

DIGITAL LEADERSHIP DEVELOPMENT MODEL
FOR SCHOOL ADMINISTRATORS IN GUANGDONG

CHEN MINGSHENG

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

Academic Year 2024

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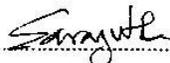
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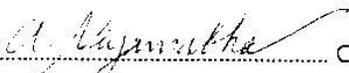

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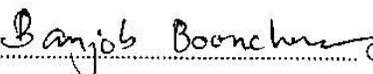

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ABSTRACT

The objectives of this research were: 1) to explore the current situation of digital leadership development of school administrators in Guangdong, 2) to propose a digital leadership development model for school administrators in Guangdong, and 3) to evaluate the digital leadership development model for school administrators in Guangdong. The sample group in this research were 285 administrators and teachers selected from 12 schools in the four regions of Guangdong. Research instruments in this research included: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that the current situation of digital leadership development for school administrators in Guangdong was at a medium level. Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: The highest mean was digital calculate creation, followed by network environmental administration and digital networking, and digital vision and role model was the lowest mean. Digital leadership development model for school administrators in Guangdong contained of five model with a total of 25 measures: 1) Digital vision and role model, 2) Digital communication, 3) Digital Knowledge and skills, 4) Network environmental administration and digital networking and 5) Digital calculate creation. The suitability and feasibility evaluation results of the model were at highest level.

Keywords: Model for Development, Digital Leadership, School Administrators

ชื่อเรื่อง	รูปแบบการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหาร โรงเรียนในมณฑลกวางตุ้ง
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้คือ 1) เพื่อสำรวจสภาพปัจจุบันของการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหารโรงเรียนในมณฑลกวางตุ้ง 2) เพื่อเสนอรูปแบบการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหารโรงเรียนในมณฑลกวางตุ้ง และ 3) เพื่อประเมินรูปแบบการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหารโรงเรียนในมณฑลกวางตุ้ง กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารและคุณครู จากโรงเรียน 12 แห่งใน 4 ภูมิภาคของมณฑลกวางตุ้ง รวมทั้งสิ้น 285 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัย พบว่า สภาพปัจจุบันของการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหารโรงเรียนในมณฑลกวางตุ้ง โดยภาพรวมมีค่าเฉลี่ยอยู่ในระดับกลาง เมื่อพิจารณาเป็นรายด้าน พบว่าการคำนวณแบบดิจิทัล มีค่าเฉลี่ยสูงสุด รองลงมาคือ การบริหารจัดการสิ่งแวดล้อมเครือข่าย และเครือข่ายดิจิทัล ส่วนวิสัยทัศน์แบบดิจิทัลและการเป็นบุคคลต้นแบบ มีค่าเฉลี่ยต่ำสุด รูปแบบการพัฒนาภาวะผู้นำทางดิจิทัลสำหรับผู้บริหารโรงเรียนในมณฑลกวางตุ้ง ประกอบด้วย 5 ด้านรวมทั้งสิ้น 25 มาตรการ ได้แก่ 1) วิสัยทัศน์แบบดิจิทัลและการเป็นบุคคลต้นแบบ 2) การสื่อสารแบบดิจิทัล 3) ทักษะและความรู้ด้านดิจิทัล 4) การบริหารจัดการสิ่งแวดล้อมเครือข่ายและเครือข่ายดิจิทัล และ 5) การคำนวณแบบดิจิทัล 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบมีค่าเฉลี่ยอยู่ในระดับสูงสุด

คำสำคัญ: รูปแบบการพัฒนา ภาวะผู้นำทางดิจิทัล ผู้บริหารโรงเรียน

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Chen Mingsheng

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Chapter 1

Introduction

Rationale

As the wave of digitization ushers in the full-scale digitization of the society and economy, digitization affects every aspect of the school. From school facilities to the digital management of schools. School Administrators must be aware that, firstly, today's work has changed; secondly, they must adapt to globalization; and thirdly, students have become the "new" learners. In the book *Beyond Simple Answers: New Leadership Practices for the Digital Age* by the American educator Baumanns, it is stated that Administrators must answer two questions: "What am I prepared to do to change all aspects of my school", and "How can I accomplish more in less time? ". Digital leadership can be seen as an effective tool for school reform today. The book also mentions that "digital leadership is used as a framework to initiate a culture of great change that can ultimately transform schools."

With the arrival of the Education Informatization 2.0 era, China has entered the highway of education informatization development, and the Party Central Committee and the State Council have proposed in China Education Modernization 2035 "to accelerate the educational changes in China's informatization era through the construction of intelligent campuses and the integration of teaching and learning service platforms and other measures." The Education Informatization 2.0 Action Plan states that "school leaders should serve as the school's chief information officer and carry out overall planning for the development of school education digitization." As the helmsman of realizing the rapid development of digitalization in basic education schools, whether the principal can make his/her school build a standard digital campus, whether he/she can identify problems in the implementation of education digitalization in a timely manner, and whether he/she possesses strong digital literacy and digital leadership, etc., have all put forward more new tests for the current Administrators.

In March 2019, the Ministry of Education issued the Opinions on the Implementation of the National Project on Enhancing the Information Technology Application Ability of Primary and Secondary School Teachers 2.0 (hereinafter referred)

To as the National Project on Enhancing the Information Technology Application Ability of Primary and Secondary School Teachers 2.0), which suggests that "the digital leadership of school Administrators should be continuously improved, so as to promote the integration and innovative development of information technology and teaching. "In addition, in recent years, the national level, in light of the current situation of the digital development of education in China, has put forward a number of new initiatives to improve the digital leadership of Administrators, such as the introduction of the 2014 version of the Digital Leadership Standards for Primary and Secondary School Administrators (for Trial Implementation).

Guangdong, located in the south of China and neighboring Hong Kong and Macao, is a relatively developed province in terms of educational resources and industrial development. Most Administrators in Guangdong have recognized the importance of the digital era and have gradually begun to pay attention to the impact of digital technology on education, and have made efforts to explore the application of digital education and actively explore the development of digital leadership. They actively promote the construction of digital campuses and improve the digitalization level of schools. They also pay attention to the development and application of digital teaching resources, actively explore the organic combination of digital education and humanistic care, the education model in the digital era and the cultivation of students' quality by digital education, and strive to apply digital education in school management and teaching to provide students with a more convenient and efficient way of learning, so that students in the get a comprehensive education in the digital era.

Located in the center of Xiashan District, Zhanjiang City, Guangdong, Marina School is a private primary education school with excellent teaching quality, high social recognition and strong influence. I have been working at Binhai School since 2020 and served as the principal. According to the National Teachers' Information

Technology Application Ability Enhancement 2.0 Project issued by the Ministry of Education, the school has been elected by the Municipal Bureau of Education as a pilot school in the city and assumed the municipal research topic of "Integration of Information Technology and Disciplines", the school relies on the support of the policy, responds to the call for the digital construction of the national education level, and carries out the work of enhancing the application ability of information technology in a comprehensive manner.

As an administrator of Binhai School in Xiashan District, Zhanjiang City, Guangdong, I should find out how to help our school improve the level of digital management and achieve better development. In response to the above problems, I often discuss with the managers of related schools, constantly consult the literature, learn the relevant theoretical knowledge, and analyze the management strategies of other schools.

After continuous learning and thinking, I realized that to achieve the goal of digital campus and digital teaching, we must formulate a supporting management strategy for digital development, and cultivate the digital leadership of leading cadres, such as (Digital vision and role model, Digital communication, Digital Knowledge and skills, Network environmental administration and digital networking, Digital calculate creation). It is clear that digital leadership ability is the "hand" of leadership level and work quality, promote leading cadres to establish a correct view of performance, cultivate a group of scientific, innovative, digital, dare to bear the leadership cadres, cohesion to form a strong digital leadership of innovation and entrepreneurship in the digital era.

On this basis, I decided to conduct a study on "Digital leadership development model For school administrators in Guangdong". Based on the theory of digital leadership, this study analyzes the current situation, problems and influencing factors of digital leadership of school Administrators in Guangdong through questionnaire surveys, interviews and other research methods, applies statistical analysis techniques, and proposes a guideline for building digital leadership of school Administrators in Guangdong, and evaluates the feasibility of the proposed guideline, in order to provide theoretical and practical basis for assisting in the building of digital

leadership of school Administrators in Guangdong. The feasibility of the proposed guidelines will be evaluated to provide theoretical and practical basis for the construction of digital leadership for Administrators in Guangdong .

Research Questions

1. What is the current situation of Digital leadership development model For school administrators in Guangdong?

2. What are Digital leadership development model For school administrators in Guangdong ?

3. Are the Digital leadership development model For school administrators in Guangdong adaptability and feasibility?

Objectives

1. To explore the current situation of Digital leadership development model For school administrators in Guangdong.

2. To propose a Digital leadership development model For school administrators in Guangdong.

3. To evaluate the Digital leadership development model For school administrators in Guangdong.

Scope of the Research

Population and the Sample Group

Population

The Population were 1100 Administrators and teachers in Private school education or management in Guangdong.

The Sample Group

The sample group were 285 Administrators and teachers in school in Guangdong. According to Krejcie and Morgan's (1970) sampling table, The stratified sampling and simple random sampling were used to select the Administrators and teachers from 12 schools in the four regions of Guangdong, namely, Guangdong East, Guangdong West, Guangdong North, and the Pearl River Delta.

The Interview

In this research, a total of 24 school Administrators from Guangdong, including the eastern part of Guangdong, the western part of Guangdong, the northern part of Guangdong, and the Pearl River Delta (PRD), will be interviewed to find out the current status of school Administrators' digital leadership. The interviewees must meet the following criteria: 1) Administrators from Guangdong who have been engaged in school management for more than five years; 2) they are familiar with the operation mode of digital management and have a deep understanding of school digitalization; 3) they must be willing to participate in the recorded semi-structured interviews; and 4) they must be willing to review the transcripts of their interviews for validation purposes.

Evaluation

Based on the actual situation of the digital leadership research work of school Administrators in Guangdong, 15 Administrators who meet the following conditions were selected to evaluate the Digital leadership development model For school administrators in Guangdong: 1) administrators who have been engaged in the management of informatization or mathematization for more than 5 years; 2) coming from different schools; 3) having senior titles with deep understanding and research on digital leadership work.

The Variable

Digital leadership development model for school administrators in Guangdong, included 5 aspects: 1) Digital vision and role model; 2) Digital communication; 3) Digital Knowledge and skills; 4) Network environmental administration and digital networking; 5) Digital calculate creation.

Advantages

1. To use provides a scientific reference for Digital leadership development model for school administrators in Guangdong.

2. To improve Digital leadership development model For school administrators in Guangdong.

3. To use construction of an integrated management Digital leadership development model For school administrators in Guangdong.

Definition of Terms

Digital leadership

Digital leadership refers to the ability of leaders of organizations and teams in the digital age to align their key business metrics closely with their strategic objectives through the use of advanced technological tools and data analytics in order to achieve long-term profitability and successful business growth. This style of leadership focuses specifically on the use of information technology, scientific data and innovative ways of thinking for management decision-making. The Digital Leadership Model includes the following five areas: 1) Digital vision and role model, 2) Digital communication, 3) Digital Knowledge and skills, 4) Network environmental administration and digital networking, 5) Digital calculate creation.

Digital video and role-based model.

Digital video refers to a form of video represented by a digital signal. It is a series of discrete image frames stored and transmitted digitally by sampling and digitizing an analog video signal. Digital video has high picture quality and precision, and can be processed, edited and played back on a variety of platforms such as computers and mobile devices. A role-based model refers to a model for reasoning and decision making based on a set of pre-defined roles or conditions. These roles can be derived based on expert knowledge, statistical data, or domain experience, etc., and are used to help computer systems make predictions, judgments, or actions. In role modeling, logical reasoning is performed by matching input data with roles to produce the appropriate output. role modeling is commonly used in applications such as expert systems and decision support systems.

