Analysis and Vision of the Leadership Status of the Shibei Senior High School Affiliated to Shanghai University

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Abstract: This essay explores initial perceptual understanding of leadership through a "leadership moment" story in a game experienced by the author. It uses Shibei school as an example to distinguish the difference between leadership and management. After analyzing the type of leadership-oriented combination of this organization and cultures which have influenced the organization, the current status of the organization's leadership culture is concluded. Based on a discussion of the criteria, a vision for leadership renewal is proposed for the organization. It also described subsequent plans for continuous leadership development and possible effects on the organization in comparison with the "Australian Principal Standard".

Keywords: Shibei Seniro High School; Leadership; Plans

1. "Leadership" Moment

About half a year ago, I participated in a training class that was going to last for 3 years. The members were all middle-level and above cadres from schools all over Shanghai. After being recommended and selected through interviews in various districts of the city, about 14 people were selected to form a training class.

In the opening activity, there was a game that required all 14 people to participate and cooperate to complete. This kind of game itself was full of requirements on cooperation skills and difficulties. To be specific, everyone needs to hold a rope more than 2 meters long to control a drum surface in the middle of the ground to hit a volleyball. The more times you hit, the better. The organizer gave the target number of "16", saying that this is the passing number of a successful team, and gave an excellent target of "30". Then he granted us 5-6 minutes of trial time.

At this moment, the oldest teacher in our team stood up and said: "We need a command to unify everyone's pace. Does anyone have experience with this game?" A few seconds later, it was found that no one had participated. Then, a young man raised his hand and said: "I have not participated in this game, but I am a physical education teacher and have experiences in similar games. The skills required seem to be similar. How about let me be the commander?" Everyone agreed.

Afterwards, this young man assigned everyone's positions and tasks. After trying two times, he pointed out some problems in individual members and key points in playing this game, adjusted some personnel positions, and reminded everyone of some key skills. For example, the rope must be tightened and cannot be loosened; there cannot be too much difference in strength between people in symmetrical positions; the range of rope pulling movements should be as small as possible; volleyball cannot be hit too high, etc.

Then he asked everyone "Are you ready? Do we have confidence?" After a short practice, everyone found that the experience summarized by the commander was effective. After practicing several times, the number of hits kept on increasing, reaching 28 hits. So everyone shouted: "We are confident that we can definitely exceed 30 times."

Finally, when the task got started, everyone counted the number of hits together, and finally completed 56 hits in total. After completion, everyone surrounded the commander in the middle and hugged together to cheer.

2. Analysis and Feelings

In this scenario, though I was in the role of "being led", it was also a successful leadership experience.

I think that when everyone was unfamiliar with each other at the beginning, the oldest member came out to make the initial arrangements and look for a commander. This is a manifestation of leadership, reflecting everyone's respect for the elderly and authority.

Then, the young man became the commander and demonstrated good leadership. I think it is because he has a professional background (physical education teacher) and similar task experience. Naturally, he gained everyone's recognition so as to demonstrate leadership, which reflects the role of professional ability in leadership. And after pointing out the problems of personnel and skills needed in the subsequent exercises, and especially after correction of wrong doings, better and better task results were obtained. This is proof of professional ability.

Finally, he also set clear goals, boosted morale, and increased team cohesion among team members. This is the peak manifestation of leadership in this activity.

3. The Views of Others in the Event

I think that when participating in this game, most members should feel the same as me. As far as this game task is concerned, both the older and younger ones have exerted positive leadership and led the team to achieve good task results.

But in subsequent activities of other types, such a team leadership position naturally shifted with the change of activity content, and everyone showed full recognition of such a shift[1].

This leadership story is my intuitive and perceptual understanding moment of leadership. Although it is a small matter, it made me feel the whole process of leadership's effect on a matter, which made me willing to further study and think about leadership and explore its mechanism. When I regard leadership as a professional learning field, I can master better methods to promote organizational construction and achieve goals.

4. Organization

The name of my organization is Shibei Senior High School Affiliated to Shanghai University. It is a public high school located in the central urban area of Shanghai, which is a traditionally economically developed area. The school currently has 18 teaching classes in three grades, about 700 students, and about 55 teachers. The students' academic performances are very low, nearly in the last 10% of the whole district.

