Guidelines for Development Instructional Leadership for Secondary School Teachers in Qingdao

Huang Yonggang[1],Asst. Prof. Dr. Nonnadhi Dulyadaweesid [2], Assoc. Prof. Dr. Niran Sutheeniran[3], Asst. Prof. Dr. Patchara Dechhome[4],

[1]*Doctoral Candidate, BSRU, Thailand.*

[2]*Faculty of Education, BSRU, Thailand.*

[3]*Faculty of Education, BSRU, Thailand.*

[4]*Faculty of Education, BSRU, Thailand.*

Abstract-: The objectives of this research were: 1) To study the current level of instructional leadership of secondary school teachers in Qingdao. 2) To develop the guidelines of instructional leadership of secondary school teachers in Qingdao. 3) To evaluate the adaptability and feasibility of instructional leadership of secondary school teachers in Qingdao. The sample group of this research was 291 teachers. The Interview group was 9 secondary school teachers in Qingdao and the evaluate 9 experts from secondary school in Qingdao. Research instruments include: 1) questionnaire. 2) semi-structured interview. 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were: 1) the current situation of instructional leadership of secondary school teachers in Qingdao was at high level, 2) the guidelines for developing the instructional leadership of secondary school teachers in Qingdao in four aspects, which contain 23 articles. there are 6 guidelines for optimizing professional development, 6 guidelines for enhancing teaching practice, 5 guidelines for improving school culture, and 6 guidelines for promoting learn. 3) adaptability of guidelines for developing the instructional leadership of secondary school teachers in Qingdao in four aspects were at highest level. and feasibility of guidelines for developing the instructional leadership of secondary school teachers in Qingdao in four aspects were at high level.

Keywords-Guideline for development, secondary school teachers, instructional leadership;

1. Introduction

Teachers' pedagogical leadership is a key element affecting the quality of education and teaching in schools

The quality of education in schools, as a place of educational practice, is crucial to the growth and development of students. In school education, teachers are the leaders of classroom teaching and are directly involved in the learning process of students. Therefore, teachers' instructional leadership has a significant impact on the improvement of the quality of school education.

In the Model Standards for Teacher Leadership published in the United States, it is emphasized that teacher leaders can contribute to the improvement of teaching and student learning, thus improving the quality of school teaching and learning. Relevant studies have also shown that instructional leadership is one of the core

characteristics that influence the internal development of schools and effective schools. Teachers taking up the role of instructional leaders can inspire self-confidence and a sense of responsibility among teachers, making them more proactive and willing to participate in the process of improving teaching and learning in the school as a whole.

In order to promote the improvement of teachers' instructional leadership, it is necessary to conduct a scientific assessment of the current status of teachers' instructional leadership and propose targeted and reasonable improvement strategies. Scientific and reasonable evaluation indexes can more accurately measure the development status of teacher instructional leadership and provide support for the development of effective improvement programs.

Therefore, when evaluating teachers' instructional leadership, it is necessary to construct a scientific and reasonable evaluation index system in order to better promote the improvement of teachers' instructional leadership. Such an evaluation system will help teachers understand their own development needs and provide an effective direction for improvement, thus continuously promoting the growth of teachers' instructional leadership.

2. Research Questions

1. what is the current level of secondary school teachers' instructional leadership in Qingdao?

2. What are the guidelines to development instructional leadership for secondary school teachers in Qingdao?

3. How to evaluate the adaptability and feasibility of instructional leadership for secondary school teachers in Qingdao?

3. Literature Review

3.1 Concept of Teacher Leadership

Sun Jie (2019, P124-128) proposes that behavioral role perspective research is to locate teacher leadership in specific positions and concretized influence, which focuses on teachers' personal leadership behavior.

Li Qian (2009, p65-70) believes that teachers can influence groups through two types of power.

Xiao Yueqiang and Yuan Yongxin (2011, p66-70) stated in their study that teachers' influence on organizations and their members is created through a combination of power and non-power elements.

NieYujing (2016) proposed several elements of teacher leadership, including subject matter knowledge, pedagogical skills, communicative competence, political identification, decision-making power, and social criticality.