Digital communication.

Digital communication refers to a type of communication that utilizes digital signals for information transmission. It converts continuous signals into discrete digital forms by sampling and quantizing analog signals, and then sends the digital signals to the receiving end through a transmission medium (e.g., cable, optical fiber, wireless channel, etc.). Digital communication is characterized by strong noise immunity, stable transmission quality and high reliability, and is widely used in the fields of telephony, Internet, mobile communications, satellite communications, etc. In digital

communications, common terms include modem, coder-decoder, channel coding, error control, modulation method, and so on.

Digital knowledge and skills.

Digital knowledge refers to the ability of individuals to effectively access, evaluate, use and create digital information in the digital age. It encompasses the knowledge to understand and apply digital tools, technologies and resources, as well as an awareness of digital security and privacy protection. Digital literacy encompasses knowledge and skills in basic computer operation, Internet use, information search and filtering, data analysis, and online communication. Digital skills refer to an individual's practical ability to apply and utilize digital tools, technologies and resources in a digital environment. It encompasses skills in using computers and software, operating the Internet and social media, communicating and collaborating digitally, and performing data processing and analysis. Digital skills are important for individuals in their education, professional development and life to increase efficiency, create value and adapt to the demands of the digital age.

Environmental administration and digital networking.

Environmental administration refers to a comprehensive management approach to digital networks designed to ensure proper operation, security, and performance. It includes activities such as network topology design, device configuration and deployment, network performance monitoring, troubleshooting, security, and traffic management. The goal of network environment management is to optimize the utilization of network resources and to improve the reliability, stability, and security of the network to meet the needs of the organization or users. Digital networking refers to a connected system of computers, communication devices and the Internet. It connects devices, services and users by using digital technologies such as the IP protocol and the Ethernet standard to transmit, share and exchange data. A digital network provides a variety of functions such as remote communication, information transfer, resource sharing, and online entertainment. It can be in the form of Local Area Network (LAN), Wide Area Network (WAN), or Internet (Internet), and supports various types of applications such as e-mail, web browsing, video conferencing, cloud storage, and so on. The development of digital networks

has facilitated the exchange of information and the spread of digitization, which is of great significance to social and economic development.

Digital calculate creation.

Digital calculate creation refers to the process of designing, developing and manufacturing a digital calculator. A digital calculator is an electronic device capable of performing numerical calculations and simple arithmetic operations, and usually consists of hardware and software. The process of digital calculator creation involves determining the functional requirements of the calculator, designing appropriate hardware circuits and designs, and developing appropriate software to implement the calculations and operational functions. The creation of a digital calculator also includes stages of testing, evaluation, and improvement to ensure that the calculator performs consistently and reliably. The development of a digital calculator can involve knowledge from several fields, such as electrical engineering, computer science, and user interface design. Digital calculators are created to provide convenient, efficient and accurate computing power to fulfill the daily computing needs of users.

Digital leadership for school administrators

Digital leadership for school Administrators refers to The ability of Administrators to effectively lead and drive the digital transformation of their schools in the digital age. It involves Administrators using digital technology and information technology to promote educational innovation, improve the quality of learning, and promote the modernization of school management and teaching practices. Embodied in 1) vision and strategy; 2) build culture and atmosphere; 3) teacher professional development; 4) technical infrastructure and resources; 5) data-driven decision-making; 6) Comprehensive ability such as community cooperation and communication. Through effective digital leadership, Administrators can lead schools to adapt to the rapidly changing digital age, foster instructional innovation, teacher development and student growth, and provide schools and students with more and broader learning and development opportunities.

Research Framework

In the direction of digital leadership modeling, Dr. Zhang Wei from MIT, Prof. Emily Smith from Stanford, Dr. Liu Xiaoming from Oxford, Prof. Kim Min-ji from Seoul National University, and Dr. Chen Wei from Tsinghua University, China, have made significant achievements and published important papers in their respective fields. Kim Min-ji of Seoul National University, Korea, and Dr. Chen Wei of Tsinghua University, China, who have made notable achievements and published important papers in their respective fields. These papers cover important concepts, principles, methods, and applications of digital video and role modeling, digital communication, digital knowledge and skills, network environment management and digital networking, and digital calculator creation. These treatises not only provide in-depth research results for the academic community, but also provide valuable guidance and insights for practical work in related fields.

Studying these variables can provide more useful insights and innovations for the development of related fields by deeply exploring the relationship and application of these variables for digital leadership modeling for Administrators in Guangdong. the research framework of this paper is shown in Figure 1.1.

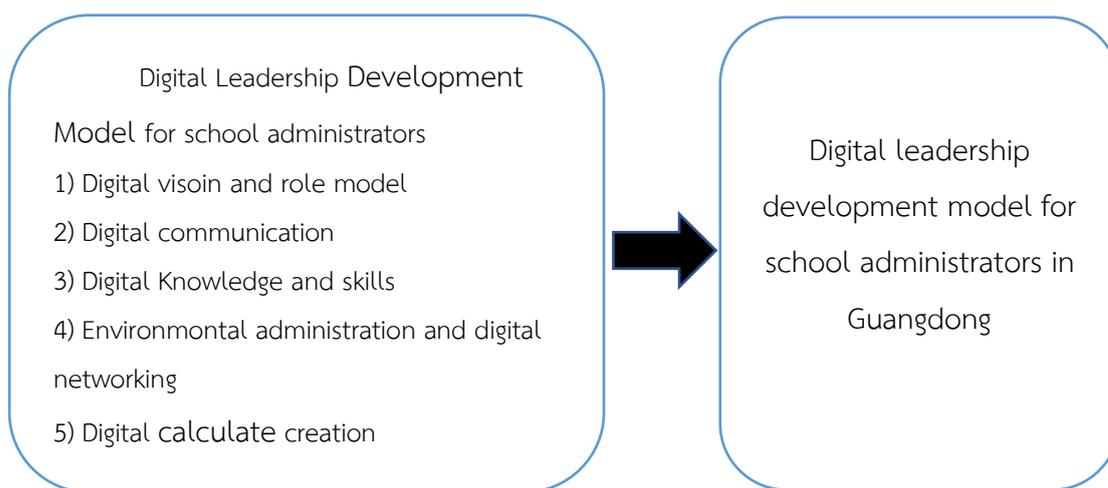


Figure 1.1 Research Framework

Chapter 2

Literature Review

With the current deep integration of information technology and education and teaching, the progress of the times, the development of the country and the different levels of school management have respectively put forward clear and urgent requirements for the digital leadership of Administrators. However, as far as the current theoretical research is concerned, the research literature on the issue of digital leadership of Administrators is yet to be further systematized and scaled up, and there is still room for further improvement in the relevance and effectiveness of the relevant research results. This study takes into account that principal digital leadership is similar to principal instructional leadership, curriculum leadership, and cultural leadership attributes, all of which are subordinate concepts of principal leadership, and there exists a close inheritance and inclusion between principal digital leadership and leadership. Therefore, the literature on digital leadership of Administrators is sorted out and reviewed on the basis of an in-depth and detailed analysis and examination of theories related to principal leadership, with a view to providing the necessary ideas and reference for carrying out theoretical research on digital leadership of Administrators in a targeted manner and proposing targeted enhancement strategies.

1. Concept of Educational Administration
2. Concept of Digital leadership
3. Concept of Digital leadership of school Administrators
4. Context of school in Guangdong
5. Related Research

The details are as follows.

Concept of Educational Administration

Educational Administration is a comprehensive concept that encompasses planning, organizing, leading, coordinating, and controlling, aimed at achieving educational goals and improving the efficiency and effectiveness of educational organizations.

Kang Cuiping (2001, p.26-28) As a special phenomenon, educational management exists independently in social life, encompassing characteristics of both "education" and "management." Educational management is both "educational" and "managerial."

Chen Weizhi (2008, p.35-37) defines Educational Administration as an organizational management activity centered on educational goals and students, aiming to optimize the allocation of educational resources and improve educational quality through scientificorganizational, leadership, coordination, and control methods.

Xu Xuelian (2009, p.46-49) believes that Educational Administration refers to the management process of using various management and technical means to achieve educational goals, improve educational effectiveness and efficiency through activities such as planning, organizing, leading, coordinating, and controlling.

Deng Jingyuan (2020, p.67) believes that Educational Administration is a process of achieving educational goals and tasks through various management activities using planning, organizing, leading, and coordinating as the basic means.

Liu Xianjun (2024, p.24-32) In the era of smart education, the connotation of higher education management will be further expanded. This is mainly reflected in the emphasis on data governance, environmental reconstruction, and institutional design to better meet the needs of higher education development in the digital age.

In summary, different researchers have slightly different definitions of educational management, but they all emphasize that the purpose of educational management is to achieve educational goals, improve the quality and effectiveness of education, and accomplish these objectives through a series of organizational and management methods. These varying definitions provide a rich perspective and theoretical foundation for the study of educational management, driving its development.

Informationization of Education

Education informatization refers to the support of modern information technology, especially network technology and multimedia technology, and effectively applies information technology to the development and utilization of

education, teaching process and educational resources to improve the quality and efficiency of education, cultivate the information era The process of demand talents.

Yu Xiaohua, Cong Peiqing, Xu Xianlong (2018, p.22-23). Based on the three observation dimensions of application and service system, information security system, technical support and service foundation, 54 excellent practice cases are reviewed and analyzed, and reveal the core problems and development trend of current higher education management informatization, including management and service integration, business process reconstruction, positioning of IT strategy guidance, service architecture based on cloud strategy.

Zhu Zhiting, Xu Qiuxuan, Wu Yonghe (2021, p.117) On the basis of analyzing the standard demand of new infrastructure, the standard demand framework of new infrastructure is constructed from four levels of digital foundation, system specification, application scenario and goal guidance to solve the problem of lack of standardized thinking and coordination in educational informatization construction; finally, the standardization construction of new infrastructure is promoted from the aspects of target, network platform and safety application.

Chen Lin et al. (2020, p.27) proposed to accelerate the innovation guidance of information wisdom theory, the integration of knowledge and practice theory and collaborative cognition theory; to accelerate the innovation guidance of education mode, the contemporary sublimation of teachers, the innovation guidance of great education development and the fairness of innovation education.

Wan Kun, Ren Youqun (2020, p.121) By using comprehensive literature research, induction and deduction methods, First of all, it analyzes the three levels of digital divide in the current development of basic education informatization: digital technology acquisition gap, digital technology use gap and cultural level gap; next, From the connotation of technology empowerment, the operation logic of technology empowerment, and the possible impact of technology empowerment on the informatization of basic education.

Hu QT. (2019, p.131) This paper summarizes the achievements of 40 years from theoretical exploration, practical application and social influence, provides source power for the development of educational informatization through interdisciplinary

integration of knowledge innovation; deepens the theoretical research of educational informatization through localization innovation; promotes the integration of education and technology through multi-level education and teaching reform; and promotes the application process of intelligent information technology. In the application process of intelligent information technology, prevent the risks brought by the false prosperity of education informatization, and promote the healthy development of education informatization.

Rao Aijing, Wan Kun, Ren Youqun. (2019, p.15). Put forward the development of county basic education informatization strategy: improve the county basic education informatization policy guarantee mechanism, guide the high quality enterprises to participate in education information service supply, improve the cultivation of teachers' information technology application ability, change the way of students' learning and evaluation, to promote the balanced development of county basic education informatization.

Xie Youru (2019, p.121) It is pointed out that the construction of smart campus should be guided by education informatization 2.0, emphasize integration and innovation, pay attention to mechanism guarantee, and highlight regional characteristics. On this basis, the new development of smart campus application and research is put forward, in order to provide ideological guidance and practical reference for the construction and application of smart campus in the future.