However, the age structure of the teaching team is reasonable, and more than 40% of young teachers have a master's degree. There is also a special feature that our school is affiliated with the Shanghai University Basic Education Group

and is a middle school affiliated to Shanghai University. Compared with other kind of schools, the cooperation with universities is closer.

The leadership team consists of 1 principal and 3 vice principals, a total of 4 school leaders, and another 8 middle-level management personnel.

5. Leadership and Management

5.1 Understanding of the Definition of Leadership

In terms of the definition of leadership, firstly, I agree with "the definition of leadership is arbitrary and very subjective. Some definitions are more useful than others, but there is no 'correct' definition". (Yukl, 2002, p.3), because this is a more open, generalized, and democratic definition of leadership, providing more possibilities within the organization. For the second position, I agree with "Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation" (Morgan, 1997). This view is more targeted and practical, can solve practical problems, and has practical significance for public schools (my organizational background) with relatively small degrees of freedom. The ranking the third is "When thinking about leadership, think about HOW direction, alignment and commitment (DAC) are produced – this is 'evidence' of leadership." (Drath et al. 2008) This view has a flip side, providing a result-oriented approach that can also provide actual evidence of "leadership"[2].

5.2 The Difference between Leadership and Management

Regarding leadership and management, essentially, both leadership and management are for achieving the short-term or long-term goals of the organization and seek to influence individuals and groups. Their common point is - Individual and collective beliefs put into action. As for the difference between the two, leadership focuses on establishing a common vision for the organisation, influencing members to face risks together, and achieving organisational innovation. Management, on the other hand, focuses on the establishment of systems and mechanisms, and the implementation of specific processes to control risks.

For example, in my school, the leadership team

will formulate a medium- and long-term plan for the development of the school every five years. The content of the plan is mainly based on an objective analysis of the current situation of the school's development, scientifically formulating the vision of the school's development in the next five years, the direction of its characteristics, the structure of its curricula, its teaching staff and its logistical support, and so on, as well as formulating feasible paths of implementation, and analysing the effects that may be achieved and the difficulties and challenges that may be encountered. The school also formulated a feasible implementation path, analysed its possible effects and the difficulties and challenges it might encounter. This is clearly the domain of leadership, which focuses on the vision of the organisation, innovative approaches, commitment to goals, possible risks, etc. "involves developing, articulating and embedding a vision for the organisation" [3].

In terms of management examples, I think the school or departmental work plans that we draw up every term are typical management content. In our work plan, we will clearly list the specific tasks that need to be completed, implementation plans and progress, improve relevant systems, ensure the necessary resources, and specifically implement them in various functional departments. When implementing specifically, we will also specify the tasks to individuals or a team to ensure the implementation of the tasks and track the implementation process. This series of planning and implementation processes mainly involve the landing of planning content, the establishment and implementation of supporting systems, personnel configuration, task progress and efficiency, etc., which are all important contents of management, clearly pointing to specific task implementation and control. As Cuban argues Managing the overall function is toward maintenance rather than change（1988）.

5.3 About the organization's leadership orientation

In the mainstream organizational orientations, the most obvious tendency in my organization is The Conservative orientation. It sees as the key forms of knowledge that have been established over time and served the society well. This is because my organization is a public high school in the central urban area of Shanghai. The background of Shanghai's central urban area determines its relatively mature and stable educational ecology. And the nature of public high schools determines the mainstream educational tasks of the basic education stage it undertakes. Such an organization has a relatively fixed pattern in terms of regional education structure, school format, etc., and is under the comprehensive jurisdiction of higher-level competent departments such as the Shanghai Municipal Education Commission, District Education Bureau, and other educational administrative organs. The school itself has a small degree of freedom and is highly constrained.

The main educational task of the school is to accumulate traditional values in core values, teach subject knowledge, and the government fully supports this positioning and direction, while teachers focus more on refining their subject knowledge and teaching skills and strive to become subject experts. This largely conforms to the characteristics of The Conservative orientation[4].

