

# The Construction of University Teaching Team Based on the Cultivation of Teachers' Educational Leadership

Biyu Guo

University College London, WC1E 6AE London, UK

**Keywords:** Teachers' Educational Leadership; University; Teaching Team

**Abstract:** The essence of teachers' educational leadership is non-power and pays more attention to teachers' influence. Teachers actively participate in the handling of school affairs. By exerting their professional expertise and cultivating a sense of ownership, they can enhance cooperation with other teachers and promote the development of students and even schools. Teachers' teaching leadership is a key factor affecting the quality of education and teaching, and it is also an important force to promote the reform and development of school teaching. The construction of teaching team is a breakthrough to improve the quality and level of university teaching, and its purpose is to effectively improve the teaching quality. Clear and definite teaching ideas, advanced teaching contents and scientific teaching methods should be regarded as the important goals of implementing teaching reform. To achieve this goal, we can't do without an efficient, united and cooperative team. For a long time, universities tend to pay more attention to the development of university teachers' disciplines and professions, while ignoring the improvement of their teaching ability. There is often a phenomenon that only the construction of scientific research teams is emphasized, while the construction of teaching teams is ignored. Therefore, this paper attempts to explore the construction of teaching team of university teachers from the perspective of the development of university teachers' educational leadership.

## 1. Introduction

At present, higher education is in a period of great change. With the continuous development of society, the relationship between higher education and market is getting closer and closer, which makes the boundary between education and society more blurred. Teachers' teaching leadership is a key factor affecting the quality of education and teaching, and it is also an important force to promote the reform and development of school teaching. However, domestic scholars' research in this field has just started, and most of the literature focuses on the theoretical analysis of western research results. The research on teachers' educational leadership can be said to be an area that needs to be reclaimed urgently. As the executor of education and teaching, the professional development level of university teachers is directly related to the quality of higher education [1]. Therefore, we must take active and effective measures to accelerate the professional development of university teachers. Therefore, this paper attempts to explore the construction of teaching team of university teachers from the perspective of the development of university teachers' educational leadership.

## 2. Connotation of teachers' educational leadership

Teacher's educational leadership refers to the comprehensive influence of teachers on the "led" (other members in the activity) through the interaction of their own professional power and non-power elements such as knowledge, ability and emotion [2-3].

The essence of teachers' educational leadership is non-power and pays more attention to teachers' influence. Teachers actively participate in the handling of school affairs. By exerting their professional expertise and cultivating a sense of ownership, they can enhance cooperation with other teachers and promote the development of students and even schools. The content of leadership is shown in Figure 1:

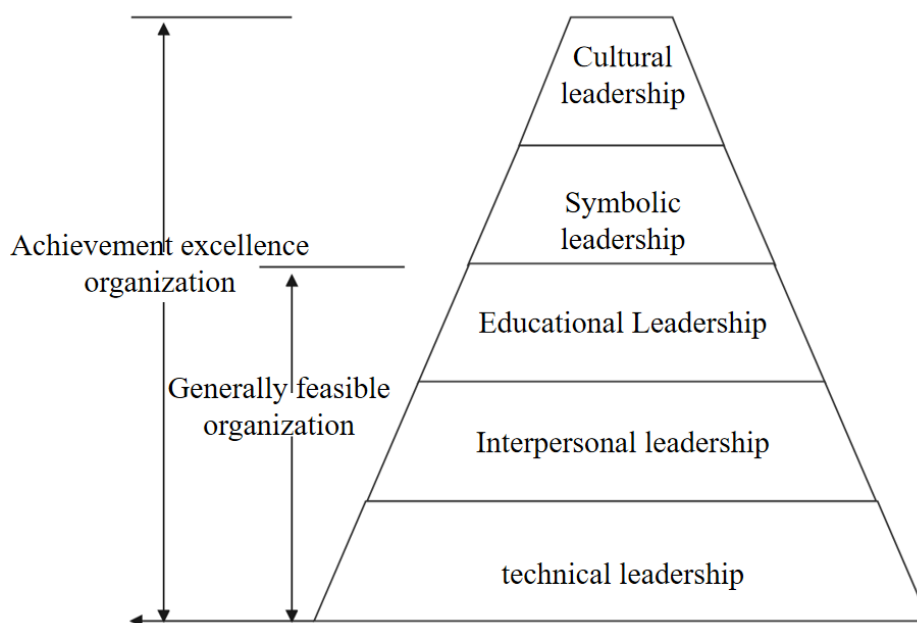


Figure 1 The content of leadership

The "teacher" in the "teacher education leadership" mentioned in this study refers to "university teachers", that is, professionals working in universities. The word "teacher's educational leadership" is defined in this paper as: teachers' influence on others in all aspects through their own professional development is the ability of teacher leaders to create common vision and goals, influence peers, achieve goals and visions and bring returns to organization members in teaching activities [4].

Teachers' educational leadership is mainly manifested in their work and life. From the analysis of the connotation of teachers' educational leadership, it can be concluded that teachers' educational leadership is developing with the continuous improvement of teachers' level. From the perspective of power, teachers' leadership refers to a kind of power that teachers control and influence themselves and others in the teaching process, but this power of teachers does not have mandatory legal power, which is different from authority.

### 3. Problems existing in the construction of teaching team in universities

#### 3.1. Lack of academic cooperation in teaching

At present, full-time teachers basically don't have to work, and there are few opportunities for teachers to meet each other except for teaching and research activities or meetings. However, teaching and research activities are basically carried out around professional training objectives and tasks, and most universities have started teaching evaluation systems, but the evaluation results are rarely completely linked to teachers' evaluation of professional titles and performance appraisal; Once the evaluation results are directly related to professional titles and performance, independent teaching activities among teachers will be transformed into direct competition, and it will be more difficult for teachers to cooperate in teaching.

#### 3.2. Lack of leadership experience and skills

Formal teachers are more confident in leadership and professional leadership skills than informal teachers. Organization and learning are important indicators to measure teachers' educational leadership. Teachers' professional leaders are mainly engaged in leadership activities and have certain communication and organizational skills to promote their own development. Just because a teacher's discipline is rich and academic does not mean that students can learn profound and in-depth knowledge from him. Without respect and concern for students, understanding and grasping the classroom and research and creation of teaching methods, it is difficult for university teaching to promote students' all-round development.

### 3.3. Limitations of practical activities

A school's norms, development and improvement goals, values, interpersonal relationships in the school and the organizational style of principals all belong to the category of school atmosphere. Teachers not only preach and teach in this environment, but also are places for teachers' own professional development and learning in today's life-long learning. The school atmosphere exerts a subtle influence on teachers' values. There is a split between school teaching and students' learning. The lack of practical exercises in theoretical teaching in colleges can not effectively test students' understanding and mastery, and students' interest in learning related content has gradually decreased, and their attention has also declined. Most teachers in school are passive learners, passively receiving the courses arranged by the school, and the school is unable to give students practical courses. Therefore, this has also dampened the enthusiasm of students and teachers to some extent [5].

### 4. The construction of university teaching team based on the cultivation of teachers' educational leadership

Quality is the lifeline of colleges and universities. To improve teaching quality and deepen teaching reform, in the final analysis, it depends on the improvement of teachers' professional quality and teaching quality, and on the improvement of teachers' teaching team quality. Teaching team plays an important role in promoting the development of teachers' educational leadership [6-7]. Universities promote the reform of teaching content and methods by establishing a team cooperation mechanism, develop teaching resources through team cooperation, and promote the exchange of teaching experience and teaching discussion among teachers. The specific content of university teaching team construction based on teacher education leadership training proposed in this paper is shown in Figure 2:

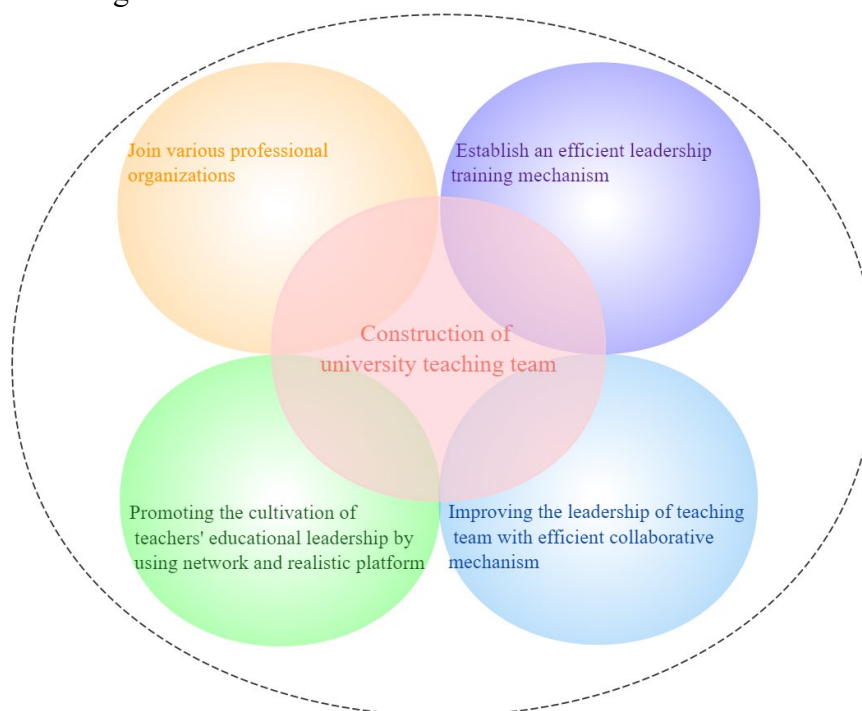


Figure 2 Specific content of university teaching team construction

#### 4.1. Encourage teachers to join various professional organizations

Professional organizations are of great significance to the development of teachers. People are always in the social environment, schools are a part of society, and teachers are always in various social relationships [8]. In the discussion with educational administrators about school policies, teachers can have a clearer understanding of the basis for setting educational and teaching

objectives and the educational theories contained therein, so as to sort out the correct direction for future teaching work.

Identity is constructed by individuals with their own value orientation and emotional attitude in specific situations such as society and self-evaluation [9]. Only when teachers recognize their professional identity internally can teachers truly recognize the change, make efforts for school change, actively develop their professional ability, and teachers' leadership ability can be fully developed.

The school reserves time for teachers' professional development and provides reasonable and constructive suggestions for teachers' time arrangement. Only when the time conditions are sufficient, teachers have the energy and enthusiasm to participate in various professional organizations, exchange needed goods with other teachers within the organization, generate new views on education and teaching concepts, have more new insights and deeper understanding of the curriculum, and enhance their own curriculum leadership. Teachers can make full use of school resources to achieve school goals, and at the same time constantly develop their own professional abilities, so as to save energy for the development and reform of the school.

#### **4.2. Establish an efficient leadership training mechanism**

Teachers are not only the direct experiencers of leadership decision-making, but also the concrete executors facing students. Once their leadership is improved, it will form a direct positive guidance for the development of the whole school. In most universities, the introduction of teachers' educational leadership theory is still in a relatively initial period, and the special training of related leadership has not been filled in time. Therefore, it is necessary to adapt to the complicated educational development situation, seek innovative ways to strengthen leadership training, and form a basic guarantee for the output of leading talents in universities.

At present, university teachers are under great pressure, have heavy curriculum tasks, and often receive limited information from enterprises, industries and other institutions. Therefore, the effectiveness of improving their professional ability in limited classroom teaching time is limited. Therefore, it is necessary to break away from the garden of playing and singing in university teaching and build a three-dimensional open learning organization. The first is to establish a two-way training mechanism between theory and practice, mainly through the development and opening of courses, special lectures and other theoretical analysis and education, through the assessment and guidance of leadership in simulated situations, so that teachers can get normal opportunities for communication, learning and progress. The second is to establish a social service cooperation mechanism and give teachers the opportunity to participate, especially some high-level forums for leadership training, and carry out in-depth cooperation. Let teachers' education and teaching theory have a practical platform and support.