Yu Wencong (2018, p45-50) suggested that, firstly, having good character can help teachers build trust and respect from students, parents and the community, thus enhancing their professional authority.

3.2 Concept of Instructional Leadership

Lin Haiyan's (2006, pp. 38-39) viewpoint further emphasizes the focus on teachers in instructional leadership research and points out that research has shifted from the traditional emphasis on "teaching" to "learning".

Han, Lai-Kyung. (2012, 69-71) view further expands the scope of instructional leadership. Instructional leadership in a broad sense includes all activities that can improve the quality of teaching and influence student learning.

Professor Li Sen (2012, P3) classified instructional leadership into three levels: macro, meso and micro levels, and this division helps to better understand and practice the multidimensionality of instructional leadership.

3.3 Concept of Teacher Instructional Leadership

Zhao Decheng's (2016) study argues that teacher instructional leadership can be understood as the leadership skills that teachers demonstrate in the classroom and school environment.

Wu, Xiaoying (2015) and others believe that teacher instructional leadership refers to a teacher's demonstration of personal professional knowledge and literacy.

Li Shaolin (2018) argued from a macro perspective that teachers exercise instructional leadership roles in different roles. Teachers play the roles of creators and disseminators of the school's cultural atmosphere**.**

Zhao Yuanke (2017, P83-85) believes that the generation of teacher instructional leadership can be generated in three ways: teacher-generated autonomy, school-based generation, and out-of-school generation.

3.4 Context of secondary school teacher in Qingdao

The background of secondary school teachers in Qingdao, China, cover various aspects related to their roles, responsibilities and the educational environment in which they work.

3.5 Related Research

Murphy (2007) developed a widely used assessment tool, the Principal Instructional Management Rating Scale (PIMRS), which is designed to assess principals' instructional leadership.

Chen Yijun (2011, pp. 45-52) is divided into five dimensions: "stimulating students' desire to learn", "increasing the chances of success", "providing positive guidance and the right direction for learning.

Fullan, M. (2012) study emphasized the importance of teachers' professional development in improving instructional leadership.

4. Research Conceptual Framework

Figure 1 Research Framework
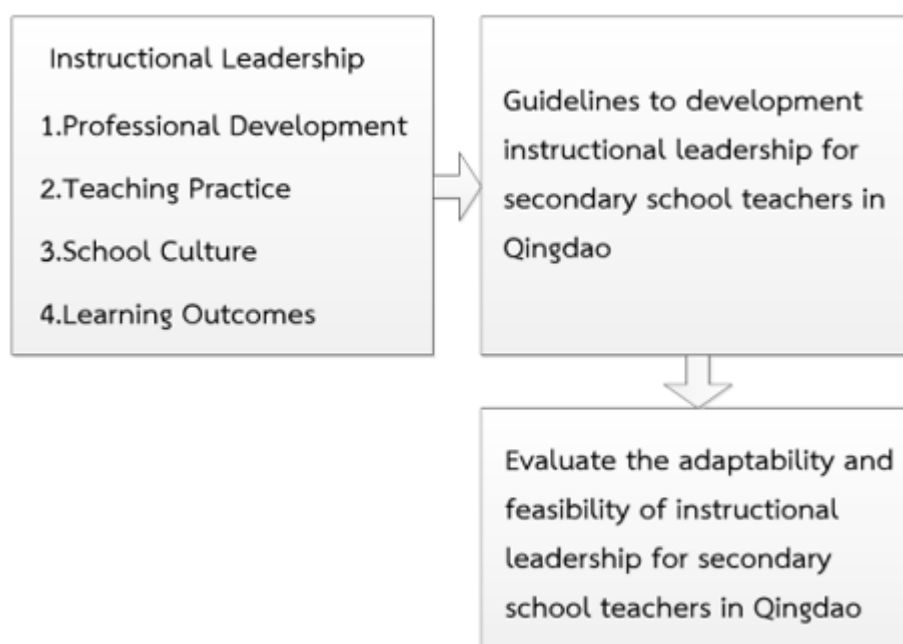
5. Objectives Of The Research

1. To study the current level of instructional leadership of secondary school teachers in Qingdao.

2. To develop the guidelines of instructional leadership of secondary school teachers in Qingdao.

3. To evaluate the adaptability and feasibility of instructional leadership of secondary school teachers in Qingdao.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

The population were 9 representative secondary schools in Qingdao, a total 1262 administrators and teachers.

