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The development direction of educational leadership in the context of globalization

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Abstract: Information and communication technology, represented by computer and network technology, is greatly changing the way of life and communication of human beings. Therefore, in the 21st century, traditional schools and traditional education systems around the world will be presented with both opportunities and challenges for new development prospects. The construction of educational leadership will be an important key to improve the quality and charm of teachers. The United Nations Educational, Scientific and Cultural Organization (UNESCO) brings together transformative visions, transformative knowledge systems and transformative skills, It is regarded as the core point in the goal framework of educational leadership construction. The improvement of educational "leadership" is mainly carried out by improving the ability to construct multi-dimensional "change vision", expanding change knowledge based on diversified knowledge system, and improving "change skills" based on optimization management. The above concepts and practices reflect the characteristics of emphasizing the organic combination of international and local strategic thinking, the organic combination of knowledge mastery and innovation, and the organic combination of professional and scientific teaching management, which have an important impact on the development trend of China's educational leadership.

Keywords: Globalization; Educational; Ieadership; Vision for change; Direction.

1. The connotation and framework of "leadership" construction in education

1.1. The connotation of "educational leadership"

Educational leadership is an important basis for improving the efficiency of training organizations in running schools and improving internal competitiveness. It is "an ability to educate leaders to attract and influence all members of the organization so as to achieve the goals and visions of the organization". As early as 2002, the Copenhagen Declaration of the European Union clearly put forward the purpose of "strengthening the leadership building of education and training institutions", which is regarded as one of the important means to improve the quality of international higher education organizations.

The manager leader mainly includes the organization and the manager, and the manager's "effective leadership" is the strong guarantee for the organization to carry out management reform and the embodiment of the manager's leadership. For this reason, UNESCO argues that the goal of "leadership" development in schools is to produce "effective leaders". The "cross-border" characteristic of education system also reflects the importance of educational leadership construction. The trend of internationalization, the needs of domestic social and economic development, the improvement of the quality of vocational colleges and the all-round development of people have put forward higher standards for the professional knowledge, technology and innovation ability of teachers and managers, thus further enriching and expanding the content of "leadership" education.

First, the idea of global strategic management is the core of cultivating "effective leaders". Higher education managers must master the global trend of higher education, be familiar with the requirements of higher education reform in various countries, and have a deep understanding of government policy guidance, so that they can carry out efficient strategic analysis, make reasonable strategic measures, and maintain the competitive advantages of the organization.

Secondly, change leadership is an important guarantee for enterprises to improve quality and efficiency. Change is a key way to promote the improvement and promotion of the organization, so the training of managers' change leadership is indispensable to promote the efficiency improvement and sustainable growth of the organization. Innovative leadership is not a skill. It requires managers to have not only extensive expertise to support innovation, but also the ability to motivate, facilitate, coordinate, and communicate. As the leader of organizational reform, teacher managers must take knowledge reform as the tool, information communication and communication skills as the lever, encourage teachers to establish the values with the same development vision as the organization, and actively participate in organizational reform activities. Through communication with diverse stakeholders, we can form good partnerships and obtain more policy and capital support. When facing major and complex problems, we must take scientific reform knowledge as the foundation, carefully assess the risks of reform, analyze the nature of the problems and make rational decisions to ensure the smooth development of reform activities.

Finally, optimizing team management and operations is at the heart of effective leadership. This requires "effective leaders" not only to have management skills such as scientific planning and rational decision-making, but also to be good at avoiding operational risks. Only in this way can they effectively, scientifically and reasonably adapt to policy dividends, effectively develop and integrate teaching resources inside and outside the school, so as to improve the quality of school running.

1.2. Framework for the construction of educational "leadership"

In line with the goals of the 2023 Sustainable Development Agenda and the Vocational and Technical Education and Training (TVET) Strategy (2016-2021), UNESCO provides support for achieving the goals of building an effective educational leadership framework, which covers three core elements: transformative vision, transformative perceptions and transformative technologies. The ability quality of effective teaching leaders to realize the vision of change includes strategic awareness, thematic awareness and leadership and management skills.

First of all, good teacher leaders need to have the ability to build and communicate the vision of change, which is the first fundamental factor in the construction of teacher leaders. The foundation that supports leadership to realize its vision of change is the leaders' clear development strategy of higher education and their efficient control of the planning and decision-making process. To this end, UNESCO believes that "understanding the key international development trends of education is an important foundation for effective education leadership". It is crucial to clearly define the 2030 Agenda for Sustainable Education, the Sustainable Education Goals and the strategic objectives of global education, as well as the development strategies and strategic planning of the global education organizations themselves.

