Investigating Factors Influencing Junior High School Teacher Leadership in China: A Case Study of Chaozhou City, Guangdong

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Abstract

Closely linking the development of teachers with the development of schools is an important part of modern organizational behavior's attention and research. The importance of teacher leadership in school reform, which reflects the participation and interaction of all teachers in the school professional community, has been recognized by people. Developing teacher leadership is an important strategy for school development and helps transform the school's future vision. In recent years, teacher leadership research has received a certain amount of attention in China and has become a hot topic in educational leadership and teacher professional development. However, it is still in its infancy and there are not many research results or practical results. This article is quantitative, using the research method of questionnaire survey, taking the leadership of junior high school teachers in the junior high schools in Chaozhou City, Guangdong Province, China as the research object, and exploring how schools have improved the leadership of junior high school teachers since the new round of basic education reform started in China in 2021 power development issues. Through SPSS software analysis, the study found the situation, existing problems, and causes of junior high school teacher leadership in the school scenario. The questionnaire survey shows that the leadership of junior high school teachers in Chaozhou City is at a medium level, and there is still a lot of room for improvement in each sub-dimension. The researcher proposed strategies to improve the leadership of junior middle school teachers from five dimensions: professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma.

Keywords: Junior High School Teachers, Teacher Leadership, Region, School Development

1. Introduction

1.1 Background and Importance of the Problem

Closely linking the development of teachers with the development of schools is an important part of modern organizational behavior's attention and research. The traditional concept of upper-level personnel commanding and deciding the reform and development of the entire school has been abandoned by the times. The importance of teacher leadership in school reform, which reflects the participation and interaction of all teachers in the school professional community, has been recognized by people. The development and improvement of teacher leadership is a necessary guarantee for cultivating teachers' professional responsibility and promoting teacher professionalism. In recent years, teacher leadership research has received a certain amount of attention in China and has become a hot topic in educational leadership and teacher professional development. However, it

is still in its infancy and there are not many research results or practical results. China's social situation and Chinese cultural background will affect teachers' actions in participating in school management and decision-making. Research results from Western countries cannot be directly copied and applied to Chinese schools. Under the urgent need for educational modernization and the new situation of integrated development and reform of urban and rural education, as well as the changes in the social environment brought about by new urbanization, the comprehensive two-child policy, and the reform of high school and college entrance examinations, China has put forward higher standards for the construction of the teacher team. In 2018, the Central Committee of the Communist Party of China and the State Council jointly issued the "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" as Zhongfa No. 4. The development of policy concepts has transformed teachers from a passive role in policy implementation to the main body responsible for education quality. Therefore, this article chose teacher leadership as the research topic to explore the development of teacher leadership in school improvement in junior high schools since the new round of basic education reform started in China in 2021.

1.2 Research Question

1) How has the role of teacher leadership evolved in junior high schools since the initiation of the new round of basic education reform in China in 2021?

2) What are the key challenges and barriers faced by teachers in assuming leadership roles in school improvement initiatives under the current educational reforms in China?

3) To what extent do cultural and societal factors specific to China influence the implementation and effectiveness of teacher leadership practices in junior high schools?

1.3 Research Objective

This article focuses on junior high school teacher leadership in regional schools in China. The research questions are as follows:

1) How is the development of junior high school teacher leadership?

2) What are the obstacles to the leadership development of junior middle school teachers?

3) How to develop and enhance the leadership of junior high school teachers?

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Teacher Leadership

The term "Teacher Leadership" first came from Lieberman, Sasser, and Myers' 1988 article - "Teacher Leadership: Concepts and Practice." Teacher leadership is considered a concept with umbrella characteristics. Teacher leadership is the influence exerted by teachers as the main body of leadership. It is aimed at the specific changes and development of the school and belongs to the micro aspect of leadership. Looking at the literature on the definition of concepts related to "teacher