Chen Lin, Wang Junming, and Chen Song (2018, p.131) From the three aspects of education informatization 2.0 and the innovative development of vocational education modernization, education informatization 2.0 and vocational education, education informatization 2.0 and the reform of the core elements of vocational education, the focus focuses on how to better innovate and develop vocational education in the era of education informatization 2.0.

Li Zhaoyi, Yang Xiaohong. (2019 p.121). In the era of "Internet +", this paper proposes to promote the construction of the ecological environment of "smart campus", build the resource mode of diversified, co-creation, sharing and service, construct the hierarchical teaching mode, and develop the teacher professional path of mixed learning mode.

Dong WJ, Huang Y. (2019, p.107) From the aspects of curriculum, teaching, learning, environment, teacher development, evaluation, education management and organization, this paper discusses the challenges of vocational education mode reform such as returning to the essence of education and avoiding technical disadvantages, puts forward the development goal of "adapting to and leading artificial intelligence", and constructs the path and mode of vocational education reform.

Huang RH et al. (2020, p.107) From the perspective of large Internet education institutions, discusses the smooth communication platform, appropriate digital resources, convenient learning tools, a variety of learning methods, flexible teaching organization, effective support services, close school cooperation seven big elements, for enterprises, family, society and other parties to participate in and support network teaching provides ideas and methods.

Wu Wei et al. (2020 p.213) From the construction of network teaching support service system, the development of network teaching in weak schools, the development of network teacher training, the collaborative teaching and research, and the improvement of large-scale and long-term network teaching.

In summary, education informatization has promoted integration technology, innovation teaching, broadening learning boundaries, improving the quality of education, and cultivating future talents.

Digital education

Digital education is a form of education based on the use of digital technology and Internet resources to support teaching and learning activities. In digital education, students can access textbooks, participate in classroom activities, and conduct personalized learning through electronic devices, online learning platforms and multimedia resources. Teachers use digital tools and online communication platforms to organize classes, assess students' learning conditions, and provide personalized guidance.

Qian Xuesen (2000, p.21-22) believes that " digital education enables teaching resources to be better shared and disseminated, providing more opportunities and choices for learners. Through digital technology, students can learn according to their own needs and interests, and promote personalized teaching. "Students can choose

their own learning content and style according to their interests, progress and learning style. At the same time, teachers can use digital tools and online platforms to provide personalized learning resources, homework and feedback to meet the different needs of students and promote their individual development.

Milton Taubman (2001, p.117-118) commented that " Digital education has changed the traditional education model and provided a more flexible and convenient learning style. Students can access resources such as textbooks, homework and evaluation through online learning platforms, which are no longer limited by time and space. "Through digital technology, students can have access to a rich variety of educational resources, such as online courses, open teaching resources and educational games, so as to broaden their knowledge horizons. At the same time, teachers can also share their teaching experience and learn from each other on the digital platform to form a professional community and improve the teaching quality.

Johns Hopkins University (2010, p.21-22)) analyzed digital education from a learner perspective: " Digital education can increase the engagement and interactivity of learners. Technical tools, such as online discussion forums and virtual laboratories, can encourage students to think, make ideas and interact with classmates to deepen their understanding of knowledge. "Students can work with their peers through collaborative tools and online discussion platforms to solve problems, exchange ideas, and develop teamwork and cross-cultural communication skills.

Stuart Elliott (2015, p.12) discussed digital education from the learning needs, especially the direction of teaching and learning methods of teachers and students: " Digital education promotes the development of students' active learning and creativity through diversified teaching methods and multimedia resources. It provides teachers with more teaching tools and resources to meet the learning needs of different students."

In summary, digital education is a form of education that aims to meet the development needs of the digital age. Through digital technology and the Internet resources, it provides opportunities for personalized learning, expands the boundaries of teaching and learning, and promotes the participation and cooperation of learners. Digital education is expected to bring broader development space to the field of

education, improve learning effect and teaching quality, to meet increasingly diverse learning needs.

Concept of Digital leadership

Digital leadership refers to the ability of leaders in the digital age to fully understand and understand the importance of digital technology and information tools, and can use and integrate these technologies and tools to guide and stimulate the ability and quality of team members to actively participate in digital transformation, innovation and development. Digital leadership emphasizes leaders' keen insight, strategic thinking, innovative consciousness, data-driven decision-making ability, and cross-border cooperation and collaboration ability in a digital environment.

Professor Li Hua (2003, p.34-47) deeply discussed how digital leadership became the key to the success of modern organizations. He proposed that digital leaders need to have innovative thinking, technical insights, and cross-domain cooperation capabilities to promote the organization to maintain competitiveness in a rapidly changing market.

Dr. Zhang Wei (2011, p.78-92) explained the practical application of digital leadership through case analysis. He emphasized the importance of data-driven decision-making, user center design and continuous learning in digital leadership, and provided successful experience and lessons in practice.

Researcher Wang Li (2001, p.123-137) explored how digital leadership promoted cross-border cooperation and innovation. She pointed out that digital leaders should have an open mind, cross-domain knowledge and resource integration capabilities to promote cooperation and innovation between different fields.

Professor Zhao Lei (2013, p.189-201) analyzes the role of digital leadership in corporate culture. He proposed that digital leaders need to guide the transformation of corporate culture by building digital culture, promoting organizational learning, and strengthening employee participation.

Dr. Liu Fang (2007, p.256-270) from the perspective of the future, looking forward to the development trend of digital leadership. She believes that future digital leaders need to have a stronger strategic vision, higher emotional intelligence and a

wider international perspective to cope with challenges such as globalization and intelligence.

Professor Liang Wenzhen (2013, p.312-324) discussed the role of digital leadership in promoting sustainable development. He emphasized that digital leaders need to pay attention to the balance of environmental protection, social responsibility and economic benefits, and achieve green transformation and sustainable development goals through digital technology.

Dr. Zhou Qiang (2009, p.3872-400) analyzed the impact of digital leadership on talent management. He proposed that digital leaders need to attract and retain outstanding talents by building a flexible talent system, providing personalized development paths, and strengthening digital training.

Associate Professor Sun Jing (2005, p.456-468) discussed the application of digital leadership in risk management. She pointed out that digital leaders need to have a keen risk awareness, efficient crisis response capabilities, and comprehensive risk management framework to ensure the stable development of the organization.

Professor Zheng Hao (2014, p.512-525) discussed the impact of digital leadership on the development of leadership. He believes that the development of digital leadership requires continuous learning, reflection and practice, and promotes the comprehensive improvement of leadership by cultivating digital thinking, enhancing digital skills, and strengthening digital leadership training.

Dr. Qian Jin (1999, p.578-591) starts from a global perspective, analyzing the key role of digital leadership in improving the global competitiveness of the organization. He proposed that digital leaders must have a global perspective, cross-cultural communication ability and international cooperation spirit to occupy a favorable position in the global market.

In summary, Digital leadership is equal to traditional leadership + digital thinking + digital technology application. It not only focuses on the strategic planning and goals of the organization, but also pays attention to promoting the digital innovation and change of the organization, and enables the sustainable development of the organization in the highly competitive digital era.

Research Variables of Digital leadership development model for school administrators

Digital visoin and role model

Guo Huadong and Zhao Huibing (2014, p.78-91) in "Research on Digital Video and role Modeling" pointed out the key role of digital video and role modeling in data transmission and video processing. Digital video is the process of converting analog video into digital format by sampling, compression and coding techniques, and role model is based on a series of coding and decoding roles to realize the transmission and reconstruction of digital video.

Ming Li and Zhigang Liu (2012, p.57-59) "Research on Digital Video Coding Algorithms Based on role Models" researched the application of digital video and role models in video coding by establishing mathematical models and algorithmic role models, pointing out that mathematical models and algorithmic role models are manifested in the compression and decompression of video signals in order to reduce the overhead of storing and transmitting video data.

Yufeng Zhang and Ocean Wang (2016, p.15-29) in "Research on Digital Video Quality Evaluation Models and Algorithms" pointed out that the quality evaluation of digital video is an important index for assessing the quality of digital video transmission and processing. By establishing appropriate assessment models and algorithms, the distortion and influencing factors of digital video can be accurately assessed.

Yann LeCun (2017, p.25-31) is a distinguished expert who focuses on deep learning. He has done a lot of research work in the field of digital video processing and has made many significant breakthroughs in related fields. He is one of the key promoters of deep learning and Convolutional Neural Networks (CNN), and has made outstanding contributions to video content analysis, image recognition, and image generation. Deep learning-based digital video processing techniques have been widely used in recent years, and his research in "Deep Learning-Based Digital Video Processing: A Review," explores the construction of deep neural network models to achieve the tasks of super-resolution reconstruction, noise reduction, and image enhancement in digital video.

Wang, H., Gao, S., & Yuille, A. (2014, p.215-217) "Video event understanding using natural language descriptions," emphasizes the application of role-based modeling in video content understanding and analysis, which can be built by building a role-based model that can be used to recognize objects, actions, emotions, and other contents of a video. , actions, and emotions can be recognized and analyzed to provide basic support for video content retrieval and application.

Lucas, B. D., & Kanade. (1981, p.27-32) in "An iterative image registration technique with an application to stereo vision" pointed out that motion estimation models in digital video play an important role in video compression and motion tracking. By establishing appropriate estimation algorithms and optimization models, the motion information in the video can be accurately estimated to achieve more efficient video compression and motion tracking.

Dalal, N., & Triggs, B. (2005, p.128-131) in their book "Histograms of oriented gradients for human detection" argue that digital video analysis and processing techniques based on machine learning algorithms are widely used in the field of video surveillance and security. By using machine learning algorithms, tasks such as video target detection, behavior recognition and anomaly detection can be achieved.

Jian, L., Wang, T., & Yan, J. (2012, p.225-231) argued that image processing techniques in digital video can perform operations such as denoising, sharpening, and image enhancement to improve video quality and visual effects. He discussed in his paper "An effective method for digital video denoising based on multiscale transform and directional filter banks".

Wiegand, T., Sullivan, G. J., Bjøntegaard, G., & Luthra, A. (2003, p.215-221), in "Overview of the H.264/AVC video coding standard", argued that the development of digital video coding standards has had a significant impact on the processing and transmission of digital video. Commonly used digital video coding standards include H.264, H.265 and AV1, which achieve more efficient video compression and transmission by optimizing compression algorithms and data structures.

Huynh-Thu, Q., & Ghanbari, M. (2008, p.95-97) in "Scope of validity of PSNR in image/video quality assessment" argued that the development trend of digital video processing is toward applications such as high-definition video, virtual reality and

augmented reality. By combining computer vision, graphics and artificial intelligence techniques, more realistic and interactive digital video applications can be realized.

In summary, digital video is a form of video represented by a digital signal. It is a series of discrete image frames stored and transmitted in digital form by sampling and digitizing analog video signals. Digital video has high picture quality and accuracy and can be processed, edited and played on a variety of platforms such as computers and mobile devices. A role-based model is a model for reasoning and decision making based on a set of predefined roles or conditions. These roles can be derived based on expert knowledge, statistical data, domain experience, etc. and are used to guide computer systems to make predictions, judgments, or actions. In a role model, logical reasoning is performed by matching input data with roles to produce the corresponding output. role models are commonly used in expert systems, decision support systems and other applications to facilitate problem solving and decision making in specific domains. As an indispensable part of the digital era, digital video and role models play a key role in the processing, transmission and analysis of digital video. With the continuous development of deep learning and other advanced technologies, we can expect that the field of digital video and role modeling will continue to make new breakthroughs and progress, bringing us better digital video experiences and applications.

Digital communication

Gallagher, RG (2008, p.25-31) systematically introduces the principles and techniques of digital communication, covering key concepts and methods such as channel coding, modulation, multiplexing, and error correction. It argues that this knowledge is highly valuable for secondary school leaders. For secondary school Administrators, understanding the principles of digital communication is crucial for comprehending the communication systems within the school. Administrators face challenges in effectively communicating with parents, teachers, and community members in the digital age. Understanding digital communication technology can assist Administrators in selecting appropriate communication tools and platforms to enhance communication efficiency and quality.