But at the same time, my school also conforms to The Collective orientation(Kemmis et al., 1983) in some places. We emphasize students' "social person" attributes in the process of cultivating students. Many times we aim to cultivate a "qualified citizen" as the school's educational goal. Teachers will also consciously transmit social life rules, elements, etc. to students, cultivate students' ability to adapt to society and create social value, and regard this as a contribution from teachers and schools to society, attention to "the good of the social group"[6]. I think this has a lot to do with the public nature of our school and has a direct relationship with national nature.

Of course, in an organization in an educationally developed area, we have access to more advanced educational concepts, so my organization is also developing in the direction of Humanist orientation, considering developing each student's personal potential inside and outside class. Palmer, for example, our school's educational philosophy is "to help each student find their own life colorful". Our curriculum settings and other aspects are working towards this direction, but it cannot be denied that there are still relatively large constraints at this stage.

5.4 About Organizational Culture

Any organization is inevitably in a cultural environment that is influenced by

Globally/nationally/locally, which forms a cultural leadership of an organization. We can no longer "writing on both educational leadership and culture has mainly focused on each as separate entities, with relatively little consideration to their interrelationship".

From this perspective, my organization is located in the central urban area of Shanghai, China. It is influenced by traditional East Asian Confucian culture and shows a performance-oriented and collectivist cultural tendency. This may be the main cultural source of the school's The Conservative orientation and The Collective orientation leadership tendencies mentioned above.

In terms of regional and local environment, my school is located in the central urban area of Shanghai. It is the earliest open city in China and is now a world-class first-tier city with a high degree of international openness. The cultural spirit of the city includes "embracing all rivers and pursuing excellence", so it also forms the cultural characteristics of the school's continuous integration with international standards, acceptance of new educational concepts, and hope for self-innovation. The education support in Jing'an District where our school is located is strong, and in recent years it has been committed to researching "ways to improve the innovation ability of students in developed urban areas" and "improving students' international business" and other topics. All these have a direct impact on the cultural direction of the school. So the school also has a trend towards Humanist orientation in cultural development.

In terms of internal organization, our public nature and relatively complete education system, according to Drath et al's influencing factors on an institution's leadership culture, it shows that my school mainly reaches directional agreement in direction as a result of respect for authority. It may be administrative leadership or professional experts. In alignment, we mainly get consistent results based on the preset goals of higher-level education authorities. In commitmen, most are loyal to the commitment results from authority sources or regions themselves. So to sum up, my school's current leadership culture is a "Dependent" model.

Of course, with the improvement of teachers' professionalism within the organization and the continuous development of organizational leadership orientation towards Humanist orientation(Carter et al.,2009), I believe that in the future, our leadership culture will also change towards Independent (Drath et al , 2008) or even Interdependent (Drath et al , 2008).

5.5 About Standards
The evaluation criteria for an educational organization, especially its leadership evaluation criteria, are sometimes difficult. It provides a certain degree of measurability, but sometimes it also produces a culture of performativity. There is a possibility of "stifles the otherwise potentially fluid thinking" of teachers as designers of learning. This is a manifestation of an important quality being restricted in an educational institution.

In my organization, there are detailed job descriptions for teachers, students, managers at all levels, school departments, and even the entire school leadership team, and then the degree of work completion is measured through annual assessments. This is a relatively complete but somewhat stifled and fixed evaluation system. This is a basic requirement for all work in the school. There is no particular refinement for each project at different stages and levels. I think this is a big difference from the Australian Principal Standard.

But as a public school, higher-level competent departments will have a very detailed evaluation system for us. For example, our school is currently undergoing district-level educational supervision and inspection. The standard used by this supervisor is the "Jing'an District High School Development Supervision Basic Indicator", which is divided into 5 A-level indicators, refined into 13 B-level indicators and 36 C-level indicators. Each C-level indicator has 3-5 evaluation points. This evaluation standard almost covers all aspects of school work and is an important standard for our work comparison. Among them, the A1 indicator points to school governance, which is a special content for school leadership evaluation. The biggest difference between this evaluation indicator and AITSL is that there is no content about the principal's "self-development", especially the "committed to their own professional development and personal health and happiness", which has certain missing.

6. Organizational Leadership and Management Innovation Strategy
The organization I am in is a public high school

in the central urban area of Shanghai. The current leadership status tends towards conservative and collectivist orientation, and is changing towards humanistic orientation under the backdrop of Shanghai's educational development. The school is deeply influenced by East Asian Confucian culture and Shanghai's international city's Haipai culture, which, together with internal factors, forms a Dependent leadership culture. With the rapid development of the world, the leadership and management of the organization have a realistic need for continuous innovation.

