

Strategies for Enhancing Digital Empowerment of Principal's Informationization Leadership

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Abstract: With the advancement of digitization, educational informatization has transformed the exogenous variables of educational system reform into endogenous variables of educational system reform. The governance of kindergartens in the digital age calls for the transformation and transformation of principal work. In response to the challenges brought by the new era of educational informatization, reinterpreting the information leadership of principals and discovering the problems faced by the development of their information leadership is of great significance for enhancing their information leadership. In the new era, to enhance the information leadership of principals, it is necessary to improve their own information literacy, enhance their ability to plan for information vision, strengthen the construction of information resources, improve their information management capabilities, and develop specialized evaluation standards for information leadership to standardize them.

Keywords: Principal; Informationization Leadership; Strategy

1. Problem posing

With the continuous development of information technology, intelligent technologies such as virtual reality and big data have also begun to be rapidly applied in teaching, making educational informatization a necessary path for educational development and progress. With the development of informatization, there has been a certain degree of integration between leadership and informatization, and the research paradigm of leadership is also undergoing a qualitative change. the change in leadership research paradigm is bound to give rise to new demands for the application of leadership practices under new theories. Many countries, led by the

United States, have begun to introduce technical leadership standards for education managers, emphasizing the improvement of their technical leadership skills. the Professional Standards for Kindergarten Principals in China also explicitly state that principals need to understand cutting-edge reform experiences and development trends in kindergarten childcare education, as well as the integration of information technology with kindergarten management and education and teaching. To some extent, as the core figure of kindergarten development, the information leadership of the principal determines the level of informationization construction in the kindergarten. From this, it can be seen that the cultivation of information leadership by principals has formed a new demand at the national planning level. Therefore, enhancing the information leadership of kindergarten principals is an inevitable requirement for promoting the development of information technology in early childhood education. the principal should clearly identify the positioning of information technology application in the kindergarten, plan the informationization development of the kindergarten reasonably, understand how to introduce and use informationization hardware facilities and information resources, how to support and guide teachers to better leverage informationization to carry out teaching activities appropriately, and how to leverage informationization to improve management efficiency. From the perspective of social development, researching and enhancing the information leadership of principals is in line with the trend of social development in the information age; From the perspective of national progress, researching and enhancing the information technology leadership of principals is in response to national policy requirements; From the perspective of the principal's management of the school, researching and enhancing the principal's

leadership in information technology is the demand to ensure that the principal can better carry out the work of running and managing the school under the conditions of information technology. In this context, research on the informationization leadership of principals will gradually become a hot topic in the academic community. the existing research on information leadership mainly focuses on universities and primary and secondary schools, and there is a lack of research on the information leadership of principals, which has not yet formed a large-scale and systematic approach. Therefore, this field urgently needs to be given attention. the implementation of educational informatization in kindergartens has a significant impact on both teachers' teaching and children's learning. As the "first person in charge" of controlling the process of informatization construction, the level of informatization leadership of the principal determines the effectiveness of educational informatization construction in the kindergarten. Clarifying the factors influencing the information leadership of principals is of great significance for improving their ability to manage schools and accelerate the realization of educational modernization.

2. Interpretation of the Connotation of Principal's Informationization Leadership

In the context of informatization, the ability of the principal to influence the leaders to jointly utilize informatization means to promote the informatization construction of the kindergarten and achieve the goal of informatization construction in the kindergarten. Specifically, it includes four aspects: information literacy, informationization vision planning, informationization resource construction and management, and informationization evaluation.

2.1 Information Literacy

The reason why the research prioritizes the dimension of "information literacy" is mainly due to the fact that literacy is not only the foundation of abilities, but also the fundamental prerequisite for the formation and development of abilities. As a principal, possessing information literacy will demonstrate corresponding levels of information leadership. Furthermore, from the

perspective of conceptual description, it is not difficult to find that the exposition of information literacy has gone through three types of description: conceptual, process, and structural. It has also undergone a shift from focusing on the extension of information literacy to focusing on its connotation, and from emphasizing the results of possessing information literacy to emphasizing the cultivation of information literacy. From the perspective of kindergarten principals and drawing on the research results of domestic and foreign scholars on information literacy, we describe it as: principals with high information literacy should have a certain degree of information awareness, be proficient in rich information technology knowledge and skills, and be able to effectively communicate and exchange with teachers, students, and stakeholders through information technology means.

