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EDUCATIONAL LEADERSHIP AND TEACHER CULTIVATION

KEYWORDS: leadership; teacher's training; gender equality; teachers; teaching staff.

ABSTRACT. The paper briefly covers the history and landmarks of The World Women University President Forum. The author reflects on Russian and Chinese education system, on passing down the teacher training experience, and on the two teacher cultivating systems. One is the independent normal university system, and the other is the educational college system subordinated to a comprehensive university. The concepts of "education", "educational leadership", and "a competent teacher" are thoroughly described in the paper.

Correlation between education and gender differences demonstrates the importance of respecting gender difference in the field of education, the need to explore and develop gender strength, and to diversify leadership styles.

As the main objective in the worldwide education development the author outlines the continuous improvement of educators' information literacy, and building multi-leadership based on gender equality.

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ЛИДЕРСТВО В ОБРАЗОВАНИИ И ПОДГОТОВКА УЧИТЕЛЬСКИХ КАДРОВ

КЛЮЧЕВЫЕ СЛОВА: лидерство; подготовка будущих учителей; гендерное равенство; учителя; педагогические кадры.

АННОТАЦИЯ. В статье представлен краткий обзор истории и значимых моментов Всемирного университетского президентского форума женщин. Автор описывает российскую и китайскую системы образования, акцентируя внимание на опыте подготовки учительских кадров и на двух системах этой подготовки. Первая система представлена в педагогических вузах, вторая – в колледжах, которые являются структурными подразделениями университетов. Раскрыты такие понятия, как «образование», «лидерство в образовании», «компетентный педагог».

Идеи, положенные в основу образования и гендерного равенства, указывают на важность уважительного отношения к гендерным различиям в сфере образования и на необходимость развития стилей управления.

В качестве основной цели всемирного образования автор выделяет непрерывное повышение информационной грамотности руководителя и построение мульти-лидерства на основе гендерного равенства.

The World Women University President Forum is a brand forum originally initiated by Communication University of China in 2001. In the past 17 years, it has attracted more than 1100 women university presidents from over 100 countries and regions all over the world, and it has become a platform to showcase the educational and women leadership of women university presidents as a whole. Every other two to three years, a main forum is held in China. Up to now, we have held seven successful main forums in cities like Beijing, Nanjing, Xiamen and Taipei, etc. In between the seven main forums, nine sub-forums were held in New Zealand, Japan, US, Turkey, Zimbabwe, Mexico, Nepal, Finland, Romania in turns. Now we are gathering here today for the tenth sub-forum, which marks a brand-new milestone in the development of the forum.

Looking around the world, there exist two teacher cultivating systems: one is the independent normal university system, and the other is the educational college system subor-

dinated to a comprehensive university. The former emphasizes teacher's professionalism, and the latter concentrates on academic capacity. The self-contained normal educational system of Russia has exerted profound influence over China. And this influence has been inherited and passed down by many Chinese normal universities even till now. Today, representatives of some of the most reputed normal universities in China are here with us too. They are Beijing Normal University, Guangxi Normal University, Nanjing Xiaozhuang University, to name just a few. In recent years, China has been actively exploring the model of integrating teacher education into the comprehensive university curriculum. But in spite of the systems and models, teacher cultivation need first to answer two questions of the time, i.e. how to define a good teacher? And what is good education? These two questions are like the two sides of a coin. They intertwine with each other, and it's not wise to dispense any of them. A good teacher creates good education, and good education

influences and improves one's life. Therefore, it's safe to say good education, to some extent, is a good teacher. A good teacher should be trained to possess advanced knowledge, high professionalism, and educational affection toward nature and humankind. Only knowledge transmission itself is not education. Education need to be able to root knowledge deeply in one's heart so it can flower and fruit. Only when knowledge is digested and absorbed, can education start to exist.

At all countries alike, education is the one and only under taking that is entrusted with the responsibilities to nourish minds, educate people, and pass down civilization legacies. Hereby, the success of such a great undertaking requires a determined mind and broad vision from educators. Therefore, the responsibilities of normal education not only lie in training teachers to teach, but also in raising educators with leadership that can push the cause forward. Educational leadership means the implicit power and explicit competence to lead education. On the one hand, it refers to the well-received educational management and administration leadership, such as administrative leadership and presidential leadership at national and regional levels. On the other hand, it indicates inherent leadership, or leader power and competence that are built into the personality of an educator.