I believe that the more appropriate leadership methods for school development at this stage are Transformational Leadership, Contingent Leadership, and Post-modern Leadership in the Bush model. Then use Broadening participation as a supplementary alternative method to jointly promote the leadership innovation of the organization.

6.1 Transformational Leadership

The transformational model "provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes". It will achieve more obvious effects in actual leadership and management performance. On the one hand, I think it may be more acceptable for a school with a conservative cultural orientation, because the rebound caused by its high-pressure characteristics may be lighter. On the other hand, when my organization faces the forefront of educational reform in China and Shanghai, a more efficient leadership method can see results faster and enhance the recognition of innovation. Just as Caldwell and Spinks argue that transformational leadership is essential for autonomous schools:

According to Leithwood's concept of transformational leadership dimensions, in the process of implementing Transformational leadership, the leadership will lead the organization to formulate school visions, establish goals, provide intellectual stimulation and personalized support through various meetings and training, etc., and it is crucial to build an effective school culture during the process. These are all necessary for my school's current leadership innovation and can promote continuous development. Of course, Transformational leadership has the potential to

become 'despotic' because of its strength, and it is generally combined with the Emotional or Moral model. But I think under the current situation of my organization, the future situation is more complicated and requires more ideological innovation, so I prefer to use Contingent Leadership and Post-modern Leadership to form a combination.

6.2 Contingent Leadership

"Some focus on the process by which influence is exerted while others emphasize one or more dimensions of leadership. However, none of these models provides a complete picture of school leadership". In a diverse environment, my school needs to accept the meticulous leadership of higher-level competent departments and seek effective innovation at the forefront of Shanghai's educational reform. It's a bit like seeking development in the cracks. This is a great challenge for the leadership innovation of the organization itself. The requirements for the integration and adaptability of leadership are higher, and the professional requirements for leadership and management are stronger. So I think the Contingent model may be more suitable for the requirements of organizational leadership change in this situation.

The contingent model recognizes the "diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a 'one size fits all' stance". This model requires organizational leaders to be more versatile and able to adapt to the diversity of school development environments. When environmental conditions change, they can switch management styles in time to adapt to organizational development. Therefore, from the perspective of leader selection, a principal who has rich experience and has carried out leadership and management work in schools with different cultural orientations and has achieved certain results may be the best candidate. Of course, such leaders are quite rare, but because it is my own organization and has good external and internal environmental conditions and support, I am willing to hold beautiful expectations to realize this vision. I will also use this to motivate myself and strive to become a leader with as comprehensive a leadership style as possible.

6.3 Post-modern Leadership

The post-modern model suggests that leaders

should respect, and give attention to, the diverse and individual perspectives of stakeholders. Under this logical framework, leaders need to promote the participation of all stakeholders, including teachers, parents, students, and school communities, in influencing all issues that affect their interests. At this time, "stress the importance of voice' in post-modern leadership"

In my organization, a concept of "home-school-community" collaborative education is now being promoted, which regards education as a whole composed of family education, school education, and social education. Therefore, we encourage and support teachers, students and parents in the school, as well as communities and social institutions outside the school to participate in the implementation process of school education together, listen to the voices of all parties, and seek cooperation from multiple parties. This mode itself is an important manifestation of the Post-modern leadership model. Therefore, we can believe that the Post-modern leadership model is an important implementation of educational leadership concepts, and it has been launched and effective in my organization, and has been widely recognized. It also conforms to the future trend of educational development. I believe it can form an effective leadership combination with the Transformational and Contingent leadership models.

6.4 Broadening participation

In addition to the combination of the three leadership models mentioned above, I believe that Broadening Participation can be used as a supplementary and alternative method. Based on the complexity of the real situation, no leadership model can be perfect and will have shortcomings. It can be recognized that leadership can "be understood as a process of influence".