#### **4.3. Improving the leadership of teaching team with efficient collaborative mechanism**

The construction of teaching team is a breakthrough to improve the quality and level of university teaching, and its purpose is to effectively improve the teaching quality. Clear and definite teaching ideas, advanced teaching contents and scientific teaching methods should be regarded as the important goals of implementing teaching reform. To achieve this goal, we can't do without an efficient, united and cooperative team.

The essence of university teachers' professional development is the development of disciplines and education. Therefore, the leader of teaching team should have broad academic vision and deep academic attainments, and be able to grasp the frontier of discipline development; We must love undergraduate teaching, teach undergraduate students in the front line of teaching, have rich teaching experience and skilled teaching skills, and have excellent teaching effect; Schools should provide activities and time for teachers to communicate, observe and evaluate each other, and create an excellent school culture through the interaction between teachers, so that teachers' work can be transformed from isolated technical work to a culture of professional discussion and pursuit. To create a high-level teaching team, we must establish a common vision with strong appeal, cohesion and centripetal force, so that the team will always be inspired by the common goal orientation and

value orientation of improving teaching quality, and will always have a passion and vitality of vigorous and innovative development.

#### **4.4. Make full use of network and realistic platform to promote the cultivation of teachers' educational leadership**

Teaching team is a teaching academic organization with academic leaders as the core and teachers with complementary knowledge and skills as the main body. It is the most basic academic organization form in general colleges and universities, and it provides a working way for teachers to share and improve together and communicate and cooperate in depth [10]. Professional development is a process to promote teachers to become education professionals. It is necessary to improve and deepen professional knowledge and skills in academic research and education and teaching practice through special training and systematic learning, and to improve their teaching quality by combining the study and exploration of educational theories and methods.

The cultivation of teachers' educational leadership can fully consider the development and application of the platform, establish or optimize the platform for the cultivation of teachers' educational leadership and promote the cultivation of teachers' educational leadership. On the one hand, we can organize cooperation between universities and social organizations in different regions, and jointly study and discuss the characteristics and advantages of teachers in different regions by establishing a certain "alliance" platform, so as to effectively cultivate teachers' educational leadership. On the other hand, it can also promote the cultivation of teachers' educational leadership by establishing a network platform. With the help of the advantages of the Internet and big data platform, the network platform is trained.

University education and teaching is no longer limited to traditional teaching. We should keep pace with the times, actively explore the teaching methods of university education under the information technology environment, make full use of modern information technology to provide means for universities to carry out education and teaching, and fully realize the importance of information technology in university classroom teaching. In the era of education big data, management service departments, society, government and other departments play an important role in the generation of teachers' teaching leadership. Therefore, in the era of education big data, it will change from experience-based to evidence-based, and the teaching leadership of university teachers will be more scientific through data analysis. At the same time, data also provides an important basis for the teaching leadership of university teachers, and data will also be an important force to promote the development of teaching leadership of university teachers.

## **5. Conclusions**

As the executor of education and teaching, the professional development level of university teachers is directly related to the quality of higher education. Teachers' leadership is a kind of power to control and influence themselves and others in the teaching process, but this power of teachers does not have mandatory legal power, which is different from authority. Teachers are not only the direct experiencers of leadership decision-making, but also the concrete executors facing students. Once their leadership is improved, it will form a direct positive guidance for the development of the whole school. The process of team building is the process of training academic teachers, and the growth of academic teachers will certainly promote the construction of teaching teams. Once the academic teachers are successfully trained, a high-quality teaching team will be formed. Let teachers truly realize that all teachers are leaders, and experience, exercise and improve their sense of responsibility, teamwork, educational service and corresponding educational ability as members of the school education community in the future.

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