leadership" by scholars in Western countries in recent years, with analysis mainly from the following two perspectives: first, from the perspective of teachers' roles, responsibilities, and influence; second, from the perspective of collaboration, joint power, to analyzing the aspects of organizational development and influencing process. Teacher leadership is not the embodiment of leadership abilities endowed with power and position in the traditional sense, but the professional ability of all teachers based on shared power and cooperation (Caine, 2000; Sharon & Barbara 2022). In the process of teacher leadership, strengthening peer cooperation is the core and needs to be defined from the perspective of collaboration and school organizational change. Such a definition is conducive to the generation of cooperative culture in the school and allows new concepts and group leadership to spread and affect the entire school, gradually empowering teachers to participate in school decision-making, thereby contributing to the construction of a democratic school, and ultimately transforming the school Transform into a professional learning community" (Zhou Y.W, Chen G.M, 2021). This article adopts the perspective of Gao L. and Zhang Z.J. (2022) to define teacher leadership from the perspective of influence. The definition of teacher leadership is the comprehensive influence of teachers who exert their professional advantages in the practice of educational and teaching activities of the school's professional community, collaborate and share mutual benefits with other teachers, and promote school development. In this article, junior middle school teacher leadership is not a power in the administrative sense, but is distributed throughout the school based on professionalism and is generated from the authoritative influence among all teachers.

2.1.2 Dimensions of teacher leadership

The research of Gao L. & Zhang Z.J. (2022) combined Chinese cultural scenarios and summarized the constituent dimensions of teacher leadership in school education and teaching practice. Middle school teacher leadership takes the form of group, shared, and organizational responsibilities, requiring the establishment of cooperative team culture, the development of collective responsibility, and the emphasis on team collaborative learning. The two scholars constructed a progressive hierarchical structure model of the teacher leadership evaluation index system, distinguishing teacher leadership into five dimensions: professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma. These five dimensions make up junior high school teacher leadership, highlighting the professional attitudes teachers hold to collaborate and take ownership both inside and outside the classroom. The first layer of the structural model is the target layer, which is the evaluation index of primary and secondary school teacher leadership; the second layer is the dimensional layer, which mainly includes "professional leadership", "cultural cultivation ability", "organizational development ability" and "home-school cooperation ability" There are five dimensions of "social charisma"; the third layer is the indicator layer, including indicators such as "cooperative exploration", "atmosphere creation", "change leadership", "community interaction" and "quality display".

2.2 Literature Surveys

In 2021, China's new round of basic education reform is coming. On July 24, 2021, the "Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden of Students in Compulsory Education" (General Office of the Central Committee of the Communist Party of China, General Office of the State Council, 2021) was issued, advocating the formation of mutual understanding and mutual promotion of families, schools, A good educational ecology of social "trinity". The "double reduction policy" reconstructs the development model of basic education and emphasizes the status of school education as the main position. The "double reduction policy" focuses on improving the quality and efficiency of school education, and puts forward higher requirements for the construction of school teachers and the development of teachers' comprehensive

abilities. As a "non-administrative" influence, the development and operation of teacher leadership in teaching, curriculum, collaboration, and community play a key role in promoting and implementing educational reforms. Therefore, developing teacher leadership can effectively promote the implementation of the "double reduction policy" and deepen the reform of basic education (Zhu, 2022).

On May 5, 2011, the Teacher Leadership Exploration Alliance released the teacher leadership model standards in the United States. The standards recognize the importance of teacher leadership and it is comprised of seven areas: fostering a culture of collaboration; using research to improve practice and student learning; continuous learning to promote ongoing professional development; promoting teaching and student learning; promoting the use of assessment and data to advance school and community development; strengthen connections with parents and communities; support student learning and development; and the skills and competencies teacher leadership needs to function in schools, districts, and the profession.