Broadening participation is important not for engaging resistors, or finding a 'critical mass' but because "we can't design anything that works without the involvement of all those it affects" not just as a result of involvement but as a result of everyone needing to create and re-create their own meaning and significance through contributing their ideas, reflections. Leadership itself is not only related to the core tasks of the organization, but also includes guidance in many aspects including interpersonal relationships. In the high-pressure

and high-efficiency Transformational model, the flexible and changeable Contingent model, and the process of ideological change in the Post-modern model, the organizational leadership innovation strategy also needs a very important aspect to enhance its scientificity and democracy. Broadening participation can supplement and replace this aspect well.

My school will increase participation to include more internal members of the organization and some external personnel with supportive resources into the leadership and management process, widely collect more opinions in daily management and decision-making, even if this requires more time, but in the later decision-making implementation will get more recognition and support, so that decisions are implemented in a more efficient way, effectively improving the overall innovation efficiency of the organization.

7. Building a Professional Learning Community

Professional Learning Communities are "a group of educators working together to collaborate on the improvement of their practice and to impact student learning". This is a full process and all-round educational activity.

I believe that the conservative and collectivist cultural orientation in my organization and the Dependent leadership culture have formed a strong and unified sense of belonging within the organization. This is a good natural prerequisite for the formation of a professional community.

Then the Transformational and Contingent leadership models can further consolidate and develop existing organizational performance, pushing my school to a higher level, and possibly achieving better recognition including results and social reputation. This will help build a tight professional learning community and improve its professionalism and learning characteristics.

Post-modern and Broadening participation approaches will help to developing educative democratic and empowering processes. Professional learning communities depend on "shared values of trust, respect and care as well as re-organisation of structures such as time, space, roles and communications in ways that facilitate collegial conversation and support".

On this basis, we work together in the Teachers' Congress within the school to formulate the school's medium- and long-term plans.

Harmonious and stable interpersonal relationships are fostered within the school through activities such as day trips and winter sports organised by the trade union, which help to promote the formation of shared values. A broad learning culture is also promoted through the Young Teachers' Research and Learning Salon and the Backbone Teachers' Workshop. In addition, we support the professional learning of teachers and students through weekly Friday teaching and research activities and various training and lectures from time to time, improve process management through various workbooks, and also recognise outstanding teachers and students every semester. We help teachers and students to establish and practice lifelong learning, in order to promote the establishment of a professional learning community.

8.   Standards-Based Leadership Self-Development

8.1 About My Own Leadership Development
Leadership is about "being and becoming" – with "a deepening appreciation of self, agency and the relational context of leadership". On this basis, I improve my leadership by continuously learning to improve my professional ability, such as participating in this master's course for higher-level academic further education. I also constantly explore myself to deepen my accurate understanding of myself. During the holiday arrangements to travel to different cultural places such as the UK for study tours and educational exchanges, I not only deeply relax, but also reflect on myself more in the process.

However, with my relatively deep educational seniority background, I also develop myself through Mentoring and Coaching. Within 5 years, I participated in 11 trainings in education subjects or management. The shortest was 2 days and the longest lasted 3 years. There are also more than 40 lectures. I also formed a master-apprentice relationship with three senior experts and teachers. All these have kept me moving forward in continuous learning and professional development.

8.2 Comparison with AITSL's Leadership Development Focus
I will choose "Engaging and Working With the Community" from the Australian Professional Standard For Principals to develop my own leadership practice. Because my school is a public high school, most of the school-running resources come from higher-level unified arrangements, but now the educational concept advocates "home-school-community" co-education, so I think my own leadership improvement can do more practical attempts in the relationship with the community. Among them, I will focus on implementing "Build partnerships with community", which will help me expand educational resources, seek more regional recognition, and improve the school's reputation for running schools. I can exchange resources with the community, develop some places in the community into off-campus education bases or student practice bases. Continuously improve the closeness and depth of cooperation between the school and the community.

9. Conclusion
In this essay, the author applies the knowledge about leadership definitions, orientations, cultures, methods, etc. learned in the course to her own work analysis, and obtains the analysis results of the current situation of the leadership orientation mainly based on conservatism and collectivism in his school, and the Dependent leadership culture. Also, on the basis of objective analysis, the author tries to use transformational, contingent, and post-modern leadership methods to promote organizational leadership innovation, and discusses the way to develop the school into a professional learning community. Finally, the author also proposes in-depth practical methods for her own continuous leadership development in comparison with AITSL's standards.

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