6.1.2 Sample

The sample groups

The sample group were according to the Krejcie and Morgan sampling table(1970), the sample group of this research was 291 teachers from 9 secondary schools in Qingdao. By using proportion random sampling and sampling random sample methods.

Research Instruments

Step 1, Problem identification: to clarify the purpose of the study to understand the current situation, to construct an assessment system, and to provide guidance for the development of teachers' instructional leadership in secondary schools in Qingdao.

Step 2, Literature search: Use academic search engines and databases in the field of education, such as China Knowledge (CNKI), Google Scholar, etc., to search for the keywords "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership", "instructional leadership" and "instructional leadership", "teacher instructional leadership", etc. to search for relevant literature.

Step 3, Literature screening: According to the preset inclusion and exclusion criteria, the search results were screened. The titles and abstracts of the literature were first read to determine if they fit the research question and purpose. Selected literature was then read in depth to screen for studies related to teacher instructional leadership.

Step 4, Literature Assessment: the screened literature is assessed for quality, methodology, and credibility of the research. This can be assessed by looking at the sample of studies, research design, data collection and analysis methods, etc.

Step 5, Data extraction and organization: extract relevant data and information from the selected literature, including the main findings of the study, theoretical framework, research methods and results. Organize the extracted data into a comparable and synthesized form.

Step 6, Data analysis and synthesis: analyze and synthesize the extracted data. Compare and integrate findings and perspectives from different literatures to identify common themes, patterns, and trends.

Step 7, Presentation of results: the results of the analysis and synthesis are presented, using text, tables, charts and graphs to present the main findings and conclusions of the study.

Through the use of literature research method, this study systematically reviews and analyzes the definition, characteristics, influencing factors, and the relationship between teacher instructional leadership and students' academic outcomes and school performance to provide an important reference for the theoretical development and practice of teacher instructional leadership.

7. Research Results

Analysis of the current situation of learning outcomes

Table 1 Current situation of learning outcomes

	Learning Outcomes	$\overline{X}$	SD	Level	Order
1	Selection of assessment tools and methods	4.268	0.402	high	3
2	Alignment of learning objectives	4.271	0.404	high	1
3	Continuous feedback and improvement	4.27	0.403	high	2
4	Timely feedback provision	4.191	0.396	high	6
5	Specific feedback content	4.194	0.398	high	4
6	Guidance on improvement strategies	4.192	0.396	high	5
7	Comprehensive quality enhancement	3.925	0.354	high	9
8	Enhancement of learning competencies	3.927	0.356	high	7
9	Achievement of educational goals	3.926	0.354	high	8
	Total	4.129	0.385	high	