The National Education Association, the National Professional Teaching Standards Board, and the Center for Teaching Quality constructed a teacher leadership development model based on the NEA Leadership Competencies and Teacher Leadership Model Standards in August 2014. That is, teacher leadership has three key components - instructional leadership, policy leadership, and association leadership.
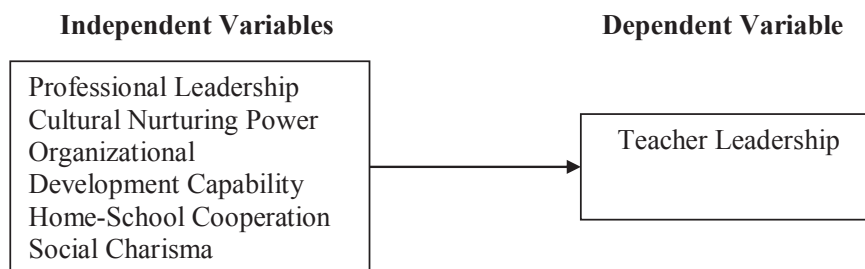
The "New Leaders Organization" in the United States has launched a professional development program, ELP that can help more outstanding teachers develop into leadership teachers with strong influence. It extracts four major competency standards suitable for leadership teachers: personal leadership, instructional leadership, culture leadership, and adult and team leadership. Scholars engaged in teacher leadership research also put forward their suggestions in constructing teacher leadership models. York & Duke (2004) proposed a teacher leadership development framework centered on student learning, aiming to focus on the practical results of teacher leadership. The framework transits from the characteristics of teacher leaders, the work they do, and the conditions required, to the influence methods and goals of teacher leadership, pointing out that the ultimate purpose of teacher leadership is to promote the practice of teaching and learning, and ultimately improve students' study.

Domestic scholars in China also put forward the concept of a teacher leadership development model based on summarizing domestic and foreign research experiences. For example, Chen Na (2012) migrated and enriched the six dimensions of leadership proposed by Professor Yang S.Z(2008) in the digital teaching environment based on the professional characteristics of teachers, and combined the theoretical content of the quality model to summarize and organize 31 quality and ability indicators to explain teacher leadership characteristics. Huang J.J. (2016) used the analytic hierarchy process and combined it with the five forces model theory to construct five indicators of the teacher leadership evaluation system in applied universities: personality, teaching, academic, organizational, and learning. Sun J. (2021) proposed a three-dimensional model of teacher leadership, constructing a model of teacher leadership from three dimensions: classroom teaching, internal management, and external liaison, specifically: teachers' organizational cooperation ability in the pursuit of excellent teaching, teachers' participation in decision-making and suggestion power in the school's internal management and the planning and coordination power of teachers in external liaison. Based on the "Delphi + AHP" research method, Zhou W.Y & Huang M.C. (2023) formulated five first-level indicators of different dimensions, namely professional leadership, cultural charisma, organizational coordination, decision-making and suggestion, and social influence. There are 22 level-level indicators, such as professional skills, open culture, organizational interaction, positive

change, recognition, etc., which construct an evaluation index system for the leadership of adult college teachers.

Scholars all admit that the overall planning in the school context, teachers' instructional leadership at the class level is the core. They all emphasize teachers' leadership in aspects such as participation in internal management at the school level and try to involve teachers in communicating with parents and the construction of leadership dimensions in connection with communities and all walks of life. The common factors presented in the construction of most models include "professional leadership, decision-making participation, shared responsibility, communication and collaboration, professional development", etc., that is, seeking to develop and exert shared leadership in the teacher professional community.

2.3 Conceptual Framework

Independent Variables

| Professional Leadership |
| Cultural Nurturing Power |
| Organizational |
| Development Capability |
| Home-School Cooperation |
| Social Charisma |

→

Dependent Variable

| Teacher Leadership |

3. Research Methodology

3.1 Research Design

This article designed a questionnaire on the leadership status of junior high school teachers based on the framework of the evaluation index system for teacher leadership in primary and secondary schools in China compiled by Gao L. & Zhang Z.J. (2022) and conducted a questionnaire on the status of teacher leadership among junior high school teachers in Chaozhou City, Guangdong Province. The survey conducts statistics on data results and uses software to make relevant analyses of the data, deeply analyze the problems existing in the development of teacher leadership, and provide a basis for finding appropriate solution strategies.