Gallagher, RG (2008, p.126-127) provides foundational knowledge of digital communication for secondary school leaders. In modern society, digital communication has become an important means of communication both within and outside of schools. As leaders of schools, Administrators' understanding of the principles and techniques of digital communication is crucial for effective management and driving the development of the school. Administrators can delve into the fundamental principles of digital communication, including knowledge of signal transmission, encoding, modulation/demodulation, transmission media, and network architecture.

Blau, I. and Shamir-Inbal. (2017, p.769-787) explore the role of digital literacy and long-term integration of ICT (Information and Communication Technology) in school culture, focusing on the perspectives and experiences of elementary school Administrators. They argue that elementary school Administrators universally recognize the critical importance of digital literacy for students' learning and future development. They believe that digital literacy encompasses not only technical operational skills but also the ability to acquire, evaluate, and utilize information. Administrators emphasize that fostering digital literacy requires the support and involvement of the entire school community and should be integrated into the school's teaching and management practices.

Lynch, JM (2018, p.162-173) examined how Administrators utilize Twitter to support their leadership practices through a mixed-methods research design. It is argued that Administrators employ various strategies and practices on Twitter to enhance their leadership work. These include sharing school achievements and news, engaging and interacting with education professionals, providing educational resources and information, and communicating with parents and students. Administrators establish broad networks and communities through the use of Twitter, expanding their influence and visibility.

Alatavi, A (2018, p.122-123) argues that Information and Communication Technology (ICT) refers to the use of computers, networks, and other electronic devices to access, store, process, transmit, and share information. It encompasses technologies and tools such as email, the internet, social media, and digital learning

platforms. In the study, digital communication is seen as an important task for school Administrators to address within the context of implementing ICT policies. The Administrators' cognition and actions involve their understanding, support, and implementation of ICT policies.

Fletcher, J. and Everatt. (2020, p.91-112) conducted a study that examined the application and experiences of digital technology and innovative learning environments in New Zealand schools. It is argued that digital technology refers to the use of computers, the internet, and other electronic devices to access, process, transmit, and share information. Digital communication, on the other hand, involves the processes and methods of using digital technology for information exchange and communication.

Stoppar, K. and Bartol. (2019, p.211-215) This paper examines digital literacy, computer skills, and information literacy in secondary education and maps and visualizes their trends and concepts. It is argued that digital literacy refers to the ability to effectively communicate, access information, and solve problems using digital technology. Computer skills refer to the ability to perform basic operations and tasks using computers and related tools. Information literacy, on the other hand, refers to the ability to evaluate, retrieve, assess, and effectively use information. By mapping and visualizing digital literacy, computer skills, and information literacy in secondary education, the study reveals trends and associations of these concepts.

Bruce, BC and Levine, JA (1997, p.11-17) argue that educational technology refers to the use of computers, the internet, and other digital tools to support teaching and learning. Digital communication is seen as an application of educational technology, involving the processes and methods of using digital tools and platforms for information exchange and communication. The multiple functions of educational technology as a medium are emphasized, including exploration, communication, construction, and expression.

Gleason, B. and Von Gillen, S. (2018, p.91-112) argue that digital citizenship refers to the behavior and attitude of individuals in the digital environment, characterized by responsible actions, respect for others, and active engagement. Digital communication is seen as a manifestation of digital citizenship, involving the processes

and methods of information exchange, interaction, and participation on social media platforms. The importance of digital communication as a participatory practice within social media is emphasized.

Sauers, New Jersey, and J.W. Richardson (2015, p.21-25) argue that K-12 school leaders utilize Twitter as a means of communication and engagement. Digital communication involves the processes and methods of information dissemination, interaction, and communication using digital tools and platforms. Leaders utilize Twitter's analytics tools to monitor and evaluate the impact and effectiveness of their tweets. They gain insights into the effectiveness of their message delivery and the support and recognition of their leadership practices by analyzing metrics such as tweet impressions, retweets, replies, and audience feedback.

In summary, digital communication refers to a communication method that utilizes digital signals for information transmission. It involves sampling and quantizing analog signals, converting continuous signals into discrete digital forms, and transmitting the digital signals through transmission media such as cables, optical fibers, wireless channels, etc., to the receiving end. Digital communication is characterized by strong noise resistance, stable transmission quality, and high reliability. It is widely used in various fields such as telephony, internet, mobile communication, satellite communication, and more. Common terms in digital communication include modems, codecs, channel coding, error control, modulation schemes, and so on.

Digital Knowledge and skills

Sogalrey, FAM, Madhakomala, R. Santosa, H. and Jamil, AIB (2022, p.1262-1273) describe digital literacy as the understanding and awareness of digital technologies and tools, including knowledge of computer hardware and software, basic principles of networks and the internet, as well as an understanding of the characteristics and usage of digital information. They define digital skills as the ability to use digital technologies and tools for information processing, creation, and communication. This includes using email, conducting internet searches, utilizing office software for document processing and data analysis, as well as engaging in communication and collaboration through social media and online collaboration platforms. Enhancing digital literacy and skills can assist teachers in leveraging

technology to innovate teaching methods, personalize learning, provide online resources, and support the development of students' digital literacy.

Agustini, D., Lian, B., and Sari, AP (2020, p.160-173) explore how schools enhance teachers' professional competence through digital literacy to meet the demands of the Fourth Industrial Revolution. In the paper, digital knowledge and digital skills are defined as the ability to access, understand, and apply information in a digital environment. Digital knowledge primarily refers to the understanding and awareness of digital technologies and tools. This includes knowledge of the basic principles of computer hardware and software, an understanding of how networks and the internet operate, as well as an understanding of the characteristics and usage of digital information. Digital knowledge enables teachers to familiarize themselves with various digital tools and technologies and understand their functions and purposes. Digital skills, on the other hand, refer to the ability to use digital technologies and tools for information processing, creation, and communication. This includes using email for communication, utilizing the internet for information searching and gathering, using office software for document processing and data analysis, as well as utilizing social media and online collaboration platforms for communication and collaboration. Digital skills empower teachers to flexibly utilize digital tools and resources to support various aspects of teaching and learning.

Devisa, M., Matin, M., and Ahmad, M (2023, p.629-640) define digital knowledge and digital skills as the ability of teachers to access, understand, and apply information in a digital environment. In the paper, digital knowledge is described as the understanding and awareness of digital technologies and tools. This includes knowledge of the basic principles of computer hardware and software, an understanding of how networks and the internet operate, as well as an understanding of the characteristics and usage of digital information. Teachers need to possess sufficient digital knowledge to become familiar with and understand various digital tools and technologies, as well as their functions and purposes. Digital skills, on the other hand, are defined as the ability to use digital technologies and tools for information processing, creation, and communication. This includes using email for communication, utilizing the internet for information searching and gathering, using

office software for document processing and data analysis, as well as utilizing social media and online collaboration platforms for communication and collaboration. Teachers need to possess these digital skills in order to flexibly utilize digital tools and resources to support various aspects of teaching and learning.

Maurissa and Trianung, T (2023, p.717-723) define digital knowledge and digital skills as the ability of teachers to access, understand, and apply information in a digital environment. In the paper, digital knowledge is described as the understanding and awareness of digital technologies and tools. This includes knowledge of the basic principles of computer hardware and software, an understanding of how networks and the internet operate, as well as an understanding of the characteristics and usage of digital information. Teachers need to possess sufficient digital knowledge to become familiar with and understand various digital tools and technologies, as well as their functions and purposes. The paper emphasizes the efforts of Administrators in enhancing the digital literacy of middle school teachers. Administrators can support the improvement of teachers' digital knowledge and skills by providing professional development training and learning opportunities, organizing internal sharing and communication activities, and establishing a digital learning resource repository. Additionally, Administrators can encourage teachers to participate in online communities and professional networks, collaborate and interact with other teachers, and collectively explore digital teaching strategies and practices.

Dashtestani, R., and Hojatpanah, S (2022, p.635-665) studied the digital literacy of Iranian middle school English students and explored the voices of teachers, students, and department heads. They identified the perspectives and opinions of teachers, students, and department heads on enhancing the digital literacy of English students. Teachers can promote the development of students' digital knowledge and skills by using digital teaching tools and resources in the classroom, encouraging student participation in online learning communities and activities, and providing personalized digital learning support. Department heads can provide necessary resources and support, organize professional development training and learning opportunities, and establish policies and guidelines to drive the development of digital education in schools.

Tabieh, AA and Hamzeh, M. (2021, p.38-55) investigated the digital literacy of teachers and Administrators in the educational workplace and their acquisition of it. In the paper, digital knowledge and digital skills are defined as the ability to access, understand, and apply information in a digital environment. It is proposed that for teachers and Administrators, digital skills include using email and online chat tools for communication with colleagues and students, utilizing electronic documents and data processing tools for work and management, creating and sharing teaching and learning resources using online platforms and tools, and engaging and collaborating with students, parents, and the community through social media and online collaboration platforms. Teachers and Administrators need to possess these digital skills in order to effectively utilize digital tools and resources, enhance work efficiency, and improve school management capabilities.

Koniari, D., and Raftoulis, G (2023, p.144-155) argue that digital competence refers to an individual's ability to access, understand, evaluate, and use information in a digital environment. It encompasses the ability to effectively communicate, collaborate, and problem-solve using digital tools and technologies. Digital competence also includes understanding and critical thinking about digital media and the ability to engage in information exchange and participation on digital social media platforms. Furthermore, digital competence involves awareness and handling of digital privacy, security, and ethical issues. In the context of school leadership, digital competence refers to the manifestation of Administrators as digital citizens who can effectively utilize digital technologies and tools to manage school affairs, enhance teaching and learning, and engage in meaningful digital communication and collaboration with teachers, students, parents, and the community. By enhancing digital competence, Administrators can better adapt to and lead the changes and innovations in the modern educational environment.

Ge Wenshuang & Han Xibin (2017, p.59-67) argue that digital knowledge or digital skills refer to teachers' ability to access, understand, evaluate, and apply information in a digital environment. This includes teachers' proficiency in using digital tools and technologies for teaching activities, such as electronic whiteboards, multimedia resources, and online teaching platforms. Furthermore, digital knowledge

also encompasses teachers' understanding and application of digital media, as well as their ability to design and organize teaching activities in a digital learning environment. The authors divide digital knowledge into four dimensions: information acquisition and processing, information creation and communication, instructional design and organization, and instructional evaluation and reflection. This standard framework provides a reference for assessing teachers' teaching abilities in the digital era, helping teachers enhance their digital knowledge and skills to better adapt and respond to the challenges of modern education. It emphasizes the role and responsibility of teachers in the digital learning environment, as well as their central role in digital teaching. By enhancing digital knowledge and skills, teachers can better utilize digital educational resources and tools, improve teaching quality, and promote student learning and development.

Serezhkina, A. (2021, p.26-45) argues that digital knowledge or digital skills refer to teachers' ability to access, understand, evaluate, and apply information in the digital era. It includes teachers' proficiency in using digital tools and technologies for teaching activities, as well as their ability to design and organize teaching activities in a digital learning environment. The importance of teachers' digital knowledge and skills in modern education is emphasized, as possessing good digital knowledge and skills can help teachers better utilize digital educational resources and tools, improve teaching effectiveness, and promote student learning and development. By continuously learning and enhancing digital knowledge and skills, teachers can better meet students' learning needs, create rich and diverse learning experiences, and cultivate students' digital literacy and innovation abilities.