2.2 Informationization Vision Planning

The vision planning of the kindergarten is crucial for its development. Generally speaking, the development plan of a kindergarten is a set of strategies that involve the joint efforts of teachers and students, systematically analyzing the environment (natural and social) in which the kindergarten is located and the actual needs of existing work, establishing the development goals and direction of the kindergarten, and formulating corresponding action plans to promote the kindergarten to tap into its own potential, thereby improving the quality of education and teaching and the effectiveness of the school. the informationization vision planning of the kindergarten is included in the overall vision planning of the kindergarten and is an important component of the overall vision planning. Correspondingly, the vision planning of information technology in kindergartens is based on promoting the development of information technology in kindergarten education. the principal leads teachers and students to conduct in-depth analysis of the current situation of information technology construction in kindergartens, scientifically evaluate the future development trend of basic education information technology, and comprehensively and systematically plan the construction of information infrastructure, information resource construction and

allocation, investment in information technology construction funds, and information management mechanisms in kindergartens according to national strategic decisions and relevant documents.

2.3 Information Construction and Management

Information construction and management are the core subjects of kindergarten education informatization, mainly including kindergarten information resource construction, kindergarten information education and management, and kindergarten information culture construction. the construction of information resources is mainly reflected in the construction of information human resources, information teaching resources, and information learning platforms; Information technology teaching and management mainly involve the principal leading teachers and students to carry out curriculum reform in the information technology environment, leading the integration of information technology and curriculum, leading the promotion of information technology teaching in kindergartens, creating a good information technology teaching environment, and carrying out daily management of kindergartens based on information technology; the construction of information culture is an inevitable pursuit for kindergartens to promote educational informatization, which specifically involves the principal leading the kindergarten to create an information culture atmosphere, leading the system guarantee of information culture, and leading the construction of information ethics.

2.4 Promotion of Informatization Evaluation

The promotion of principal informationization evaluation is an important link in maintaining and advancing the informationization of kindergarten education. Specifically, it refers to the objective, accurate, and continuous evaluation and diagnosis given by the principal in the process of promoting the informationization construction of the kindergarten, including the implementation of the informationization vision plan of the kindergarten, the ability level of teachers to apply information technology in teaching, the degree of integration between information technology and education in the kindergarten,

the learning literacy of young children, their ability to learn based on information technology, the construction and use of informationization environment, the construction and use of informationization software and hardware resources in the kindergarten, the construction of informationization personnel team, and the use of special funds for informationization construction. Effective adjustments are then made accordingly.

3. The Bottleneck Faced by the Development of Principal's Information Leadership

3.1 The Information Literacy of Principals Varies Greatly

With the rapid development of information technology, the personal information literacy of principals varies greatly. Some principals have high information literacy and are proficient in using information technology tools, but there are also some principals who have certain difficulties in using technology. This difference has led to an imbalance in kindergarten management and the promotion of educational informatization.

3.2 Uneven Development of Information Technology Construction and Management Capabilities

There are significant differences in the development level of information technology construction and management among different kindergartens. Some kindergartens are more advanced in the construction of information infrastructure and management systems, while others are still in the early stages. This uneven development state makes it difficult to improve the overall level of educational informatization.

3.3 The Ability of Information Technology Vision Planning Cannot Meet the Needs of Digital Education Governance

When formulating an information technology vision, principals often have unreasonable short-term and medium-term planning, lack long-term planning, or make plans that cannot be adjusted in real time with changes in the digital environment, which makes it difficult to cope with the rapidly changing digital education environment. Therefore, traditional planning models may not be able to meet the

needs of the new era, which will inevitably lead to a lag in information technology development and affect the overall education quality of kindergartens.

3.4 Lack of Specialized Evaluation Criteria for the Information Leadership of Kindergarten Principals

At present, there is no specialized system for evaluating the informationization leadership of kindergarten principals, which may lead to a series of problems:

(1) Lack of uniformity in evaluation: Due to the lack of unified evaluation standards, different kindergartens may use different indicators and methods to evaluate the information leadership of principals, resulting in low comparability of evaluation results and difficulty in forming industry consensus.

(2) the evaluation content is not comprehensive: the existing evaluation system may focus more on traditional management and educational leadership, and pay insufficient attention to the leadership ability of principals in the information environment, such as technological application ability, integration and utilization of information resources, resulting in incomplete evaluation content.

(3) Inaccurate evaluation results: Due to the lack of specific indicators and standards for information technology leadership, evaluations often remain superficial and fail to deeply explore the actual contributions and effects of principals in promoting information technology. the evaluation results may not be accurate enough.

The rapid development of educational informatization requires principals to continuously enhance their information leadership skills in this process. However, the lack of specialized evaluation criteria makes it difficult for the evaluation system to reflect the performance of principals in the development of information technology in a timely manner, and the evaluation results are also difficult to guide principals' ability improvement and career development. To address these issues, and from the perspective of the professional development of kindergarten principals and the requirements of educational informatization for kindergarten principals, it is urgent to develop specialized evaluation standards for the informationization leadership of

kindergarten principals to ensure the scientific, systematic, and timely evaluation, thereby better promoting the informationization construction of kindergartens. .