Table 1 Specific Index Connotation and Original Item Distribution

Dimensions	Indicator Connotation	Number of Questions
Professional Leadership	The core of teacher leadership is professional leadership. Developing leadership in teaching and curriculum is at the heart of teacher leadership. Teachers' professionalism and cultural heritage will impact and help others actively and proactively pursue their professional development.	7 Questions
Cultural Nurturing Power	The country's "cultural education" policy encourages teachers to develop their cultural abilities. The core of teacher leadership improvement is cultivating a culture of trust, cooperation, and sharing among teachers, which will also promote the early realization of the school's common vision (Gao L.& Zhang Z.J., 2022).	5 Questions
Organizational Development Capability	Highlighting teachers' organizational development capabilities, encouraging teachers to participate in school reforms, using their influence to contribute to decision-making, and assisting principals in management, etc., are conducive to reforming systems and mechanisms and promoting school development.	6 Questions
Home-School Cooperation	The cooperation between families and schools provides a further guarantee for building a powerful country in education and providing high-quality education that satisfies the people.	4 Questions
Social Charisma	Teachers exert leadership, develop educational resources in fields outside the school, build partnerships with stakeholders, activate their power to participate in school leadership, and audio-visual school culture, and feel the school's educational atmosphere.	4 Questions

3.2 Population and Sample

This article distributed 1,200 questionnaires to more than 120 junior high schools in Chaozhou City, Guangdong Province, China.

3.3 Research Instruments

The questionnaire survey was given to junior high schools in Chaozhou City, Guangdong Province, China.

3.4 Data Collection

Data collection involved quantitative questionnaire surveys to assess junior high school teacher leadership in Chaozhou City, Guangdong Province, China, under the new basic education reforms since 2021.

3.5 Statistics Used for Data Analysis

This article used SPSS27.0 statistical software to analyze the sample data. SPSS software analyzed responses to understand current leadership levels and identify improvement strategies across dimensions like professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma.

4. Data Analysis and Findings

4.1 Introduction

This article distributed 1,200 questionnaires to more than 120 junior high schools in Chaozhou City, Guangdong Province, China. After excluding questionnaires that took less than 100 seconds to answer questions and those that used a certain option continuously and had no change in answers, 1,106 valid questionnaires were obtained, with an effective rate of about 92.17%.

This article used SPSS27.0 statistical software to analyze the sample data and test the reliability and validity of the questionnaire. The result is as follows:

Table 2 Reliability of the Formal Questionnaire on Junior High School Teacher Leadership

Cronbach Reliability Analysis		
Dimension Name	**Cronbach Alpha Coefficient**	**Cronbach Alpha Coefficient**
Professional Leadership	0.924	
Cultural Nurturing Power	0.938	
Organizational Development Capability	0.956	0.975
Home-School Cooperation	0.907	
Social Charisma	0.889	

Table 3 Validity of Junior High School Teacher Leadership Questionnaire

KMO and Bartlett's Test		
KMO Value		0.971
Bartlett's Test of Sphericity	Approximate Chi-Square	31765.08
	df	325
	p Value	0

4.2 Data Analysis of the Qualitative Data

The 1,106 junior high school teachers who participated in the survey showed that the lowest score was 1 and the highest score was 5. The overall average score is 3.754 and the standard deviation is 0.848. The average is greater than the theoretical mean, indicating the leadership level of junior middle school teachers in Chaozhou City belongs to the medium level.

Table 4 Descriptive Statistics of Various Dimensions

Basic Indicators						
Item	Sample Size	Minimum Value	Maximum Value	Average Value	Standard Deviation	Median
Professional Leadership	1106	1	5	4.021	0.809	4
Cultural Nurturing Power	1106	1	5	3.873	0.941	4
Organizational Development Capability	1106	1	5	3.373	1.102	3.333
Home-School Cooperation	1106	1	5	3.693	0.962	3.75
Social Charisma	1106	1	5	3.769	0.926	4

A detailed explanation of the scores in the five dimensions is as follows. As shown in the table above, the average score for professional leadership is 4.021, for cultural cultivation is 3.873, for organizational development is 3.373, for home-school cooperation is 3.873, and for social charisma is 3.769. The mean values of each dimension from highest to lowest are professional leadership > cultural cultivation > social charisma > home-school cooperation > organizational development.