Suarez, AS and Cormenero, MR (2021, p.22-25) explore the challenges of integrating digital knowledge or digital skills into the classroom, with a focus on the perspectives and attitudes of teachers in Salamanca, Spain. In this paper, digital knowledge or digital skills are defined as teachers' ability to apply and utilize technology in the digital era. It is noted that digital knowledge or digital skills encompass teachers' understanding and proficient use of digital tools, technologies, and resources, as well as their ability to effectively leverage these digital tools and technologies to support student learning and development in their teaching. Digital

knowledge or digital skills also involve teachers' understanding and application of the digital learning environment, including online learning platforms, virtual classrooms, and electronic resources.

In summary, digital knowledge refers to the ability of individuals to effectively access, evaluate, use, and create digital information in the digital era. It encompasses knowledge of understanding and applying digital tools, technologies, and resources, as well as awareness of digital security and privacy protection. Digital knowledge covers basic computer operations, internet usage, information search and filtering, data analysis, online communication, and other related knowledge and skills. On the other hand, digital skills refer to the practical operational abilities of individuals to apply and utilize digital tools, technologies, and resources in a digital environment. It includes skills such as using computers and software, navigating the internet and social media, engaging in digital communication and collaboration, and conducting data processing and analysis. Digital skills are of significant importance to individuals in education, career development, and daily life as they enhance efficiency, create value, and adapt to the requirements of the digital age.

Network environmental administration and digital networking

Yang C. Qian (2006, p.5-8) explores innovative approaches to teacher training in the online environment. He focuses on utilizing the online environment to provide teachers with more effective training methods and resources. This may involve online courses, platforms for sharing teaching resources, and remote training, among other aspects. By adopting innovative teacher training models, it is possible to enhance teachers' professional capabilities and instructional quality, thereby promoting student learning outcomes. This research offers valuable insights for educational institutions and teacher trainers on how to leverage the online environment to improve teacher training.

Li Jia (2017, p.23) proposes a new management model for primary school Administrators that adapts to the online environment. This model may include utilizing information technology and online resources for school management, teacher training, and student learning support. By fully leveraging the advantages of the online environment, Administrators can enhance communication and collaboration with

teachers and students, thereby improving the efficiency and effectiveness of school management. This research provides primary school Administrators with a framework for implementing innovative management practices in the online environment, contributing to the enhancement of school management and educational quality.

Liu Shungang (2016, p.44) briefly discusses the personalized management model for primary school Administrators in the online environment. This management model may involve providing personalized teaching and support solutions based on the individual needs of teachers and students. By utilizing online technology and resources, Administrators can better understand the characteristics and needs of teachers and students and provide targeted management and support to facilitate personalized education. This research provides primary school Administrators with a framework for implementing personalized management in the online environment, contributing to increased flexibility and efficiency in school management.

Jin Weiping (2007, p.34-36) primarily focuses on the practices and exploration of school management in the online environment. The research shares experiences and strategies of school management in the online environment, including information management, instructional management, and personnel management. The study may explore how to utilize online technology to improve the efficiency and effectiveness of school management and how to address the challenges and changes brought about by the online environment. This research provides school administrators with practical experiences in implementing management innovations in the online environment, contributing to the enhancement of the quality and effectiveness of school management.

Alanesi, A (2021, p.935-944) focuses on empirical research on the use of social networks in school crisis management, using Kuwaiti secondary school Administrators as an example. The researcher provides relevant evidence and case studies by investigating and analyzing the use of social networks by secondary school Administrators in the crisis management process. This study may explore the role of social networks in crisis management, including functions such as information dissemination, coordination of actions, support, and resource sharing, as well as how to maximize the use of social networks to address school crises. This research provides

school administrators with practical experiences and recommendations for utilizing social networks in crisis management, contributing to the enhancement of school safety and crisis response capabilities.

Spillane, JP and Kim, CM (2012, p.73-102) aim to explore the role of formal school leadership in elementary school instructional consultation and information networks. They analyze the roles and functions of elementary school Administrators in instructional consultation and information exchange. The research may involve the role of school leadership in teacher professional development, instructional guidance, and communication of educational policies. By understanding the position of school leadership in instructional consultation networks, relevant insights can be provided to improve the roles of school leaders and instructional support.

Presby, B (2017, p.173-202) conducted a study to explore the barriers faced by secondary school Administrators in bridging the digital divide. By investigating the perceptions and challenges of secondary school Administrators regarding the digital technology divide, the researcher aimed to understand the application of digital technology in schools. The study discusses the viewpoints and practices of secondary school Administrators in digital technology integration and instructional innovation. By understanding the awareness of secondary school Administrators regarding the digital divide, relevant recommendations can be provided to promote effective utilization of digital technology in schools.

Downes, JM and Bishop, P (2012, p.6-15) focus on how educators interact with digital natives and learn from their technological experiences to enhance student engagement through technology integration. The study explores how educators interact and collaborate with students who have digital technology experience to promote student engagement in learning. It suggests that understanding the interaction experiences between educators and digital natives can provide insights to improve student engagement and instructional quality.

Mandey, LJ., and Kambey, J (2023, p.147-162) conducted research on the digital leadership role played by the UNKLAB Airmadidi Junior High School principal in developing mobile-based IPS learning media. They may have explored the experiences and strategies of Administrators in promoting the use of mobile technology and IPS

learning media in schools. The research may have involved the practices of Administrators in educational technology integration, learning media development, and student learning outcomes. By understanding the experiences of Administrators in digital leadership, relevant insights and guidance can be provided to other school Administrators in the fields of mobile technology and IPS learning media.

Straight, W., and Richardson, JW (2020, p.4) focus on supporting professional development through digital principal leadership. The study explores how Administrators utilize digital technology and leadership to support teacher professional development. It investigates the practices of Administrators in providing professional development opportunities, promoting teacher collaborative learning, and utilizing digital tools for instructional innovation. By understanding the support of digital principal leadership for professional development, relevant strategies and methods can be provided to other Administrators.

Serrata Jr., CL (1998, p.22) conducted research on the application of electronic technology by high school Administrators in Virginia. The study explores the situation and experiences of Administrators in utilizing electronic technology in the educational environment. It examines the practices of Administrators in applying electronic technology in school management, instructional support, and communication. By understanding the application of electronic technology by high school Administrators, relevant references and insights can be provided to other Administrators.

In summary, network environment management is a comprehensive management approach for digital networks aimed at ensuring the normal operation, security, and performance of the network. It includes activities such as network topology design, device configuration and deployment, network performance monitoring, troubleshooting, security protection, and traffic management. The goal of network environment management is to optimize the utilization of network resources, improve network reliability, stability, and security to meet the needs of organizations or users. Digital Network: A digital network is a connected system consisting of computers, communication devices, and the internet. It connects devices, services,

and users together using digital technologies such as IP protocols and Ethernet standards to facilitate data transmission, sharing, and communication.

Digital calculate creation

In "Design and Implementation of Proteus-based Digital Calculator", K.C. Lee (2015 p.162) pointed out that the modern development tool Proteus provides an efficient way to develop functional components for digital electronics. The function of digital calculator is analyzed based on the life cycle of developing digital components for digital electronics. Also the paper "Design and Implementation of Digital Calculator based on Proteus" presents the design of digital electronic components and discusses the detailed design and implementation of the module.

RANDAL E, BRYANT DAVID R, O' HALLARON (2011, p.147-162) in the "Deeper understanding of computer systems" in the digital calculator as an example of its design and implementation on the PCB platform in detail. It is mentioned that digital electronics is a fundamental technology for engineering majors, and an in-depth understanding of its basic concepts, and the mastery and skillful use of knowledge related to combining, timing, and various types of chips and their design ideas on modern tool platforms have a great impact on further mastering the related technology. Drawing on the design and realization process of digital calculator, based on the PCB software platform, digital components such as digital clock and robocaller can be further designed and realized.

Xu Huimin, An Denning (2009, p.14-16) in the study of digital circuit and logic design to explore the design and development of digital electronic functions known to be easy to use and powerful user interface, and consider the user experience to meet the needs of different user groups. Selection of appropriate programming languages and techniques to implement the functions of digital calculators such as basic calculations, scientific calculations, statistical calculations etc.

DAVID MONEY HARRIS, SARAH L HARRIS (2014, p.147) in "Digital Design and Computer Architecture" in the creation of digital calculators need to choose the appropriate programming language and technology to implement the functions of the digital calculator, such as basic calculations, scientific calculations, statistical calculations, etc., and also The precision and accuracy of the digital calculator need

to be considered, and appropriate algorithms and numerical processing methods need to be used in the design and development process.

Qinghui Zhu, Fengrui Zhang, and Tiansong Zhai (2008, p.124-137) in "Proteus Tutorial: Electronic Circuit Design, Plate Making, and Simulation" point out that the creation of a digital calculator should pay attention to the stability and reliability of the digital calculator, and make sure that it operates correctly and avoids potential errors through testing and debugging. Power and battery management are also studied to extend the life of the digital calculator and reduce energy consumption.

Liu Ya (2010, p.27-29) conducted a study on the design of expression calculators, showing that digital calculator creation focuses on studying the connectivity of the digital calculator with other devices (e.g., smartphones, computers) for data transfer and sharing functions. The cost-effectiveness of the digital calculator is studied to make it affordable and able to meet the market demand by optimizing the design and production process.

Gu Xiaolie and Cheng Xiujun (2007, p.23-25) in their book "Development and Application of Calculator for Civil Engineering Surveying and Calculation Programs" introduced the design and compilation of calculator programs to create the programs required for various kinds of surveying and calculation work in the practice of civil engineering surveying, which mainly include: rendezvous and fixing points, conductor calculations, area calculations, route surveying calculations, elevation network leveling calculations, engineering surveying spatial calculations and engineering surveying spatial calculations, and so on. It mainly includes: rendezvous and fixing point, guide line calculation, area calculation, route measurement calculation, elevation network leveling calculation, engineering measurement spatial point location calculation and building deformation observation calculation. In addition to the direct application of each program, there are detailed descriptions of mathematical models, identifiers and design methods.

Wanqi Liu, Shengmin Cai (2017, p.67-68) studied the application of programmable calculators in chemical plants and the scalability and upgradability of digital calculators to cope with the ever-changing user needs and technological advances. It is pointed out that graphing calculators and English probes have been

widely used in secondary school science teaching in foreign countries (especially in the United States) as early as in the 1980s, and through the chembio series programs provided by TI, it is possible to solve many experiments related to chemistry and biology without programming by oneself. A wide range of probes can be connected to the CBL, including current, voltage, temperature, light intensity, pH, conductivity, absorbance, dissolved oxygen, carbon dioxide, gas pressure, and various ion-selective probes including Ca^{2+} and NH_4^+ ions, etc. With high accuracy, the system is well suited to meet the teaching and learning needs of plants. In addition, the system is portable and can be packed in a small opium container, which is convenient to take to the classroom or outside the laboratory for convenient use.

In a study of the future of calculators, Tsao Ting Cheng (2009, p.107-109) points out that the future of calculators is to make calculations smarter - from the raw data to the results, without the need to manually add formulas. For example, Win7's calculator is such a representative. Take the online calculator of China Merchants Bank as an example: Go to the website of China Merchants Bank and enter "Financial Calculator" in the Personal Business Data Release section. There are also widgets such as the date calculator that provide more functionality. How much should I exercise today: How many calories have I taken in today and how many T-joules of energy should I burn to balance it out? There are a lot of unit conversions in daily life. Switch to "view/unit conversion" in the calculator and select the unit type and value to start the conversion.

Jibin Shang's (2008, p.61-64) study on the fundamentals of programmable calculator applications emphasizes the importance of creating a digital calculator that takes into account the physical characteristics of the digital calculator, such as size, weight, and material, to meet the user's need for portability; secondly, it is important to consider the security and privacy of the digital calculator, and to take appropriate security measures during the design and development process; and thirdly, it is important to study the scalability and upgradability of the digital calculator to meet the changing user needs and the need to upgrade the digital calculator to meet the ever-changing needs of the user. to cope with changing user needs and technological advances.