4. Strategies for Enhancing Digital Empowerment of Principal's Informationization Leadership

4.1 Enhance the Principal's Own Information Literacy

(1) Establishing a correct, scientific and reasonable information awareness

The principal should establish a correct awareness of information and recognize that informatization is an important component of educational modernization. Approach information technology with a scientific and rational attitude, avoiding excessive reliance on or neglect of the role of informatization. Most kindergarten principals are still stuck in policies that promote the use of information technology or require the use of information technology to solve specific problems, without elevating information technology to a cultural level to consider the reconstruction of kindergartens.

(2) Enhance information knowledge and information ethics and morality

The principal should continuously learn relevant knowledge of information technology, improve their professional knowledge and information technology level. At the same time, strengthen education on information ethics and morality, ensure adherence to ethical guidelines in the promotion of informatization, and safeguard the information security of young children and teachers.

(3) Enhance communication skills in a digital environment

The digital environment requires principals to have efficient communication skills, be able to effectively communicate and coordinate through various information technology tools, and promote the flow and sharing of information inside and outside the kindergarten.

(4) Strengthen the application ability of information technology in practical work

The principal should strengthen the application ability of information technology in daily management and teaching, proficiently use various educational information platforms and tools, and improve work efficiency and

management level.

4.2 Integrate the New Concept of Comprehensive Education to Plan the Vision of Informatization and Enhance the Ability to Plan the Vision of Informatization

(1) Reverse the technology driven concept in planning development and shift towards education driven approach

Information technology planning should focus on educating people, not just on the application of technology. When formulating the vision of informatization, the principal should pay more attention to the organic integration of educational goals and information technology, ensuring that informatization truly serves education and teaching.

(2) Real time adjustment of informationization vision planning supported by intelligent technology

Utilizing intelligent technology to monitor and evaluate the informatization process in real-time, dynamically adjust the informatization plan based on feedback, and ensure that it is consistent with the development needs and educational goals of the kindergarten.

(3) Reasonably plan long-term, medium-term, and short-term visions

The principal should develop a reasonable long-term, medium-term, and short-term vision for the development of information technology, ensure the orderly progress of information construction, and gradually achieve the overall educational information technology goals of the kindergarten.

4.3 Comprehensively Strengthen Information Construction and Enhance Information Management Capabilities

In the process of information construction, the principal should pay attention to the construction of information infrastructure and enhance the intelligence level of the management system. At the same time, strengthen information management capabilities to ensure the effective application of information technology in educational management.

4.4 Develop a Specialized Evaluation System for Information Technology Leadership of Kindergarten Principals

To develop a specialized evaluation system for kindergarten principals' information

technology leadership, the following aspects can be taken into account to ensure the accuracy and real-time nature of the evaluation: (1) Clear evaluation indicators: Determine the core indicators of information leadership, such as the application ability of information equipment, information literacy training of teachers, development and utilization of information teaching resources, digital management level, etc. These indicators should be closely related to the responsibilities of the principal and the informationization goals of the kindergarten.

(2) Hierarchical evaluation: Based on the information leadership of the principal, it is evaluated at different levels, such as basic level, development level, maturity level, etc. Set corresponding standards and requirements for each level to better evaluate the leadership development status of the principal.

(3) Real time data collection: Utilize information technology tools to monitor and collect real-time data on the progress of informationization in kindergartens, such as obtaining relevant data through management systems, teaching platforms, etc. These data can include teachers' online training records, frequency of use of teaching resources, feedback from parents, etc.

(4) Dynamic evaluation mechanism: Establish a dynamic evaluation mechanism that adjusts based on real-time data and the actual situation of the park. For example, regularly updating evaluation indicators to timely reflect new trends and requirements in information technology development.

(5) Multidimensional feedback: During the evaluation process, collect feedback from multiple parties, such as teachers, parents, and even students. These feedbacks can help to comprehensively understand the principal's performance in information leadership.

(6) Regular review and update: the evaluation system should be regularly reviewed and updated to ensure that it is consistent with the information technology development needs of the kindergarten and reflects the latest technological advances and educational concepts.

Through the above methods, a precise and real-time evaluation system for kindergarten principals' information leadership can be established. Through real-time feedback and data analysis, information strategies can be

adjusted and optimized to effectively promote the informationization construction and development of the kindergarten.

In the digital age, the enhancement of information leadership by kindergarten principals is of great significance for the overall development of kindergartens. By improving the information literacy of principals through the system, scientifically planning the vision of informationization, strengthening informationization construction and management, and establishing a precise evaluation system, we can effectively address the bottlenecks in the current informationization development and promote

the comprehensive improvement of the quality of kindergarten education.

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