The table1 illustrates the evaluation of learning outcomes based on different criteria. Assessment tools and methods, alignment of learning objectives, and continuous feedback and improvement were highly rated,
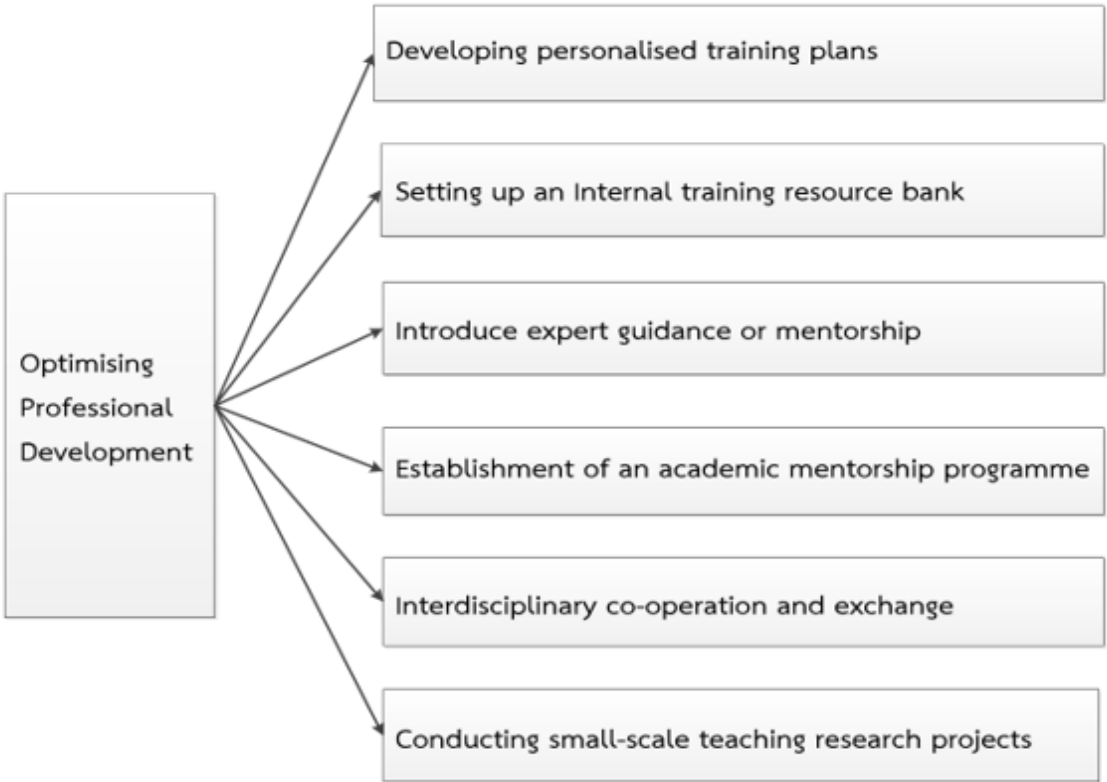

Figure 2 Guidelines of Optimising Professional Development

8. Conclusion And Discussion

8.1 Conclusion

1. According to the results of the previous statistical analysis, the average score of the total instructional leadership of secondary school teachers in Qingdao is 4.118, which shows that the overall instructional leadership of secondary school teachers is at the upper middle level.

In terms of teaching practice, it shows that secondary school teachers have strong leadership in actual teaching and are able to effectively organize classroom teaching, stimulate students' interest in learning, and achieve teaching goals.

In terms of professional development, secondary school teachers perform better in the development of professional knowledge and skills, and may actively participate in training and seminar activities to continuously improve their teaching skills.

In terms of learning outcomes, secondary school teachers were shown to have some leadership in helping students achieve learning outcomes and may have made some efforts in academic guidance and achievement tracking.

In terms of school culture, this dimension scored the lowest, which may mean that secondary school teachers have more room for improvement in terms of actively passing on school culture and establishing good teacher ethics.

There are differences in secondary school teachers' performance on different leadership dimensions, and these differences can provide valuable feedback to schools and individual teachers, which can help target further teacher training and development programs.

The above terms can be used to assess the performance of secondary school teachers in the area of instructional leadership so that targeted training and support can be provided to facilitate professional development and improve the quality of teaching and learning.

2. According to the second research purpose, the researcher designed the interview outline, and through the summary and analysis of the interview results, established the guidelines for instructional leadership of secondary school teachers in Qingdao. Details are as follows:

Optimising Professional Development: 1) Developing personalised training plans. 2) Setting up an internal training resource bank. 3) Introduce expert guidance or mentorship.4) Establishment of an academic mentorship programme. 5) Cross-disciplinary co-operation and exchanges.6)Conducting small-scale teaching research projects.

Enhancing teaching practice: 1) Organise regular instructional design workshops. 2) Organise classroom observations among teachers. 3) Creating awards for teaching innovation. 4) Establishing regular feedback loops for the programme. 5) Teachers experiment with new educational technology tools. 6) Designing project-driven programmes

Improving school culture: 1) Forming interdisciplinary teacher collaboration groups. 2) Establishing an online platform for teacher exchange. 3) Cultivating teachers' participation in building school culture. 4) Promoting student-teacher collaborative projects. 5) Organising cultural activities

Promoting learning outcomes: 1) Promoting diversified student assessment methods. 2) Teachers' role in providing personalised feedback. 3) Student participation in the course design process. 4) Adoption of problem-based teaching methods. 5) Designing personalised learning plans. 6) Student participation in practical application projects.

