

# Research on Educational Leadership Based on Educational Equity and Quality

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**Abstract:** With social progress and changing educational needs, educational equity and quality have become critical issues that urgently need to be solved in education today. Through a comprehensive analysis of educational leadership's theoretical development and practice, this paper profoundly analyzes the current situation and existing problems of educational equity and quality. It reveals issues such as uneven distribution of educational resources, single educational evaluation, and unbalanced educational policies. On this basis, this paper summarizes the challenges that educational leadership needs to face and proposes corresponding strategies. First, the leaders must undergo a two-way transformation to achieve changes in their roles to promote the joint development of educational equity and quality. Second, establishing a collaboration mechanism will optimize educational equity and quality governance and achieve all parties' joint participation. Finally, we correct the value orientation of educational leadership and return it to its essence to resolve the contradiction between educational equity and quality. In conclusion, we highlight the critical role of educational leadership in promoting educational equity and quality improvement and provide practical guidance for educational administrators.

## 1. Introduction

Educational leadership is one of the primary responsibilities of educational management and an essential part of the education system. It can be divided into basic educational leadership and non-basic educational leadership, composed of school leaders and educational institution managers. To realize educational equity and improve academic quality, educational leaders take measures based on policies to conduct reasonable resource allocation and educational evaluation. Since the establishment of the education system, educational leadership has become the key to promoting academic development, and educational quality has become an evaluation indicator. Different from the traditional concept of education, educational leadership emphasizes collaboration, participation, and value orientation [1]. Therefore, we raise issues based on educational equity and quality. Educational leadership guides the education system.

Educational leadership originates from a system with education as the core. Its development contains the pursuit of educational equity and quality and is also a tool for educational reform. From the organizational structure perspective, educational leadership focuses on effectiveness and efficiency, combining educational leaders and managers to modernize the education system. However, this is only at a theoretical level. Today, managers have implemented a distinctive path that meets the requirements of the times. The comprehensive promotion of educational leadership has changed how the education system operates, embodies educational equity and quality, and will change the future development direction of the education sector and have a profound impact on educational equity and quality. Therefore, educational equity and quality propositions are put forward with comprehensive improvement of the leadership. In short, improving educational leadership is a necessary condition and guarantee for realizing educational equity and improving quality. From a practical perspective, educational leadership has made progress but has shortcomings. Experts have yet to find a suitable path to achieve educational equity and quality, but they are working hard. Therefore, educational leadership needs innovation, which is a need for the education system and social development.

Based on the above background, this paper proposes a new model of educational leadership, aiming to promote the education system to meet the needs of educational equity and quality. We apply educational leadership theory in practice to solve problems occurring in education. The main content is constructing a theoretical framework and summarizing practical experience, which effectively deals with factors harmful to educational equity and quality and has important theoretical and practical significance.

## **2. The Theory and Practice of Educational Leadership**

### **2.1 Development and Transformation of Educational Leadership Theory**

Educational leadership is a concept developed with education. It reflects the educational philosophy, focuses on educational leaders, and reflects the educational development strategy [2]. However, achieving consensus when we define educational leadership and its essence using specific criteria is problematic.

The theoretical development of educational leadership has gone through multiple stages. It initially emphasized the principal's management and organization and later gradually shifted to shaping the educational process and school culture by leaders. Amid change, educational leadership theory emphasizes the role of leaders in promoting educational equity and improving academic quality. During the evolution of the idea, various ideological perspectives and practical experiences merged, forming a rich and diverse educational theoretical system.

The development and changes in educational leadership theory not only reflect the educational system's inherent needs but also contain educational leaders' thinking and practice as they respond to social changes and challenges. This theoretical system is the driving force for educational reform and provides academic support for training. It is the driving force for the advancement and improvement of educational leadership [3].

### **2.2 Practice and Exploration of Educational Leadership**

The practice and exploration of educational leadership are essential criteria for measuring leaders' abilities and are crucial to evaluating leadership. If discussed from the perspective of the definition and essence of educational leadership, there are many different interpretations. Some scholars view leadership as leaders' specific qualities and behaviors, while others emphasize that it is an organizational effect. In addition, some scholars believe that educational leadership reflects the level of the leader or the characteristics of the leader. Because educational leadership is multidimensional to some extent, it is a practical science that serves schools. The history of research on educational leadership can be traced back to ancient times, and its main activities include organizational management, decision-making, etc. At the same time, the concepts and practices of educational leadership are closely related to theoretical developments in education. Through exploration and practice, educational leaders have become essential persons responsible for promoting the development of the education system. The main contribution of educational leadership theory in the early 20th century was to propose and emphasize the impact of leaders on school organizations [4]. Therefore, the concept of educational leadership initially focused on standard attribute setting and actual measurement based on leaders.