Second, the ability to change is a key tool for effective leaders to drive behavioral reform. Entering the new century, the world's natural environment and climate conditions are constantly changing, the vigorous development of high and new technology has caused the extreme imbalance in the supply and demand of human resources, and the unemployment rate of young people is high and even gradually increasing. The above situation makes educational administrators realize that only by understanding the new situation and learning effective ways to solve problems, can they always firmly set new goals. Drive team members to work firmly towards the common goal.

Finally, effective leaders also need to master leadership and management skills, which is another important fundamental factor for effective leader training. Effective leadership and management ability is the ability to educate leaders to implement effective management process skills and identify and control the organizational change process. Leadership techniques emphasize effective communication between leaders and organization members, while business management techniques focus on methods. Therefore, in short, leadership change technology refers to the method and means for managers to effectively lead the members of the organization, and to control and guide them.

2. Challenges for educational Leadership in the context of globalization

Today, globalization is no longer a new concept, but its impact and implications are still controversial. Especially when the culture, political ideology, economic development level and population distribution of each country are involved, the degree of influence in each country, the performance characteristics are also different. However, there is no denying that the "policy borrowing" and "neighborhood effect" caused by globalization are very common. In this conference, both the theoretical exploration and the practice of educational leadership showed some homogeneous factors. In particular, the successful experience of some countries has become the basis for others to reflect. For example, while European countries are thinking about the British model, Britain is also reflecting on how Finland did so well in PISA.

Under the tide of globalization, educational ideas and practices can be spread and shared through various channels, but how to combine the ideas or experiences of others with local culture, regional characteristics, population characteristics and other factors to develop local educational practices is still an important challenge for educational leaders in all countries. And the problem has become more complicated under the influence of marketization, accountability and diversification.

2.1. The impact of marketization on educational value

Marketization once inspired the movement of effective school management. Today, the "free market" in education is no longer limited to Western countries represented by the UK and the US. The privatization, choice diversity and individuation advocated by the market have influenced educational policies and practices in different countries to varying degrees. However, more and more scholars have paid attention to the negative effects of marketization under this huge development trend. At this year's conference, scholars argued that the market promotes social polarization and equality of access, which are against the basic values of public education. Based on this, how to reduce or make up for the negative impact of the market on education has become one of the urgent problems to be solved.

The impact of marketization varies from country to country, though. For example, French participants mentioned in their speeches that performance culture in France is not significant, there are no detailed evaluation indicators in teaching and learning, there is no school choice, school supply is diversified, school market management logic has not been applied, and benchmarking is being pursued. But on the whole, marketization not only has an impact on educational equity, but also the accompanying sense of "competition" further intensifies the accountability of educational performance. Thus, it can be seen that the market forces, driven by the tide of globalization, are penetrating into the field of education in various countries, which has a great impact on the value of traditional public education. Educational leadership is to maintain democracy and fairness in education and promote human development; Or to the market logic, the one-sided pursuit of high scores become a leader must think about the problem.

2.2. Accountability limits the decentralization of education

Accountability is not the main issue. However, the practice of educational leadership in all countries cannot avoid this problem. For example, scholars from centralized countries in Europe, Asia and Africa, in their studies on decentralized and school-based management of education, all point out that decentralization is not in place, or school-based management is not true, and the autonomy of educational leaders is limited. The motivation behind these phenomena is partly related to local culture. For example, Israel's "tribe culture" is one of the factors that hinder Israel's decentralized, school-based implementation; China's "tradition of academic officials"

makes educational leadership inevitably have administrative meaning in the process of implementation. On the one hand, it is also closely related to the prevalence of the concept of accountability in the context of globalization. To be sure, standards-based accountability is driven largely by market forces. But as scholars from around the world share their experiences, they also discuss another force behind accountability: the state.

The new managerialism represented by Britain promoted the marriage of the state and the market. In the field of education management, on the one hand, it emphasizes the diversified choice of market, on the other hand, it supervises and manages education through guidance. Professor Apple has an insight into this. He argues that the current policy context is not simply neoliberalism or neoconservatism, but a complex combination of both. Neoliberalism emphasizes the importance of the market and the value of individuals, while neocon emphasizes the control of curriculum and value, and strengthens the state's intervention in education through school accountability. The two seem to be contradictory, but in the field of education management and leadership, it is effectively combined with the accountability mechanism. While the state has devolved management to the school level, it has also held school leaders accountable for student performance through measures such as evaluation. Under the tide of globalization, this pattern of decentralization and accountability almost prevails in Western decentralized countries. In this context, a new middle tier has emerged in educational leadership. Professor Apple calls it the "professional and managerial newmiddle class". Such people move between countries and markets by virtue of their expertise. They have a managerial background that provides technical and professional support for accountability, evaluation, and production control, and can simultaneously meet the market demands of neoliberalism and the control of education advocated by neoconservatives. Thus it can be seen that when decentralization, school-based management and professional autonomy become the terms of globalization, the state has not withdrawn from the field of education. Instead, it combines its cultural traditions and uses various mechanisms to influence local educational practices. So how can educational leaders play a leading role in the profession within their limited autonomy, which is one of the challenges.

