

## **Proposal of Special Issue for the Journal of *Chinese Education & Society***

### **Proposed Special Issue Theme**

Conceptualizing teacher leadership in Chinese Higher Education Institutions

### **Proposed by**

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For this Special Issue, in the following introductory notes, we first begin with the name and short biographies of Special Issue guest editors, and then we briefly illustrate the overview and the rationale of the proposed theme. We provide a short introduction of the potential authors, possible reviewers and proposed timeline. We will add the abstracts of articles and the biographies of the authors at a later stage.

The core of this collection of papers is drawn from the LEAD2 project (capacity building in higher education under the Erasmus+ programme), which is entitled as ‘Enhancing Academic Leadership and Governance of Chinese and European Universities in the context of innovation and internationalization’.

### **1. Special Issue guest editors**

**Chang Zhu** is a full professor in Educational Sciences at the Vrije Universiteit Brussel (VUB) since 2010. She is the promoter and principal investigator of several key fundamental research projects in the field of higher education, internationalization, university governance, academic leadership, international academic mobility, student competence and literacy development, educational innovation, online and blended learning, MOOC, ICT-supported learning and social inclusion.

Her research mainly focuses on higher education governance and academic leadership; the implementation of educational innovations in schools and higher education and the examination of cultural, organizational culture, innovations in higher education.

She has been and is coordinating several large scale fundamental and collaborative international research projects about higher education institutions. She was the project coordinator of the Erasmus Mundus Action 3 project: EU-China DOC project (2013-2016)-

Enhancing the visibility of European Higher education and strengthening the dialogue and cooperation with Chinese stakeholders in the field of doctoral education. She also coordinated LEAD project (2015-2018)- Enhancing the capacity of higher education institutions related to governance and academic leadership in the context of innovation and internationalisation of higher education in EU and China. She is currently coordinating LEAD2 project (2019-2021)- Enhancing capacity building in university governance and academic leadership in EU and China.

She has published a wide variety of international journals and international books. In addition, she was special issue guest editor for *European Journal of Higher Education* (Volume 7, 2017 - Issue 3 Reforms and collaborations in Europe-China doctoral education); and book guest editor for the book on '*University Governance and Academic Leadership in the EU and China* (Zhu & Zayim-Kurtay, 2019).

**Aysun Caliskan** is a postdoctoral researcher in Educational Sciences at the Vrije Universiteit Brussel (VUB). After receiving her master's in educational measurement and evaluation, she turned to studies in higher education where she took full advantage of combining her background. Next, she gained her PhD at VUB in the field of higher education. Building on her PhD work, she mainly focuses on academic leadership, university governance, organizational culture and educational innovations. She has been involved in international projects in higher education. In addition, she participated in workshops and activities in higher education, academic leadership and university governance. Her researches have been published in national and international books and journals.

## **2. The overview and rationale of the Special Issue**

From the perspective of the development of international higher education, the field of higher education is rapidly developing in internationalization, marketization and informatization. The competition of higher education in the global is increasingly fierce, the allocation of school-running resources is also gradually going globalization, and the international mobility of students and scholars is accelerating. Under this background, Chinese higher education faces insufficient international vision of teacher training, strong academic level and weak teaching ability (Lu et al., 2019). Thus, Chinese government issued "Double First-Class Initiative" in 2015 to improve the quality of China's higher education as well as enhance the international influence of Chinese universities. The main idea of this Initiative is

to construct world-class universities and first-class disciplines, and thus build China into an international power in new knowledge-based economy (Liu et al., 2019).

Zhou and Wu (2016) support the idea that first-class universities require first-class disciplines, and first-class disciplines require first-class teachers. It is clear that first class teachers are crucial in constructing “first-class disciplines” and “first-class universities”. For that reason, universities should introduce high-end talents, optimize the faculty structure in order to appear in the construction of “double first-class” and improve the mechanism of talent management in order to keep their own high-end talents at their institution (talent outflow). Besides, it is difficult to make a high investment in talent introduction because of the limited teaching conditions, school running level, resource allocation and policy attraction of universities. Moreover, the existing teachers cannot be quickly put in place which makes the universities in the dilemma of talent introduction (Lu, 2019) as the role of teachers in modern World is no longer limited to the context of teaching in the classroom (Ho & Tikly, 2012). It anymore includes areas such as curriculum development, staff development, school improvement, personnel matters, school administration, and policymaking. To this end, China has sought to apply ideas developed in Western countries. An important example of this is to identify strategies to promote teacher leadership, which is often associated with the Western terms distributed, democratic, participative, and shared leadership (Hallinger, Walker, & Bajunid, 2005). The term teacher leadership broadly encompasses the capacity for teachers a) to exercise leadership for teaching and learning within and beyond the classroom, B) to identify with and contribute to a community of teacher learners and leaders, and C) influence others towards improved educational practice (Harris & Muijs, 2005).

Before adapting this Western experience in other political and cultural contexts, it must be critically reviewed as educational models are bound to cultures (Hallinger et al., 2005). Besides, employing teacher leadership in hierarchical, policy-driven, high power distance, collectivist Chinese context may be complex per se school improvement is often linked to the promotion of distributed, democratic, participative, and shared leadership (Leithwood, Mascall, & Strauss, 2009).

Thus, this special issue explores the implications of applying the models of teacher leadership in Chinese higher education institutions. It specifically focuses on the missions of the instructional leaders for creating the main purposes of the universities, controlling the

instructions as well as coordinating the instructional programs and lastly leading the academic excellence with effective teachers and students (Hallinger, 2011).

### **3. Potential authors**

1. Prof. Dr. Rui Hu, Huazhong Agricultural University
2. Prof. Dr. Xibei Xiong, Guangxi Normal University
3. Prof. Dr. Wenji Fan, Guangxi Normal University
4. Prof. Dr. Yang Hongxia, East China Normal University
5. Prof. Dr. Liusheng Liu, Yunnan Normal University
6. Dr. Meng Shi, Yunnan Normal University
7. Prof. Dr. Xiang Yao, National Academy of Education Administration (NAEA)

### **4. Potential reviewers**

1. Prof. Yuzhuo Cai, Tampere University (Finland)
2. Prof. Shen Wei, *Deakin University (Australia)*.
3. Prof. Ly Tran, Deakin University (Australia)
4. Prof. dr. Liu Baocun, Beijing Normal University
5. Prof. dr. Chu Zuwang, China University of Geoscience
6. Prof. dr. Wang Yan, Tongji University
7. Prof. dr. Liu Yarong, National Academy of Education Administration
8. Prof. dr. YE Beibei, Guangxi Normal University
9. Prof. dr. SHEN Wenqin, Peking University

### **5. Proposed timeline**

- Deadline for full paper submission: August 30, 2020
- Deadline for full paper SI guest editor feedback and resubmission by authors: September 30, 2020
- Deadline of full paper review/feedback by international peer reviewers: October 30, 2020
- Deadline of the re-submission of the revision of final full paper: December 30, 2020

## 6. References

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