3. According to the third research purpose, experts are invited to evaluate the adaptability and feasibility of implementing the instructional leadership of secondary school teachers in Qingdao. The results of data analysis

show that the model has highest adaptability and high feasibility, and theoretically plays a positive role in promoting the development of instructional leadership of secondary school teachers in Qingdao.

8.2 Discussion

Through the investigation of four variables affecting the of of instructional leadership of secondary school teachers in Qingdao, professional development, teaching practice, school culture, learning outcomes, the average and standard values of the four variables are analyzed. The study found that the overall instructional leadership of secondary school teachers is in the upper middle level, but some areas of deficiency need further improvement and enhancement.

Discussion on professional development

Inadequate training resources: Participation in professional training or academic seminars scored moderately in the professional development dimension. It reflects the insufficiency of training resources, which limits teachers' professional growth. How to solve the problem of insufficient training resources, and whether training opportunities can be expanded through online training and resource sharing in partner schools.

Difficulties in applying new methods: The low scores on the latest research findings and teaching methods in practical subjects relate to teachers' unfamiliarity with or difficulties in applying new methods. There is a need to explore the specific barriers teachers face in applying the new methods and how more specific training and guidance can be provided to help them better integrate the new methods.

Time pressure on teachers: Training, attending seminars, etc. takes time and teachers feel pressurised by their teaching commitments. How to optimise time management so that professional development can be better integrated with daily teaching duties without adding extra burdens on teachers.

Inadequate professional development assessment system: How to establish a more comprehensive professional development assessment system so as to accurately measure teachers' professional growth. At the same time, how to translate the assessment results into practical improvement measures to ensure the effectiveness of the assessment.

Insufficient support for pedagogical innovation: Pedagogical innovation is crucial to improving the quality of teaching, but teachers are perplexed by the lack of support and resources for innovation. How to provide teachers with more innovation support, including funding, technology, training, etc., to stimulate their innovation.

Individual Teacher Differences: Every teacher has different needs and learning styles and requires personalised support. How to develop more targeted professional development plans and training programmes to meet the needs of different teachers based on their individual differences.

Challenges of external co-operation and resource integration: There are difficulties in co-operation between schools and other organisations, and problems in resource integration. An in-depth discussion on how to overcome these challenges and build closer partnerships so that teachers can benefit from a wider range of resources.

Through in-depth discussion of the problems, more concrete and practical solutions can be found to provide strong support for teachers' professional development, thereby improving the overall quality of education.

Discussion on teaching practice

Practical Application of Diverse Teaching Methods: While teachers scored high on diverse teaching methods and strategies, there is a need to delve deeper into how these methods are being applied in the actual classroom. Whether certain methods are not being used to full effect and how teachers can make appropriate choices based on student needs and content to ensure better learning experiences and outcomes for students.

Further optimisation of the learning climate: A moderate score means that although the teacher has made some efforts to create a learning climate, there is still room for improvement. Practical practices in classroom management strategies, ways to encourage positive interactions, and providing timely feedback could be discussed in depth to better motivate students to participate and learn.

Challenges and Solutions to Personalised Teaching: Low scores reflect challenges in personalised teaching. In-depth discussion on whether teachers have sufficient knowledge and skills to respond to the needs of diverse students and how to implement personalised teaching within the limited time available. Examples of personalised teaching, practical experience, and ways of providing individual tuition can be explored.

Teaching Evaluation and Feedback Mechanisms: Discuss how to establish more effective teaching evaluation and feedback mechanisms to help teachers better understand the effectiveness of their teaching. Whether specific evaluation criteria exist and how to incorporate student feedback and learning outcomes for teaching reflection and improvement.

Linkage between teachers' professional development and teaching practice: An in-depth examination of the linkage between teachers' professional development and teaching practice. Whether there is an effective professional development plan, whether there are changes reflected in teaching practice, and how to translate the results of professional development into better quality teaching results.