Here are some thought-provoking data on the necessity of cultivating educational leadership for teachers. To begin with, educational leadership is called for because of the uncertainty of knowledge in the age of information. In the age of print, education is almost synonymous to teaching textbooks. At that time, knowledge is a comparatively fixed and conclusive concept, which means nothing more than classic textbooks. However, as we set foot in the age of information, education has gone far beyond teaching textbooks. The agenda of education also includes enlightening students on how to tell the truth from the false, the essence from the dross, and perceiving the difference between knowledge and information. A competent teacher is expected to be not only acquainted with textbooks and instructional skills, but also be able to enrich the class with valuable and insightful content extracted from the vast ocean of information. And only in this way, can teachers have something to communicate with the generation born in the age of internet. In this sense, educational leadership means teachers should be able to develop a more extensive, thorough, and effective command over knowledge and information.

Secondly, educational leadership is called for because of constant changes in life as a result of the development of digital technologies. Among teachers, there is a widespread consen-

sus that the challenge to attract students' attention is increasing. A growing number of students have become smart-phone addicted, and the little device is competing with teachers on students' attention. To ban or not, that is a question. Tolerance means failure to fulfill the syllabus, but discipline will impair the bonding with students and alienate teachers from the rest of the class. Education cannot succeed if it stands aloof from the world we live in. Without *vision convergence* between the educators and the educated, education cannot achieve its agenda no matter how. It's especially true in teaching humanitarian and social science subjects. Educators should get down to earth to find out the limits of students where nurturance and guidance are hungered for the most. In this sense, educational leadership means educators should be able to guide students to seek for truth amid changes in life, and to create an all new space for learning from teaching.

Third, cultural integration and exchanges under the circumstances of globalization demands leadership in the field of education. In the past, people receiving education lived in a relatively simple world. Their social life was simple as well. But today, the social life we have is multi-dimensional with various values. Even children with very basic learning can get touch with things which they cannot read at all. Under the information-linked global village, multi-culture has been presented in various fields. Education materials can be distributed beyond boundaries, cultural products can be circled globally; and cross-culture exchanges are normalized. Under the circumstances, educational leadership means to lead students to find positive power in the changeable world to make self-improvement.

Last, to achieve the goal of gender equality in 2030, we need educational leadership. The 21st century is an innovative era to explore women's potentials. On January 1, 2016, the 2030 Agenda for Sustainable Development launched by the United Nation will REALIZE but not simply advocate gender equality to strengthen women and children's rights as a goal for sustainable development. From the perspective of gender, education does not belong to any certain people without gender difference. Women will be able to receive education without any barriers. This is also an important mission of modern education, which is to respect gender difference in the field of education, explore and develop gender strength, and to diversify leadership styles. This is how education will escalate into a higher level. Normal education cultivates new generations of teachers. In universities, it is important to concern and study three aspects of gender: biological gender, psychological gender and the

gender of social meaning, which will be close to students. In this case, educational leadership means education engaged with gender equality will create better gender civilization.

Obviously, the cultivation and improvement of educational leadership depends on the continuous improvement of educators' information literacy, the reconstruction of teachings between educators and students, guiding students to understand and respect the harmony of multi-ethnicity, and build multi-leadership based on gender equality. In a word, the essence of educational leadership lies in educators' spiritual guidance and behavioral norms for students.

Education determines the today of human beings, and the future as well. Different

countries, cultures and individuals have different understandings about normal education and educational leadership. The ultimate goal is to sharing your wisdom in an effort to promote teachers' training and educational leadership together.

Education is the fundamental essence for a country's development in long run, and teachers are the fundamental essence of education. In 2014, President Xi Jinping of China said at a talk with students and teachers in Beijing Normal University: "It's lucky for a person to have good teachers in his life, and it's an honor for a university to have many good teachers; while good teachers continuously emerging from generation to generation are the hope of a country."

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