3. Pluralism's interrogation of educational democracy

In addition to accountability and marketization, diversity is one of the challenges facing educational leaders today. Population mobility and political change caused by globalization have resulted in a diverse field of education that is more complex than ever before. Nowadays, education diversification should not only take into account learners' intelligence differences, but also integrate various factors such as race, socioeconomic background, gender, social organization and environment composition. Previous studies have focused on the relationship between one of these factors and student achievement. Now, driven by the tide of globalization, these factors have combined to affect school performance and student achievement, forcing the job of education leaders to become more complicated. Educational leaders have to deal with these complex cultural issues on the one hand, and with students of different levels in schools on the other.

Diversity not only proposes that educational leaders should be responsible for students' "what"? It also raises the question of "whom" education leaders are accountable to. Ideally, this "who" refers to students from various interest groups and backgrounds. For example, in order to solve the problem of diversity, the UK has put forward the "Every Child Matters" program, enacted Equal opportunities legislation, committed to integration and cohesion, implemented anti-racism approach, and adopted the "Every Child Matters" policy. Ensuring diversity in education by expanding participation. Nonetheless, Shah et al raise the question: To what extent do these proposals or approaches respond to community needs? In the context of the UK, Mistry proposes how educational leaders can integrate the ideas brought about by globalization and achieve diverse education in specific schools. It can be seen that although educational democracy advocates the realization of educational diversification, the diversification under the background of performance culture also makes the road to educational democracy increasingly bumpy. In this case, educational leaders must face the voices and tensions of various interest groups.

3. The construction direction of our educational leadership

3.1. Enhance the construction of multi-dimensional "change vision"

3.1.1. Grasp the international trend, improve the global mind

Global mind refers to the ability of students to have a global macro world view or to cope with local situation changes, which is also the basis for education leaders to develop global leadership. According to the requirements of UNESCO, educational leaders must have the ability to analyze and research global information, build strategic links with other countries' collaborators, and make correct positioning and judgment of teams using relevant global resources on the basis of comprehensively grasping the global development of higher education. National education leaders must therefore understand the requirements of the 2030 Development Agenda and the Higher Education 2030 Framework for Action, fully recognize that education and training are essential for tolerant and equitable quality education and human lifelong learning, and identify their role in helping youth and adults achieve decent work, promoting equitable, tolerant and sustainable growth and its important role in facilitating the transition to a healthy and green economy".

3.1.2. Based on domestic policies, to serve national needs

The development of education and training institutions is bound to be impacted by more and more complex external influences, including higher education institutions, government departments, professional organization alliances, employees and other levels of stakeholders. Therefore, UNESCO believes that training organizers must understand national policies, regulations and planning agendas, such as green growth strategies and international workforce development objectives; Knowledge of national legislation, such as environmental, occupational, Labour and education laws; Understand the occupational demand forecasting method and human resource training plan used by the industry organization department. Based on this, the reform measures of training organizations can produce top-down constructive effects.

3.1.3. Define local missions to meet people's development needs

Education and training institutions will give full play to

their dual functions in cultivating local industrial human resources and alleviating employment problems. This requires that educational administrators must act as the key role of educational institutions in achieving regional career goals and achieving students' individual development needs. First of all, educational institutions, as the market subject of technology export to local laborers, should take solving the labor technology requirements of local priority industries as the primary goal of education personnel training, so as to realize the social public service function of local educational institutions. Secondly, the first goal of local education reform is to realize students' skills, vocational abilities and lifelong sustainable development needs.

3.2. Expanding "knowledge of change"

3.2.1. A talent training model combining collaborative training and entrepreneurial education

UNESCO put forward in the Educational Leadership Development Program, "The adoption of school-enterprise collaborative training, job-oriented learning, including entrepreneurial skills teaching and other talent approaches is the way to improve the quality of education, influence and social attractiveness, alleviate the dropout of adolescents and even adapt to their re-employment." No matter formal or non-standard work-based learning, it should be based on school-enterprise cooperation and the combination of industry and education. Training in innovative skills is also the most effective way to reduce youth dropout. To carry out innovative teaching and training needs the policy support of government departments and enterprise training institutions, and to build a cooperative mechanism with enterprise departments in various fields, so as to set up an excellent ecological environment for training enterprise innovative talents. UNESCO suggests that the typical practice of innovative training in the German dual teaching model should be incorporated into the research of project teaching, while case studies and field observations should be combined to enhance the theoretical understanding of teaching administrators in various countries on job-based learning and innovative training.