In summary, a digital calculator creates a process of designing, developing and manufacturing a digital calculator. A digital calculator is an electronic device capable of performing numerical calculations and simple arithmetic operations, and usually consists of hardware and software. The process of digital calculator creation involves determining the functional requirements of the calculator, designing appropriate hardware circuits and designs, and developing appropriate software to implement the calculation and operation functions. The creation of a digital calculator also includes stages of testing, evaluation, and improvement to ensure that the calculator performs consistently and reliably. The development of a digital calculator can involve knowledge from several fields, such as electrical engineering, computer science, and user interface design. Digital calculators are created with the aim of providing convenient, efficient and accurate computing power to fulfill the daily computing needs of users.

Concept of Digital Leadership of School Administrators

Digital leadership of Administrators refers to the ability and literacy of Administrators to use information technology and digital tools to effectively manage schools and promote educational innovation and development in the digital era. As school leaders, Administrators need to have the ability to adapt to the educational changes and challenges of the digital era, and to use digital tools and technologies to improve the quality of education, management efficiency, and teacher and student satisfaction in schools.

Avolio (1990, p.21-27) proposed that digital leadership of school administrators is a process influenced by digital technology, leading to significant changes in the awareness, emotions, thinking, actions, and performance of organizational members. These members include both individuals and related groups within the organization. They found that the interaction between digital technology and leadership not only affects the composition and effectiveness of leadership but also the use of digital technology and work efficiency. digital-based leadership emerges from this interaction.

Annunzio (2008, p.67) describes "digital leadership of school administrators" as a modern enterprise management approach where senior administrators actively engage in the digital world by restructuring their enterprises. This involves fostering a culture of change and cultivating a fast, flexible attitude to promote internal adaptation to the new economy.

Van Wart (2017, p.109-113) offered a more operational definition of "digital leadership of school administrators" through exploratory case studies. digital leadership is the ability to effectively utilize and integrate digital technology with traditional communication technology. It involves understanding current digital and communication technologies, selectively adopting new ones, and effectively using these technologies. In 2018, this definition was further refined, leading to the SEC model, which identifies six essential abilities for digital leadership: digital communication skills, digital social skills, digital change management skills, digital technology knowledge, E-team skills, and E-trustworthiness.

Musid. (2022, p.112-115). digital leadership of school administrators among teachers in educational field is very crucial. Although there are studies on digital leadership, studies that are based on systematic literature review of the construct in measuring digital leadership among teachers worldwide remain limited. The review process constitutes five crucial stages of methodology: (i) review protocol guideline, (ii) research question formulation, (iii) identification-based systematic searching strategies, (iv) eligibility screening and quality appraisal, (v) and data extraction and analysis. Two established databases were referred, namely Scopus and Web of Science. Five constructs were discovered based on thematic analysis: (i) professional practice excellence, (ii) digital age learning culture, (iii) digital citizenship, (iv) systemic improvement, and (v) visionary leadership. The study's findings will aid in decision making and problem solving with the use of digital leadership.

Van Wart (2019, p.12-31)The effects of the ongoing digital revolution have been profound and have been studied in many contexts such as government interaction with the public (e-participation) and administrative structures (e-administration). However, the study of how the digital revolution has changed leaders' interactions with followers via digital and communication technologies (ICTs)

has been modest, and the theory building in organizational studies and public administration has been, for the most part, nonexistent. A major reason for this lack of progress is the inability to produce an operational definition of e-leadership that spans telework, team, and enterprise settings.

Huo Guoqing (2008, p.452-51) believes that digital leadership of school administrators is a concept under the scope of leadership, which should first have the connotation of leadership, and expand its connotation on this basis, and finally he defined its concept as: the ability of leaders to influence followers and stakeholders and continuously achieve group or organizational goals under the attraction of the digital age.

D. Copeland Sr & Gray (2002, p.222-43) The Technology Education Leadership Project (TELP) in Maryland, USA, led by is a statewide initiative aimed at enhancing teacher leadership in the 21st century. It has successfully improved teaching practices and developed leadership skills among educators.

Gao (2009, p.66) suggests four strategies for enhancing principals' digital technology leadership: identifying and exploring their own potential, participating in training, interacting extensively, and developing a clear vision for school digital technology.

Zhang H. (2017, p.27) defines digital technology leadership as the ability to use digital technology to mediate and lead followers and stakeholders towards implementing organizational change and achieving shared goals.

Dong Tongqiang (2020, p.882-89) describes it as a comprehensive skill exhibited by managers to guide teachers, students, and administrators in achieving educational informatization goals.

Liu Chai (2015, p.16) defines "digital leadership of school administrators" as the capability of leaders in the knowledge economy to integrate resources and influence employees through digital technology to achieve both personal and organizational goals.

Men Ideal (2020, p.94) defines "digital-based leadership of school administrators" as the use of digital technology by leaders to drive changes in attitudes, emotions, thinking, behaviors, and performance across individuals, groups, and organizations.

Yin Xiaolan (2023, p.78) With the increasing impact of digital technology in the field of education, education digital has become an important force to support and lead the modernization of education and promote the high-quality development of education. To realize the digital of education, it is necessary to promote the construction of digital. At present, there is little research on digital leadership, and there is a lack of empirical research, which is necessary to conduct deeper investigations.

The American International Education Technology Association issued the National Educational Technology Standards for Administrators (NETS·A 2002), the informatized leadership of school administrators is divided into 31 indicators in six dimensions, including leadership and vision, learning and teaching, work efficiency and professional practice, security, management and operation, evaluation and evaluation, and social, legal and ethical issues. After several years of exploration and practice, in 2009, the American National Standards for Educational Technology for Administrators (NETS·A2009) has been revised to redefine the digital leadership of school administrators from a total of 21 indicators in five dimensions, including vision leadership, learning culture in the digital age, excellent professional practice, systematic improvement, and citizenship quality in the digital age.

ESchool News (2009) One of the key outcomes of the conference was ISTE's official launch of the National Educational Technology Standards for Administrators (NETS· A) (hereinafter referred to as NETS· A-2009). This follows IS NECC2007 TE's 2007 and 2008 National Educational Technology Standards for Students (NETS· S) and National Educational Technology Standards for Teachers (NETS·T), another important achievement of the NETS Refresh Project, chaired by ISTE, marks the successful conclusion of the next generation of National Educational Technology Standards (NETS) revision program.

In summary, the digital leadership of Administrators refers to the abilities and qualities that Administrators possess in the digital era, including the ability to understand and use educational technology, strategic planning and management, teacher building and professional development, and good communication and cooperation. The development of Administrators' digital leadership can promote the digital transformation of schools and improve the quality of education and students' learning outcomes.

Context of School in Guangdong

As one of the most dynamic and promising provinces in Southern China, Guangdong is home to many excellent schools and rich educational resources. The spirit of innovation, enterprise and excellence can be seen in Guangdong's education sector.

In terms of higher education, Guangdong is home to a number of quality institutions of higher learning, such as Sun Yat-sen University, South China University of Technology, Jinan University and Guangdong University of Foreign Studies. These schools enjoy a high reputation both at home and abroad for their academic excellence and quality personnel training. Focusing on the intersection and integration of disciplines and actively promoting scientific research and innovation, Guangdong's universities have produced numerous outstanding talents and made outstanding contributions to social and economic development.

As for primary and secondary education, Guangdong has a number of well-known schools, such as Guangzhou Foreign Language School, Guangzhou 87th Middle School and Shenzhen Middle School. These schools excel in terms of quality education resources, teacher strength and teaching quality. Guangdong attaches importance to quality education, emphasizes the cultivation of students' critical thinking, innovation and practical ability, and is committed to nurturing all-round development of outstanding talents.

In addition, Guangdong attaches great importance to vocational education. Guangdong has first-class vocational education institutions, such as the Guangdong Institute of Vocational Technology and the Guangdong University of Technology. These

schools emphasize practical teaching and the integration of industry, academia and research, providing students with a wide range of career development and employment opportunities. Vocational education in Guangdong is committed to cultivating skilled personnel to meet the social demand for highly skilled personnel in various industries, providing strong support for economic and social development.

Guangdong also emphasizes scientific research and innovation and academic exchanges. Various educational and scientific research organizations have flourished in Guangdong, providing a broad research platform for teachers and students. Guangdong regularly organizes academic conferences, seminars and knowledge-sharing activities to stimulate innovative thinking and academic exploration, and to promote development and progress in the field of education.

In addition, Guangdong is committed to promoting the modernization of education. Digital education has become an important part of Guangdong's education reform, and schools are generally making use of information technology to build "smart campuses" and improve teaching and management. Guangdong also actively promotes equity in education, focusing on the balanced allocation of high-quality educational resources and providing equal development opportunities for every student.

In summary, Guangdong has a rich and diversified school background, with top-notch institutions not only in higher education, but also in primary and secondary education as well as vocational education. Focusing on innovation, practice and international exchange, education in Guangdong is committed to nurturing outstanding talents with all-round qualities and international perspectives. Education in Guangdong is making a significant contribution to socio-economic development and talent cultivation.

Related Research

Betty Collis (1988, p.2-23) in **Computer, Curriculum and Whole-class Instruction: Issues and Ideas**. Initially, when computers were introduced into education, principals were tasked with guiding teachers to integrate these technologies into their teaching practices, introduce the use of hardware technology in schools, and enhance their own leadership capabilities through the use of computers.

Sampson and Waser (1999, p.112) defined digital leadership as principals and school administrators who lead by example, learning digital technology themselves, leading change, and applying IT to transform education and teaching .

Diane T. Murphy and Glenda A. Gunter (1997, p.45) also described digital leadership as school leaders being able to champion computer technology, and encouraging and supporting teachers to effectively integrate IT into their educational practices.

Stephen Robbins. (2009, p.76-101) defined leadership as the ability to influence a group to achieve a vision or set goals . Sun Jinming, in his doctoral thesis, defined leadership as the actual force generated by leaders influencing followers in terms of purpose, meaning, and behavior to promote the achievement of common goals.

Kenneth Leithwood (2000, p.89) defined principal leadership as the ability of a principal to mobilize and work with others to achieve mutually recognized goals.

Professor Wang Tiejun (2007, p.132) further defined principal leadership as a comprehensive ability, encompassing decision-making, planning, organizing, communicating, and coordinating, as well as personal values, educational ideas, willpower, knowledge, personality, and emotions.

Tony Bush (2014, p.63-78) defined leadership as a process of influence aimed at achieving expected goals Successful leaders develop a vision for their school based on personal and professional values, communicate this vision, and influence stakeholders to share it. This shared vision drives the school's philosophy, structure, and activities towards achieving common goals. Other scholars have also

emphasized that leadership is not solely the domain of individual leaders but a shared asset of the school community, which can be built through collaboration .

Anusorn Nampradit. (2019, p.55-76) developed a leadership model for Sarasas Affiliated Schools administrators, which highlighted a high level of innovative leadership in a holistic view . The model consists of six parts: 1) The Principles of the Model, 2) The Objectives of the Model, 3) Innovative Leadership Development Process based on Elements and Indicators, 4) Model Success Assessment Guidelines, 5) Success Conditions, and 6) Model Application Manual. Experts found the model to be accurate, consistent, appropriate, feasible, and useful at the highest level.

Qi Jiangdong (2024, p.13) This article summarizes the structure and dimensions of digital leadership, and explores the lack of digital technology equipment and platforms, as well as low digital capabilities, in enhancing digital leadership among grassroots cadres in the new era; There is also a weak sensitivity to numbers and a need to improve digital awareness; education and training remain theoretical and lack practical skills. Therefore, this article proposes corresponding paths to enhance digital leadership among grassroots cadres, providing reference and inspiration for cultivating and strengthening digital leadership among grassroots cadres.