## **3. Current Status and Problems of Educational Equity and Quality**

### **3.1 Dilemma: Uneven Distribution of Educational Resources Leads to Unequal Educational Opportunities**

Unlike educational resources, educational equity emphasizes the mutual relationship between individuals and society and maintains social justice. Although some scholars question that educational equity may not directly relate to resource allocation, most argue that educational equity can rationally evaluate resource allocation. Coleman et al. proposed a social learning model that includes elements of school organization, and this model has since become one of the typical tools in research [5]. Later,

the concept of educational equity was developed from this. These scientists believe educational equity is social and a "social creation." When resources in all aspects of society are distributed equitably, individuals can receive fair educational opportunities. Therefore, educational equity results from the uneven distribution of educational resources. Scholars summarize educational equity as a social justice model, that is, a justice model based on society and opportunity. The former focuses on social equality, while the latter focuses on equality of opportunity, that is, equality of educational opportunities. Although educational equity has experienced some practical failures, it can promote social justice. In short, educational equity has gradually become a consensus in education research and practice. The educational leadership framework is shown in Figure 1.

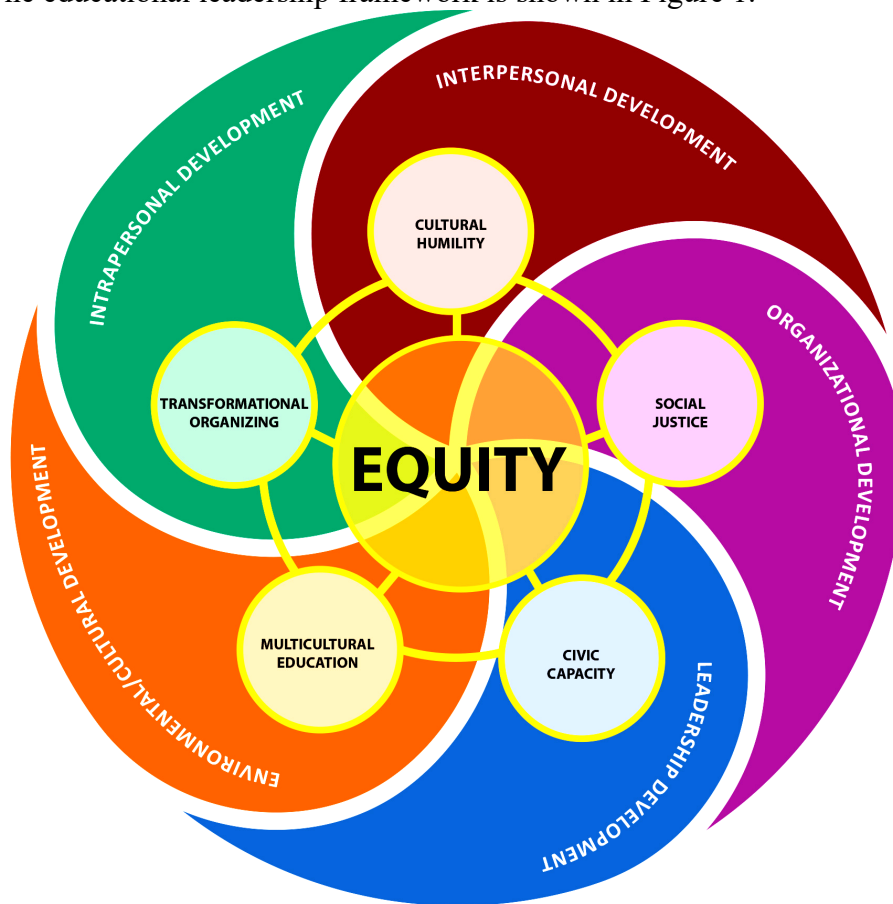


Figure 1 Educational Leadership Framework

### 3.2 Low Quality of Education: The Single Educational Evaluation Leads to Inefficient Operation

This section focuses on improving the quality of school education [6]. It is the application of systemic thinking in the field of education. A new model-educational quality framework has entered the research field to overcome the shortcomings of traditional educational evaluation. The basic concepts of this framework are: educational evaluation is a practical evaluation of school education, setting professional standards for school education output, "capturing" multi-dimensional information of school education through technology, and using scientific methods to measure teaching effectiveness. The education quality framework reconstructs the education evaluation system, emphasizing the need to improve the evaluation's comprehensiveness, accuracy, reliability, and usefulness and build a more comprehensive, scientific, flexible, and practical education quality evaluation mechanism. This framework is proposed to solve the problem of traditional education evaluation, making the quality evaluation closer to reality and more targeted. It has become an effective means and method to improve education quality [7].