Co-operation and mutual support among teachers: To explore whether there are mechanisms for sharing teaching methods and experiences among teachers, and how to further promote co-operation and mutual support among teachers. The role of sharing successful cases and teaching resources, as well as the establishment of teacher communities can be discussed.

Technology and pedagogical innovations: In-depth discussion on how to integrate technology into teaching practice, the availability of appropriate training and support, as well as challenges and solutions encountered in pedagogical innovations.

Through in-depth discussion of these issues, it is possible to gain a more comprehensive understanding of the problems in the dimension of teaching practice and find practical solutions to enhance teachers' teaching capacity and students' learning experience.

9. Recommendations

Professional development

In response to teachers' moderate and low ratings on attending professional training or seminars and practicing the latest research findings and teaching methods in their disciplines, here are some suggestions to help teachers further improve their instructional leadership:

Provide diversified professional training opportunities: Schools or educational institutions can provide teachers with more diversified and targeted professional training opportunities. These trainings could cover the latest subject knowledge, teaching methods and educational technologies to meet teachers' learning needs.

Encourage academic exchanges and collaboration: Schools can encourage teachers to actively participate in academic seminars, teaching exchange activities and teacher collaboration groups. By sharing experiences with other teachers and learning from each other, innovation in teaching methods and mutual growth can be fostered.

Provide support for practicing the latest research in the discipline: Schools can establish mechanisms to support teachers in practicing the latest research in the discipline, such as setting up research groups or providing resources for teaching research. At the same time, school management should support and encourage teachers to practice innovative teaching methods in the classroom.

Stimulating teachers' professional development: Schools can set up rewards and incentives to encourage teachers to continuously improve their subject knowledge and teaching skills. For example, establishing awards for teaching excellence or providing opportunities for further study.

Teacher exchange platform: Establish a teacher exchange platform to facilitate communication and sharing of teaching experience among teachers. Such a platform can be realized online or offline to help teachers learn from each other and grow together.

Teaching observation and reflection: Encourage teachers to engage in mutual observation and reflection so that they can learn from other teachers' good practices and at the same time reflect on and improve their own teaching.

To summarize the above recommendations, schools and management should actively support teachers' professional development and provide diversified and targeted training and learning opportunities. At the same time, teachers should be encouraged to participate in academic exchanges and practise innovative teaching methods, so as to help them enhance their pedagogical leadership and improve the quality of their teaching, and ultimately to promote the all-round development of students' overall quality and learning ability.

Teaching practice

In view of the fact that teachers scored high in using diverse teaching methods and strategies in teaching, medium in creating a good learning atmosphere, and low in differentiating teaching according to students' needs, the following are some suggestions to help teachers further enhance their instructional leadership:

Enhance differentiated instruction: Schools can provide teachers with professional training and resources to help them understand the learning characteristics and needs of different students and learn to apply differentiated instructional strategies. Teachers can meet students' different learning speeds and styles by flexibly applying different teaching methods, providing individualized learning tasks, and setting up learning groups.

Building a Better Learning Climate: Schools can encourage teachers to actively apply the principles of educational psychology to create a more positive, supportive and cooperative learning climate. Teachers can further enhance the learning climate and motivate students by stimulating their interest in learning, encouraging students to participate in classroom interactions, and providing positive feedback on learning.

Promote teachers' professional development: Schools can establish regular teaching observation, reflection and exchange mechanisms for teachers to learn from each other and grow together. At the same time, teachers are encouraged to participate in academic seminars, professional training and teaching research activities to continuously improve their teaching skills and teaching methods.

Supporting teachers' innovative practices: School management should encourage teachers to try out new teaching methods and strategies in teaching and support them in carrying out teaching research projects. Provide teachers with space and resources for experimentation and encourage them to make teaching innovations and share their teaching results.

Student participation and feedback: Teachers are encouraged to take the initiative to seek students' feedback and opinions, and to understand students' feelings and needs about teaching. Students' participation and feedback can help teachers better understand students' learning status and make adjustments and improvements accordingly.