Botha and Holtzhausen (2021, p.45), in their study "Combining Interventions: A Leadership Development Programme," analyzed how mid-level administrators' innovative behavior impacts knowledge sharing and empowering leadership in project-based organizations. They found that such behavior enhances employees' knowledge sharing and capabilities, thereby promoting organizational development .

Wang Li and Chen Yajun (2016, p.112) explored the impact of mid-level administrators' digital leadership on employees' behavior in China. Their research revealed that digital leadership among mid-level administrators fosters employees' digital behavior by transmitting a digital culture, encouraging knowledge sharing, and providing resource support .

Raza. (2019, p.89) examined the effect of mid-level administrators' digital leadership on organizational performance, with a focus on the mediating role of organizational learning. They discovered that digital leadership promotes

organizational performance by enhancing organizational learning and knowledge sharing .

Hirst. (2017, p.78), in their study "Unlocking the Potential of Diversity: The Moderating Role of Inclusion," investigated the role of mid-level administrators in promoting diversity and inclusiveness within teams. They concluded that mid-level administrators enhance the effectiveness and quality of digital practices through such promotion .

Afshari, Bakar, Luan, and Siraj (2012, p.132) conducted a survey of 320 principals in Iran, showing that computer use and professional development activities (including ICT and leadership aspects) influenced principals' leadership roles in ICT implementation. Principals with high knowledge and skills exhibited a high level of computer use, whereas those lacking a background in computer technology showed uncertainty in implementing IT in education, indirectly affecting their transformational leadership roles .

Yorulmaz and Can (2016, p.80-95) explored the relationship between principals' technical leadership and demographic characteristics such as age, length of service, and inservice technical training. Their analysis revealed that system development was the most important dimension. Additionally, there was a significant correlation between age and perfectionism in professional practice, as well as on-the-job technical training and technical leadership, visionary leadership, and citizenship quality in the digital age .

Wang Shuhua and Wang Yining (2021, p.76) analyzed the mediating effects of organizational climate and self-efficacy on the relationship between transformational leadership style and IT leadership of principals, using the Bootstrap mediation effect test .

Liang Juan (2024, p2-34) discussed the construction and development of a teacher leadership model in Guangxi private universities from the perspective of strategic implementation in the "Journal of Hubei Open Vocational College." The paper proposes a "teacher leadership competency model" encompassing belief and planning ability, integration and organizational ability, agility and transformational ability, empathy and motivational ability, data intelligence and innovation ability, and

flow and aesthetic creativity ability. Specific measures are suggested to develop leadership within universities.

Wang Chenhan, Yang Manfu, Zeng Huiyue, and Feng Taimin (2019, p.10-54) examined the digital technology leadership of middle-level leaders in secondary vocational schools in Guangxi. Their study, published in "Vocational Education (Mid-Autumn Journal)," analyzes the current state of digital leadership among middle-level leaders based on three dimensions: personal digital literacy and awareness, school digital construction planning, and school digital teaching resources and evaluation. The paper provides countermeasures and suggestions based on the identified issues .

Sampson and Wassell (1999, p.123-124) interprets the core of digital leadership as a manager to show the information technology of the manager, and leads the ability of educational changes caused by it to improve the quality of teaching. The first academic view is "ability theory". From the perspective of ontology, scholars regard the digital leadership of the managers as a comprehensive manifestation of their knowledge, abilities and literacy.

Murphy and Gunnten (1997, p.27) defines the digital leadership as "manager display and support computer technology, and promote teachers' ability to effectively integrate information technology into classroom teaching." In addition, domestic scholars such as Xiao Yumin, Xie Zhongxin, Zhang Jiping, Yang Rong, Wang Lu, and Sun Zhenqiang also held the "ability theory".

Scholar Xiao Yumin (2008, p.37-38) believes that the digital leadership of Administrators is the ability of Administrators to lead teachers and students to formulate the digital vision of the school, create a digital environment, construct and implement the use standards and accountability system of information technology, so that information technology can be effectively applied in school management and teaching.

Xie Zhongxin and Zhang Jiping (2009, p.217) believe that the digital leadership of Administrators is the ability of Administrators to effectively promote the practical application of information technology in school education and teaching, daily management, teachers 'professional growth and students' comprehensive development.

Wang Lu (2010, p.121) defined the digital leadership of Administrators as "in the information environment, the principal uses information resources and information technology tools to collect, organize, process and process the information data and motivate all teachers and students, so as to promote the ability of the school to achieve innovative development".

Sun Zhenxiang (2010, p.195) proposed that the so-called digital leadership of Administrators is the wisdom of Administrators to scientifically and systematically plan the digital development vision in the process of promoting the digital construction of school education and influence and drive all the staff to achieve the established development goals of the school.

Zhao Leilei (2016, p.316) from the perspective of fusion theory, the information technology and leadership after fusion, the principal digital leadership is by the principal information technology application ability and conventional leadership interaction and generate a new composite leadership, this is the principal in the organization in the process of school development goals, according to their own level of information technology, through the digital vision planning, the implementation of digital management and digital evaluation path to affect the entire school teachers and students staff and parents.

Dong Tongqiang (2020, p.223-224) believes that the digital leadership of Administrators is a comprehensive ability of school administrators or leaders (mainly Administrators) in the process of coping with the new digital management work and guiding the majority of teachers, students and administrators to continuously realize the preset digital vision of education.

Wang Youmei and Wu Haiyan. (2007 p.231) believe that the digital leadership of the principal education is the process in which the principal's personal digital literacy characteristics drive the development of team members and realize the goal of the digital construction of school education.

Liu Meifeng (2009, p.31-33) is put forward, the principal digital leadership is the principal in fully recognized information technology in the necessity, importance and urgency, on the basis of the implementation of a series of vision planning, roles and regulations, development strategy and daily management behavior prompted the

teachers and students recognize this goal, and through all the teachers and students work together to achieve the school digital development goals.

YanJianHua (2009, p.16-22) after the principal digital leadership definition is defined: have a certain information literacy of primary and secondary school Administrators in the digital environment relying on their own digital decision-making ability, digital organization, digital execution ability, digital evaluation and digital communication ability led all the teachers and students staff to realize the school digital long-term development process.

Zhang Jingtao and Du Yuan (2009, p.39) believes that the principal's digital technology leadership is the primary and secondary school Administrators for all the teachers and students indicate the goal of information technology in the school education application, through interpretation, guidance, persuade, support and encourage behavior on the school teachers and other management depth, makes the members accept the school education digital development goals and make into their own development goals, finally through efforts to achieve the effective application of information technology in school education and make each student grow up process.

Xiao Yumin (2008, p.139) proposed that "the necessary policy support" of the principal is an important factor to ensure the technical leadership of the principal. Lu Jianhong (2021) in Guangzhou district, for example, the principal of primary and secondary school digital leadership and promotion strategy, should be made conducive to the development of rural school digital policy, on the policy to the rural areas digital construction and development of moderate tilt, motivate the rural principal further attaches great importance to the school digital construction work.

Li Hua and Li Hao (2017 p.239) pointed out that economic level restricts and affects the development of education, which must includes the improvement of digital leadership of primary and secondary school Administrators. Lu Jianhong (2021) pointed out that insufficient capital investment of superiors and lack of continuity will affect the improvement of digital leadership of primary and secondary school Administrators. He made multiple comparative analysis of the relationship between the superior capital investment and the principal's information environment construction ability

dimension, and found that there was a significant difference between the superior capital support of "1 million and below" and "2 million and above".

Bian Qi and Tian Zhenqing. (2016, p.13-14) took Inner Mongolia Autonomous Region as an example, and a survey on the digital leadership level of 279 Administrators in Inner Mongolia Autonomous Region showed that there were significant differences in terms of demographic variables such as age, length of service, educational background and professional title.

Wang Shuhua and Wang Yining. (2020, p.39-40) used Spearman's Rho non-parametric correlation analysis to study the influence factors of principal digital leadership and found that the age, education background, tenure and other years of Administrators were significantly correlated with the digital leadership level of Administrators at the significant level $p < 0.01$ (double tail).

Zhao Leilei (2017, p.113-114) reference technology acceptance model (Technology Acceptance Model), from the perspective of technology into the principal perception usefulness, ease of usability, leadership behavior intention and use attitude are significantly affect the principal digital leadership level. Some scholars believe that the campus cultural atmosphere, learning ability, teacher support and other factors also have a significant impact on the digital leadership of Administrators.

Research on the digital leadership promotion strategy of Administrators

For the important research topic of how to effectively improve the digital leadership level of primary and secondary school Administrators, scholars have invested great energy and enthusiasm, and have also produced some very valuable reference research results, which are as follows:

Attend training

Li Shasha (2013, p.213-214) pointed out that it is necessary to make efforts from multiple levels to improve the digital leadership of Administrators, among which it is one of the effective strategies to improve the digital ability and literacy of Administrators through training. The specific content and form of the training can be through listening to expert lectures to update the concept and grasp the development trend of digital, or through participating in the Administrators' forum to learn from each

other's experience, and solve the specific practical problems of digital construction through special research and training.

Wan Kun and Ren Youqun (2020, p.23-24) proposed that the digital leadership of Administrators can be improved by listening to expert lectures, online training and project guidance. In order to further strengthen the construction of primary and secondary school Administrators, the Education Department of Guangdong issued the Implementation Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era in 2018, and vigorously carried out high-end research and training to improve their ability to run schools and run schools.

Lei Lihua and Zhang Zishi (2021, p.59-74) and others found that the training in recent years has brought significant changes to the digital development of the schools of most participating Administrators in Guangdong. Against this background, in 2013, the Ministry of Education formulated and issued the Opinions on Further Strengthening the Training of Primary and Secondary School Administrators, stressing that the training system for primary and secondary school Administrators should be effectively improved and implemented, and the five-year training system of no less than 360 credit hours should be strictly implemented.

Join the learning community

Huangfuhui and Sun Zhenxiang (2012, p.47-54) put forward the importance of the learning community for improving the digital leadership of Administrators, and pointed out that the learning community built and participated in by Administrators can be divided into entity learning community and network learning community. In terms of personnel composition, it is composed of education digital guidance experts, leaders of education departments, Administrators and students. In the learning community, the main body of the speech is the principal.

Sun Zhenxiang (2016, p.16-21) pointed out that in the concept of school management, Administrators should change the traditional concept and completely change the routine working mode such as "issuing the upper order". It is necessary to build a school learning group, strengthen the construction of school digital team, and constantly improve the digital leadership of Administrators.

Get external support

Scholars wen-hong li and XiaoBei (2009, p.103-106) in "based on information feedback principal digital leadership training research" points out that the school digital construction funding is too single will cause the shortage of funds, causing some school digital construction planning cannot be effectively implemented, so the principal should strengthen for social support, increase external support for the school digital hardware and software, especially digital ability promotion, to seek support intensify training, improve teachers and Administrators of information technology literacy.

In summary, all areas of our lives, people often rely on simple and intuitive characters to measure the level and reflect changes. Therefore, the author aims to reflect the digital leadership level of the school administrator by constructing the digital leadership index. Searches for the use of high -end term "digital leaders" and "indexes" showed that no scholars in Guangdong have studied the model digital leaders of the school administrator. Therefore, the author borrows the thoughts of the above scholars to establish a model. and finally builds an overall model. This study through the primary and secondary school Administrators digital leadership related research literature combing, study, induction and summary, found that the existing principal digital leadership research is mainly for the principal structure of digital leadership ontology connotation, deduction and analysis, and lack for the principal digital leadership influence promotion strategy of attention and research.

Chapter 3

Research Methodology

This research focuses on exploring the current situation of digital leadership Development model for school administrators in Guangdong. To propose a digital leadership development model for school administrators In Guangdong, formulate and evaluate the digital leadership development model for school administrators In Guangdong. The researcher have the following procedures.