4.3 Data Analysis of the Quantitative Data

4.3.1 Difference Analysis

This article is based on teachers' factors and analyzes relevant data to better understand the situation of junior middle school teacher leadership. It primarily focuses on seven factors: gender, age, education, professional and technical titles, teaching experience, position, and subjects taught. The study utilizes methods such as independent sample T-tests, single-factor analysis of variance, and posts hoc multiple comparisons to gain a deeper understanding of the significant differences in teacher leadership among individual factors among junior high school teachers in Chaozhou City.

Table 5 Independent Samples T-Test on Gender Differences in Junior High School Teacher Leadership by Dimension

T-Test Analysis Results				
Variable	**Gender (Mean ± Standard Deviation)**		**t**	**p**
	Male (n=404)	**Female (n=702)**		
Professional Leadership	4.16±0.81	3.94±0.80	4.436	0.000**
Cultural Nurturing Power	4.11±0.87	3.74±0.95	6.609	0.000**
Organizational Development Capability	3.77±1.02	3.14±1.08	9.557	0.000**
Home-chool Cooperation	3.93±0.93	3.56±0.96	6.262	0.000**
Social Charisma	4.00±0.90	3.64±0.91	6.406	0.000**
*p<0.05**p<0.01				

Different gender samples showed significant differences in professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma. Overall, the mean values of male teachers are significantly higher than those of female teachers. Positions are still dominated by traditional male leaders. Only a few secondary school vice-principals are female teachers. Most of the teaching and research team leaders or grade leaders in junior high schools are also female teachers.

4.3.2 One-Way Analysis of Variance and Post Hoc Multiple Comparison Results

For the analysis of differences in age, educational background, professional and technical title, teaching time, and position in junior high school teacher leadership, it was found that different samples have differences in total scores. Post hoc test analysis also found that different samples showed significant differences in total scores.

4.3.3 Correlation Analysis

Professional leadership and cultural cultivation, organizational development, home-school cooperation, and social charisma are all significant. The correlation coefficient values are 0.811, 0.675, 0.727, and 0.689 respectively, and the correlation coefficient values All are greater than 0, which means that there is a positive correlation between professional leadership and cultural cultivation, organizational development, home-school cooperation, and social charisma. This shows that professional leadership truly reflects the fact that teachers, as educators, actively think and explore how to use their professional abilities to improve the effectiveness of school operations in teaching and practice. Professional leadership is a pioneer in all other dimensions

Table 6 Correlation Analysis of Five Dimensions

Pearson Related						
Variable	Statistical Test	Professional Leadership	Cultural Nurturing Power	Organizational Development Capability	Home-School Cooperation	Social Appeal
Professional Leadership	Correlation Coefficient	1				
	p Value					
Cultural Nurturing Power	Correlation Coefficient	0.811**	1			
	P Value	0.000				
Organizational Development Capability	Correlation Coefficient	0.675**	0.748**	1		
	P Value	0.000	0.000			
Home-School Cooperation	Correlation Coefficient	0.727**	0.810**	0.806**	1	
	P Value	0.000	0.000	0.000		
Social Charisma	Correlation Coefficient	0.689**	0.755**	0.774**	0.836**	1
	p Value	0.000	0.000	0.000	0.000	
*$p<0.05$**$p<0.01$						

As can be seen from the table above, correlation analysis is used to study the correlation between four items: professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma. The Pearson correlation is used to express the strength of the relevant relationship.

Professional leadership and cultural cultivation, organizational development, home-school cooperation, and social charisma are all significant. The correlation coefficient values are 0.811, 0.675, 0.727, and 0.689 respectively, and the correlation coefficient values All are greater than 0, which means that there is a positive correlation between professional leadership and cultural cultivation, organizational development, home-school cooperation, and social charisma. This shows that professional leadership truly reflects the fact that teachers, as educators, actively think and explore how to use their professional abilities to improve the effectiveness of school operations in teaching and practice. Professional leadership is a pioneer in all other dimensions.