By adopting the above improvement measures in a comprehensive manner, teachers can further enhance their abilities in creating a good learning atmosphere and implementing differentiated teaching, thereby raising the overall level of instructional leadership and promoting the overall quality and learning outcomes of students.

School culture

In response to schools' low scores in emphasizing collaboration and exchange among teachers, as well as moderate scores in providing teaching resources and support to facilitate teachers' professional development, the following are some suggestions to help schools make further improvements:

Establishing a platform for teacher ethics and academic exchange: Schools can establish a regular platform for teacher education and academic exchange to encourage teachers to share their teaching tips and experiences

with each other. Such a platform can promote interaction and exchange among teachers and help them learn and build on each other's strengths.

Encourage collaborative teaching: Schools can promote the model of collaborative teaching so that teachers can work together to design curricula, carry out pedagogical research projects, and work together to solve teaching problems. Such a practice not only facilitates collaboration among teachers, but also helps to improve the quality of teaching.

Provision of teaching resources and training opportunities: Schools can strengthen their support for teachers by providing richer and more diversified teaching resources and training in teaching techniques. This can help teachers better cope with different teaching challenges and enhance their teaching standards.

Formulate teacher development plans: Schools can formulate personalized development plans for each teacher, providing targeted training and development opportunities according to their teaching needs and interests. This can help teachers better plan their professional development and improve their teaching effectiveness.

Establishment of teacher exchange groups: Schools can form teacher exchange groups comprising like-minded teachers for regular exchanges and sharing. Such groups can facilitate exchanges among teachers, help them solve common teaching problems and grow together.

Incentivize cooperation and sharing among teachers: Schools can set up incentives for teacher cooperation to encourage active cooperation and sharing among teachers. This can increase the motivation of teachers to cooperate with each other and enhance the teacher-teacher relationship among them.

By adopting the above improvement measures, schools can further optimize the school culture, promote cooperation and sharing among teachers, and provide more comprehensive support, thus enhancing teachers' job satisfaction and teaching quality. At the same time, schools should continue to monitor and evaluate the effectiveness of the improvement measures, and make continuous improvements and refinements to ensure that the school culture and teachers' professional development make sustained progress.

Learning outcomes

In response to teachers' low scores on the positive impact of teaching on students' overall quality and learning ability, the following are some suggestions to help teachers further improve their instructional leadership and develop students' overall quality and learning ability:

Establish holistic development goals: Schools and teachers should work together to establish goals for the holistic development of students, including academic achievement, general qualities, and learning competencies. Teachers should focus on developing students' comprehensive qualities such as critical thinking, problem-solving skills, and creativity in the teaching and learning process.

Provide diversified assessment methods: Teachers can try to adopt diversified assessment methods, including project work, group work, oral presentations and other forms, in order to have a more comprehensive understanding of students' comprehensive quality and learning ability. Through diversified assessment methods, students' potentials and strengths can be better identified.

Guiding students to learn independently: Teachers should guide students to develop their ability to learn independently by encouraging them to take the initiative in exploring knowledge and solving problems, as well as fostering students' interest in learning. This will promote active participation and all-round growth of students.

Focus on students' emotional and social development: In addition to academic performance, teachers should focus on students' emotional and social development. Understand the emotional needs of students, establish good teacher-student relationships, and provide students with psychological support and encouragement.

Encourage students to participate in integrated activities: Schools can organize rich and varied integrated activities and encourage students to participate in them, such as social practice, art experience, and science and

technology competitions. These comprehensive activities can promote students' overall development and enhance their learning ability.

Establishment of student records: Schools can establish student records to keep track of students' performance in terms of academics, comprehensive quality and learning ability. Through regular assessment and feedback, students' progress and deficiencies can be identified in a timely manner, providing teachers with targeted teaching guidance.

By adopting the above improvement measures in a comprehensive manner, teachers can pay better attention to students' comprehensive quality and learning ability, cultivate students' independent learning ability and comprehensive development, so as to improve the overall impact of teaching on students and help them realize all-round growth. At the same time, schools should provide teachers with appropriate training and support to ensure that they perform better in fostering students' comprehensive quality and learning ability.

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