### **3.3 The Contradiction between Educational Equity and Quality: The Imbalance of Educational Policies Leads to the Difficulty in Balancing Educational Equity and Quality**

Education policy is the leading force in education, emphasizing society's expectations for education. Policies directly reflect the actual status of educational equity and quality. Some components of education policy development are gradually taking shape, and various evaluation systems are receiving progressive attention [8]. However, from the actual implementation perspective, the practice of some educational policies remains at the primary stage. It is inconsistent with the logical framework and generation mechanism of educational equity and quality, thus causing a contradiction between educational equity and quality.

Educational policies aim to promote educational equity and improve educational quality. However, poor policy implementation and imperfect evaluation systems make balancing educational equity and quality challenging. The imbalance of policies may lead to significant differences in resource allocation and teaching quality in some regions or schools, thereby negatively affecting students' access to educational opportunities and the quality of education. Therefore, studying how to optimize educational policies and achieve a positive interaction between educational equity and quality has become a problem that needs to be solved in the current education field.

## **4. Challenges and Responses to Educational Leadership**

### **4.1 Two-way Transformation: The Changing Role of Educational Leadership Achieves Changes in Educational Equity and Quality**

From the perspective of educational leadership, leaders are the essential link in educational reform and the core embodiment of educational equity and quality. Therefore, educational leadership takes effective leadership as its main generating logic. Leaders are the leading promoters of educational reform and the subjects of change in the education system. At this stage, educational leadership strengthens the control of educational equity and quality from the perspective of role change. There are three primary forms: The first is to reposition the role so that leaders can balance educational equity and quality. The second is the standard setting. Standardized control is achieved by formulating leadership standards and education standards and making them public. The third is internal process reengineering. In recent years, leaders have used innovative methods to enhance leadership effectiveness and improve the quality of education. However, in the face of enormous demands, the adaptability of current leadership needs to be further enhanced. In the future, leaders will need to respond more flexibly and comprehensively to problems in the education field and achieve a two-way transformation of educational equity and quality.

### **4.2 Joint Participation: The Collaborative Mechanism of Educational Leadership Optimizes the Governance of Educational Equity and Quality**

The fundamental difference between educational leadership and traditional methods is its service attribute. The core standards and governance principles of educational leadership are aimed at serving the school, and the leader's task is to promote educational equity and improve academic quality. In the governance framework of educational leadership, accurately understanding school needs, coordinating resources, and fostering collaboration and innovation are leaders' core values and highest standards. The current diversity of school types and differences in educational resources have led to diversified school governance. Although leaders value collaboration mechanisms, there are still imperfections in the tools. Therefore, these are governance "shortcomings" that hinder the improvement of educational equity. In the future, we need to establish a more efficient collaborative mechanism and strengthen the joint participation of educational leaders. It will be the key to optimizing governance and promoting educational equity and quality improvement.

### **4.3 Return to the Essence: Use the Value Orientation of Educational Leadership to Correct the Deviation between Educational Equity and Quality**

From the perspective of the value orientation of educational leadership, leaders cannot accurately

provide the services that students need. The main form of leaders' school performance evaluation is satisfaction, but leaders lack a comprehensive school information and evaluation mechanism. The core of this problem may be the leader's value orientation. The idea of serving a school is often referred to as a "service orientation," in which the service a school provides directly reflects the values of its leaders. However, sometimes the quality of service is unsatisfactory. Often, service quality is difficult to measure comprehensively. Asymmetries in service quality and imperfections in service evaluation lead to several obstacles. In the future, by returning to the essence of service, school administrators will establish a more comprehensive and scientific service evaluation mechanism and correct the deviations, which will be an essential way to optimize educational equity and quality.

## 5. Conclusion

Educational leadership has undergone brand-new changes with the development of the times, which has posed new challenges and requirements to the education field. Leadership symbolizes education's "service nature" and an essential means to promote educational reform. It reflects the urgent need to realize educational equity and maintain educational quality and embodies the inherent requirements of educational leadership. School leaders build the theoretical analysis framework and practical education mechanism under the guidance of social change. In recent years, modern information technology has promoted the evolution of education, and technology has enabled the accuracy and scientificity of governance. The research value fits the logic of educational leadership. As a result, technology has created new approaches to educational leadership. In short, sustainable improvement in educational leadership can help administrators better serve students and improve educational equity and quality.

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