4.4 Summary of the Results

The study found the situation, existing problems, and causes of junior high school teacher leadership in the school scenario. The questionnaire survey shows that the leadership of junior high school teachers in Chaozhou City is at a medium level, and there is still a lot of room for improvement in each sub-dimension. The researcher proposed strategies to improve the leadership of junior middle school teachers from five dimensions: professional leadership, cultural cultivation, organizational development, home-school cooperation, and social charisma.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

1) The overall level of junior high school teacher leadership is uneven

The survey results of this article on the overall level and sub-dimensions of junior middle school teachers' leadership show that teachers' scores in professional leadership are relatively high, while the scores in the other four dimensions are only moderate. This indicates that the overall level of junior middle school teacher leadership in Chaozhou City is uneven with room for further improvement. It is also evident that junior high school teachers have an insufficient understanding of the connotation of teacher leadership. The core of teacher leadership is professional leadership, characterized by a high level of professional knowledge and professionalism, which are common characteristics of every teacher. These two points occupy an important position and exert significant influence, serving as the fundamental basis for teachers to exercise leadership. Teacher leadership should encompass other dimensions as well. Professional leadership serves as both the foundational and advanced dimension, and the role of other dimensions should not be overlooked. Enhancing these five dimensions is beneficial for improving the flexibility and adaptability of junior high school teachers in the rapidly changing educational environment, particularly in addressing the highly complex and challenging demands of new basic education reforms and "double reduction" requirements. The data also reflects to some extent that the current developmental challenge of junior high school teacher leadership stems from disparities in teachers' abilities and influence, particularly in terms of individual teachers' cultural cultivation and organizational development capabilities. Factors such as teachers' age, professional title, teaching experience, gender, and leadership concepts constrain the development of junior high school teacher leadership.

2) Junior high school teachers' organizational development capabilities are not sufficiently exerted

The survey data indicates that organizational development scores are lower than the scores in the other four dimensions of leadership. Teacher leadership is demonstrated through the daily management activities and organizational behavior within schools. While developing formal teacher leadership structures in schools is straightforward, enhancing informal teacher leadership can significantly enhance school improvement efforts. Fully developing and leveraging teachers' leadership at the school organizational level and fostering shared leadership processes are essential for societal advancement, adapting to contemporary needs, and advancing basic education in China. Teachers need to perceive themselves as leaders personally, actively participate by providing suggestions to school management, share responsibilities for school governance, collaboratively create a harmonious campus atmosphere and organizational culture, and contribute to achieving effective education and long-term development.

3) Inadequate development of shared leadership among the professional community of junior high school teachers

Based on the data results regarding age, education, and position, it is evident that leadership development among junior high school teachers primarily favors older teachers who attained junior college degrees early and hold formal positions. This trend correlates with the findings on organizational development capabilities. The shared leadership within the professional community of junior high school teachers in Chaozhou City is inadequately developed, and there is insufficient motivation among teachers to autonomously strengthen cooperation in-depth. This limitation persists within the traditional school management system and has not permeated the entire teacher group. In the process of school improvement and development, it is crucial to identify and cultivate more teacher leaders equipped with professional knowledge and high-quality literacy. The call to ensure

that every teacher has the opportunity to demonstrate leadership continues to gain momentum, consistently urging teacher leaders to exhibit significant influence and foster a culture of democratic management.

5.2 Discussion

The findings from the survey highlight several critical issues in the development of teacher leadership in junior high schools in Chaozhou City. These issues warrant further discussion and consideration for improving the overall effectiveness of teacher leadership and organizational development within educational settings.

1) Uneven Levels of Teacher Leadership
The article reveals that junior high school teachers in Chaozhou City exhibit uneven levels of leadership across different dimensions, with professional leadership scoring relatively high compared to other dimensions. This suggests a need for a more holistic approach to leadership development that addresses all dimensions equally. Professional knowledge and professionalism are crucial but should be complemented by enhancements in other leadership dimensions such as instructional leadership, collaborative leadership, and community leadership. This broader approach can better prepare teachers to navigate the complexities of modern educational reforms and challenges like the "double reduction" policy.

