and students to realize their self-worth. In this way, the enthusiasm of faculty and students can be mobilized, and university administrators attach importance to the subjective initiative of the managed and create a stage for them to exert their own abilities, which can greatly improve the efficiency of management work and improve the prestige of managers among teachers and students.

3. Cultivate the teamwork spirit of colleges and universities

The internal work of colleges and universities is becoming more and more meticulous, and although the division of labor between various departments is clear, the spirit of teamwork is lacking. In order for colleges and universities to be able to develop steadily and healthily, we must rely on the wisdom and ability of leaders, unite all departments and teachers and students at colleges and universities, exert the power of unity, and let faculty and students work together towards the set goals, and twist up and down to speed up the pace of development. At some level, the cohesion of a university is one of the criteria for directly measuring the management ability of the university's leaders. University leaders should always believe in the power of the team and integrate themselves into the work of the team, rather than being a leader from above, but should integrate into the collective, in order to make the development of colleges and universities progress.

3. Establish and improve reward and punishment mechanisms. Prestige and preaching are not enough to get staff and students to change their mindsets and actively participate in school management and provide advice to the campus. Corresponding reward and punishment mechanisms should be established and improved, and certain rewards should be given to faculty and staff and student representatives who actively participate in campus development, and different degrees of rewards should be given according to the value of the manager's contribution to the development of the university, so as to stimulate their motivation, satisfy their sense of achievement and social identity, and give certain material rewards. At the same time, we should also recognize that there are great difficulties and obstacles to efficient management in terms of balanced implementation. In dealing with these contradictions, it is inevitable to sacrifice the self-interest of a part of the people. Therefore, while strengthening encouragement, it should also compensate the people who sacrifice their own interests, so that those who "sacrifice the small self for the big self" can finally provide the partial benefits and results that should belong to him.

RESULTS

In the 21st century, education has entered the post-popularization stage in an all-round way, and the main contradiction in the development of education has shifted from how to "go to school" to how to "learn well", and comprehensively improving the quality of education and building a high-quality education system has become a strategic task for world education.

Pathways to Teacher Leadership

Based on the above discussion of the connotation and dilemma of teacher leadership, we can see that teacher leadership is manifested in some of the characteristics of teacher's traits and abilities are stimulated or limited by the school environment.

It is often in the interaction between individual teachers and the teacher community and the school environment.

The formation and development of the process is processual, situational, interactive and internal Recessive features. Therefore, the path to improve teacher leadership is diverse Complex, we need to decompose it not only from the perspective of elements, but also in the overall relationship of the elements is examined.

CONCLUSION AND FUTURE WORK

The leadership curriculum is set up in teacher education, and the principal pays attention to the practice of transformational school leadership and strengthens the training and support of rural backbone teachers Modernization of mindfulness and capabilities, as well as systems that are compatible with the modernization of people and cultural modernization. Teacher leadership is the core of the modernization of the education workforce.

The connotation of the heart, through the full excavation and realization of the potential of teachers' leadership, stimulates Develop the vitality of the teaching team and improve the professional identity and sense of belonging of teachers and happiness, to enhance teachers' professional ability, team awareness and pursuit of excellence.

The spirit of exploration has created a team of high-quality, professional and innovative teachers. Provide a strong human resource foundation for the high-quality development of basic education.

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