3.2.2. Literacy and leadership in educational informatization

As reformers of educational institutions in China, educational administrators not only need to possess the IT quality to keep pace with The Times, but also must actively explore the efficient integration of information technology and communication technology with teaching, so as to enhance the leadership of educational informatization. Based on this, UNESCO has established the framework of information literacy for international education teachers, which has become an effective tool for international teaching administrators to further improve themselves and the information leadership of education. The formation of information technology literacy mainly includes three stages. The first stage is the acquisition of knowledge. School teachers must be aware that informatization can improve teachers' ability in teaching reform and classroom reform, and education leaders also need to make full use of the dividend of national policies to provide strong guarantee for teachers to improve the development of informatization ability and teaching reform ability. The second is to upgrade the level of knowledge. Education leaders should improve their application level of digital engineering, and at the same time, they should coordinate and cooperate with teachers to build a digital campus atmosphere. In addition, education leaders must enhance the foresight of digital development and make digital construction plans closely related to the actual situation of the campus and the needs of management work. The third stage is to create a new age of knowledge. Educational leaders must critically study and reflect on the modern technology problems put forward by the school, formulate solutions, anticipate trends and effects, play a leading role in formulating campus development strategies, and build the school into a learning campus.

3.2.3. Develop green education for harmonious coexistence between man and ecology

UNESCO stresses that institutional reform and transformation cannot be achieved without effective governance. The green knowledge of faculty leaders lays an important theoretical foundation for the establishment and analysis of the green transformation vision for institutions and for promoting the green transformation of the entire organization. First, the vision of green transformation established by education leaders has been unanimously recognized by the entire education community. The Green Transformation Vision is an image expression that guides and encourages members of an organization to implement green development goals. Education leaders establish a green transformation vision by identifying green trends and green skills in macro, meso and micro environments. Secondly, higher education administrators must fully understand the dilemma, problems and influencing factors of education green transformation. Finally, UNESCO proposes to teaching leaders an "institution-wide" approach, which means to promote the healthy development of international teaching organizations by building green schools, developing green curricula, conducting green science research, creating green communities and workplaces, and promoting green culture.

3.3. Improve leaders' change skills

3.3.1. Improve strategic planning and management skills

Education reform is the main way to comprehensively improve national quality and skills and transform the advantage of human capital into demographic dividend. However, UNESCO believes that while education policy is high on the agenda of governments, its power to adapt to the multiple needs of national economic development and strategic planning is limited. Accordingly, UNESCO has identified key training in strategic planning and leadership as a key curriculum for educational leadership programmes, and has presented planners with a self-assessment framework for assessing their own knowledge and capacity development processes. The whole framework consists of four aspects, including objectives, strategy, management and evaluation. UNESCO emphasizes that the strategic objective of education is to put people first, to integrate and adapt to the development of human society, culture and environment. Secondly, education leaders must formulate school work plans and relevant measures based on relevant national policies and regulations, so as to play the role of serving the society. Third, "quality is life". The basic quality of higher education is the quality of school running, and the quality of school running determines the existence and development of the school. Therefore, the quality of school running is always an important index to test the quality of educational leadership. Finally, the leadership that educational leaders need is quality management and learning management. The importance of the education system determines the diversity of its

stakeholders. Quality education not only reduces poverty and guarantees decent work, but also caters to the needs of the industrial and corporate sectors. Therefore, reasonable evaluation of teaching quality and scientific research are the basis to ensure the realization of teaching objectives.

3.3.2. Develop effective change proposals

The main task of educational leadership training is to cultivate action skills, that is, to carry out effective reform programs, determine reform objectives, determine reform methods, control and evaluate reform effects, which is the basis of improving "change skills". Determining the direction of reform is the primary task of carrying out reform programs. From a global perspective, reform actions need to be directed towards the provision of equal, tolerant and efficient educational resources; From a national perspective, reform actions need to be aimed at raising Labour market demand, raising worker confidence and improving the quality of training. From an individual perspective, reform initiatives need to make it their mission to provide people with the skills to do decent work and to promote sustainable development throughout their lives. Second, UNESCO has given all researchers participating in the International Education Leadership Programme the SMART indicators they need to make educational change programmes Specific, Measurable, Achievable, Realistic, measurable, measurable, measurable, measurable, measurable, measurable, measurable and measurable. Time-bound). Finally, effective change programs must also use process monitoring and outcome evaluation tools to ensure the accuracy of results.

4. Conclusion

In the context of globalization, the development of education will enable individuals to learn in a more equal and convenient environment. Education, too, will cover a wider range and be more customised. If the network is a surface covering the world, educational organizations are like nodes of this surface. Global education forms a superficial connection, and the educational leaders at each node will drive the vertical development of education and explore the more quintessential educational content in the corporate culture. Globalization also provides educational leadership with a new dimension of development opportunities.

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