2) Organizational Development Challenges
The survey indicates that junior high school teachers' organizational development capabilities are not fully leveraged. While formal teacher leadership structures exist, there is a gap in developing informal leadership that could significantly enhance school improvement efforts. Encouraging teachers to actively participate in decision-making processes, contribute innovative ideas, and share responsibilities in school management can foster a more collaborative and supportive organizational culture. This approach aligns with the evolving needs of educational systems in China and promotes sustainable educational development.

3) Limited Shared Leadership in Professional Communities
The research identifies a lack of shared leadership among the professional community of junior high school teachers, particularly among younger teachers and those with less formal education. This points to a need for targeted strategies to cultivate and empower teacher leaders across all demographics. Building a culture of shared responsibility and collaboration can enhance teacher motivation, foster deeper cooperation, and promote a collective vision for school improvement. Addressing these challenges requires not only structural changes within schools but also cultural shifts that value and promote distributed leadership among educators.

The discussion emphasizes the importance of advancing teacher leadership capabilities across all dimensions, promoting organizational development within schools, and fostering shared leadership within professional communities. These efforts are essential for addressing the diverse and evolving educational needs in Chaozhou City and ensuring sustainable improvements in school effectiveness and educational outcomes. Continued research and practical interventions guided by these findings can contribute to the ongoing enhancement of teacher leadership practices and educational quality in junior high schools.

5.3 Recommendation

The first dimension is professional leadership. Accurately defining the implementation subject of the first dimension of professional leadership in teacher leadership on teachers, focusing its application and implementation field on the classroom field and beyond the classroom field, extending to the teacher professional community, will also further promote teacher leadership by the enrichment and development of power theory and teacher professional development theory. Teacher professional leadership includes content in two aspects: teaching and curriculum. Teachers' professional community is used as a carrier to share leadership practices and influence each other. China's new round of education reform is in full swing, and teachers at the basic education stage must always remain open to new curriculum concepts.

The second dimension is cultural cultivation. Only when teacher groups jointly participate in the development and improvement of teacher leadership can we better leverage the power of teachers to improve their leadership independently and accelerate the achievement of school improvement goals. In independent development of leadership, junior high school teachers not only need to exert their consciousness but also need to bring teachers around them to participate effectively and enhance their leadership. A cooperative campus culture is conducive to more effective communication among teachers. The school's overall teaching culture will also develop in a more positive direction.

The third dimension is organizational development capabilities. The practice of school management in the 21st century is extremely complex in the tide of informationization. To cope with the complex changes in the external environment, strong organizational skills are required. As an important sign of the school's improvement and management-driven development, and it can also present the best educational practices and its spillover effect. The cultural background of a school is composed of many factors. Organizational culture, organizational atmosphere, organizational support, and organizational policies not only have an important impact on teachers' daily work but also have a certain impact on teachers' leadership levels. Teacher leadership development and teacher professional development promote each other in practice.

The fourth dimension is home-schooling cooperation. The process of school management includes the interaction between the energy of principals, teachers, students, external stakeholders, such as parents, and the school management situation. Home-school cooperation is an inevitable requirement and inevitable product of the development of Chinese society and Chinese education to a certain historical stage. It is one of the important themes of China's basic education reform for a long time to come. Home and school accurately establish common educational goals, educational ideals, and educational concepts, closely integrate families and schools, and condense the power of home-school cooperative education.

The fifth dimension is social charisma. The humanistic and social environment in which basic education exists and basic education activities are an organic whole. The requirements for basic education in the information age have proven that the power of school education alone is no longer able to support a perfect educational space. Schools need to help teachers gain full understanding and recognition from society, actively seek partners, and create a good leadership atmosphere of mutual trust, joint participation, and equal treatment. Only by uniting the power of society can it be effectively transformed into the power of the school group. The participation of junior high school teachers in multi-faceted cooperation with all sectors of society is an effective way to improve the educational resource structure of junior high schools in China.

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