1. The population/ the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

Phase 1: The objective of this phase is to explore the current situation of digital leadership Development model for school administrators in Guangdong.

The population/ Sample Group

The Population

The population of this phase was 1100 administrators and teachers from 12 schools in Guangdong.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase was 285 administrators and teachers from schools in Guangdong. By using simple random sampling was used to select administrators and teachers from 12 schools in four regions of Guangdong, namely, Guangdong East, Guangdong West, Guangdong North and Pearl River Delta.

Table 3.1 Lists of school and sample size

No	Private school in Guangdong	Population	Sample group
1	Shantou City Fenghua School	98	25
2	Chaozhou Jinshan Experimental School	106	28
3	Jieyang City No.3 Middle School	91	24
4	Maoming No.7 Middle School	91	24
5	Yangjiang No.2 Middle School	80	21
6	Zhanjiang City, Xiashan District Binhai School	181	47
7	Meizhou City, Mei County District No.1 Middle School	71	18
8	Shaoguan Beijiang Middle School	93	24
9	Yunfu City No.1 Junior High School	75	19
10	School, Foshan City, Guicheng Junior High School	64	17
11	Zhongshan Primary Experimental School	67	17
12	Dongguan Bolia Foreign Language School	83	21
Total		1100	285

According to table 3.1, it showed that the 12 selected schools will include: 1) East Guangdong: Fenghua School, Shantou, Chaozhou Jinshan Experimental School and Jieyang No.3 Middle School; 2) West Guangdong: Maoming No.7 Middle School, Yangjiang No.2 Middle School and Xiashan District, Zhanjiang; 3) North Guangdong: No.1 Middle School of Meizhou County, Shaoguan Beijiang Middle School and Yunfu No.1 Junior High School; 4) Pearl River Delta Region: Foshan Guicheng Junior High School, Zhongshan Junior Experimental School and Dongguan Bolia Foreign Language School.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of digital leadership development model for school administrators in Guangdong was a questionnaire. The questionnaire was designed based on digital leadership in five aspects: 1) digital vision and role model, 2) digital communication, 3) digital Knowledge and skills, 4) network environmental administration and digital networking, 5) digital calculate creation. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by the unit, gender, age, educational background, professional title, working years.

Part 2: Survey about the current situation of digital leadership development model for school administrators in Guangdong. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of innovative digital leadership development model for school administrators highest level.

4 refers to the level of innovative digital leadership development model for school administrators at high level .

3 refers to the level of innovative digital leadership development model for school administrators at medium level.

2 refers to the level of innovative digital leadership development model for school administrators low level.

1 refers to the level of innovative digital leadership development model for school administrators lowest level.

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to digital leadership of school administrators.

Step 2: Constructing the questionnaire about the current situation of digital leadership development of school administrators in Guangdong. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 teachers and administrators in Guangdong for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient.

Step 6: The questionnaire was applied to 285 teachers and administrators in school education or management in Guangdong.

Data Collection

The data collection for objective 1: To explore the current situation of digital leadership development model for school administrators in Guangdong, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 285 teachers and administrators in Guangdong.

Step 2: The researcher distributed the questionnaire to 285 teachers and administrators. A total of 285 questionnaires.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by Unit, gender, age, educational background, title, years of experience.

Step 2: The current situation of Analyzing the current situation of digital leadership development model for school administrators in Guangdong in five following aspects: 1) Digital vision and role model, 2) Digital communication, 3) Digital Knowledge and skills, 4) Network environmental administration and digital networking, 5) Digital calculate creation was analyzed by mean value and standard deviation.

Phase 2: the objective of this phase is to formulate the model for developing the digital leadership of school administrators in Guangdong.

The population / Sample Group

The Population

The population of this phase was 48 school administrators from 12 schools in Guangdong.

Key informants

The interviewees in this research was 24 school administrators at school in Guangdong. The qualifications of interviewees are as follows: 1) administrators from Guangdong who have been engaged in school management for more than five years; 2) they are familiar with the operation mode of digital management and have a deep understanding of school digitalization; 3) they must be willing to participate in the recorded semi-structured interviews; and 4) they must be willing to review the transcripts of their interviews for validation purposes.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, To propose a digital leadership development model for school administrators In Guangdong. The structured interview designed based on the current situation of digital leadership development model for school administrators In Guangdong and digital leadership in five following aspects: 1) digital vision and role model, 2) digital communication, 3) digital Knowledge and skills, 4) network environmental administration and digital networking, 5) digital calculate creation. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for developing the current situation of digital leadership base on five aspects: 1) digital vision and role model, 2) digital communication, 3) digital Knowledge and skills, 4) network environmental administration and digital networking, 5) digital calculate creation.

Constructing a structured interview process

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related digital leadership of school administrators .

Step 2: Constructing the structured interview about suggestion for developing the current situation of digital leadership base on five aspects: 1) digital vision and role model, 2) digital communication, 3) digital Knowledge and skills, 4) network environmental administration and digital networking, and 5) digital calculate creation. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to propose digital leadership development model for school administrators in Guangdong, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview the school administrators from 12 schools in Guangdong.

Step 2: The researcher interviews the school administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about digital leadership development model for school administrators in Guangdong was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate digital leadership development model for school administrators in Guangdong.

The population / Sample Group

The Population

The population of this phase was 48 school administrators from 12 school in Guangdong.

The Sample Group

The experts for evaluating the adaptability and feasibility of digital leadership development model for school administrators was 15 school administrators in Guangdong. The qualifications of the experts are as follows: 1) administrators who have been engaged in the management of informatization or mathematization for more than 5 years; 2) coming from different schools; 3) having senior titles with deep understanding and research on digital leadership work.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, To evaluate the digital leadership development model for school administrators In Guangdong. The evaluation form designed based on digital leadership development model for school administrators in five following aspects: 1) digital vision and role model, 2) digital communication, 3) digital Knowledge and skills, 4) network environmental administration and digital networking, and 5) digital calculate creation. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the digital leadership development model for school administrators in Guangdong. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the adaptability and feasibility of the model at the highest level

4 refers to the adaptability and feasibility of the model at a high level

3 refers to the adaptability and feasibility of the model at a medium level

2 refers to the adaptability and feasibility of the model at a low level

1 refers to the adaptability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932).

The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about digital leadership development model for school administrators in Guangdong.

Step 2: The evaluation form was applied to 15 school administrators in school in Guangdong.

Data Collection

The data collection for objective 3: to evaluate the digital leadership development model for school administrators in Guangdong, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the model.

Step 2: The researcher distributed the evaluation form to school administrators. A total of 15 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the digital leadership development model for school administrators in Guangdong is analyzed by mean and standard deviation.

Chapter 4

Data Analysis Results

According to the research objectives of Digital leadership development model for school administrators in Guangdong, it is required 1) To study the current situation of digital leadership for school administrators in Guangdong, 2) To create a digital leadership model for school administrators in Guangdong, 3) To evaluate the digital leadership model for school administrators in Guangdong. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

- n refers to sample group
- N refers to sample group
- \bar{X} refers to mean value
- S.D. refers to standard deviation

Presentation of Data Analysis

Part 1: Personal information of school administrators involved in the digital leadership, classified by of the school, gender, age, education, professional title, and work experience year. Presented the data in the form of frequency and percentage.

Part 2: Data analysis of the current situation of Digital leadership development model for school administrators in Guangdong. Presented the data in the form of mean value and standard deviation.

Part 3: The analysis result about the interview contents about digital leadership development model for school administrators in Guangdong.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of digital leadership development model for school administrators in Guangdong. Presented the data in the form of mean value and standard deviation.

The details are as follows.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: Personal information of school administrators involved in the digital leadership, gender, age, work experience year, education, professional at title, Major, School's Economic Region, School Type, and School Region. Presented the data in the form of frequency and percentage.

Table 4.1 Number and percentage of respondents

(n = 285)

Personal information		Number of people	Percentage (%)
Gender	male	99	34.74
	female	186	65.26
	Total	285	100.00
Age	29 years old or below	76	26.67
	30 to 39	72	25.26
	40 to 49	98	34.39
	50 years old or up	39	13.68
	Total	285	100.00
Work experience year	within 5 years	188	65.96
	5 to 8 years	47	16.49
	8 to 10 years	20	7.02
	more than 11 years	30	10.53
	Total	285	100.00

Table 4.1 (Continue)

(n = 285)

Personal information		Number of people	Percentage (%)
Education	Secondary Vocational School (High School)	2	0.70
	College Diploma	17	5.96
	Bachelor degree	259	90.88
	Master's Degree and Above	7	2.46
	Total	285	100.00
Professional title	Professor	16	5.61
	Associate Professor	42	14.74
	Assistant Professor	21	7.37
	Lecturer	206	72.28
	Total	285	100.00
Major	Non-Computer or Non-Information Technology Related Major	247	86.67
	Computer or Information Technology Related Major	38	13.33
	Total	285	100.00
School's Economic Region	Northeast Region	61	21.40
	Eastern Region	77	27.02
	Western Region	92	32.28
	Central Region	55	19.30
	Total	285	100.00
School Type	Middle School	115	40.35
	High School	112	39.30
	Comprehensive School	43	15.09
	Primary School	15	5.26
	Total	285	100.00

Table 4.1 (Continue)

(n = 285)

Personal information		Number of people	Percentage (%)
School Type	Middle School	115	40.35
	High School	112	39.30
	Comprehensive School	43	15.09
	Primary School	15	5.26
Total		285	100.00
School Region	Urban	241	84.56
	Rural	9	3.16
	Township	35	12.28
	Total	285	100.00

According to Table 4.1, the distribution of respondents' schools shows that female respondents for 186 people accounted for 65.3%. Respondents' age distribution is as follows: 98 people accounted for 34.4% are between 40-49 years old. In terms of educational background, 259 people accounted for 90.8% of respondents hold a bachelor's degree. The professional titles of respondents are as follows: 206 people accounted for 72.3% are lecturers. In terms of years of administration work experience, 188 people accounted for 66% of respondents have less than 5 years of administration work experience. In terms of major, 247 people accounted for 86.3% of respondents had Non-Computer or Non-Information Technology Related Major. In terms of the distribution of economic regions in which schools are located, 92 people accounted for 32.3% Respondent's school located in Western Region.

Part 2: Data analysis of the current situation of Digital leadership development model for school administrators in Guangdong. Presented the data in the form of mean value and standard deviation.

In accordance with the results of questionnaires, This study analysed the level of digital leadership of school administrators in Guangdong from 4 aspects: including 1) Digital vision and role models, 2) Digital communication, 3) Digital knowledge and skills, 4) Network environmental administration and digital networking, and 5) Digital calculate creation. The mean value and standard deviation were attained. The survey questionnaire used in this study was specifically designed by there searchers for this study, and the survey results are as follows:

Table 4.2 The mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong (n = 285)

Digital leadership development model for school administrators in Guangdong	\bar{X}	S.D.	level	order
Digital visoin and role model	3.21	1.07	Medium	5
Digital communication	3.30	1.16	Medium	4
Digital Knowledge and skills	3.30	1.12	Medium	3
Network environmental administration and digital networking	3.34	1.02	Medium	2
Digital calculate creation	3.35	0.97	Medium	1
Total	3.30	1.06	Medium	

According to Table 4.2,the data showed that the current situation of digital leadership development model for school administrators in Guangdong in five aspects was at medium level (\bar{X} =3.30). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was Digital calculate creation (\bar{X} =3.35), followed by Network environmental administration and digital networking (\bar{X} =3.34), Digital Knowledge and skills (\bar{X} =3.30), Digital communication(\bar{X} =3.30), and Digital visoin and role model was the lowest mean (\bar{X} =3.21).

Table 4.3 Mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong in digital visoin and role model

(n = 285)

	Digital visoin and role model	\bar{X}	S.D.	level	order
1	School administrators can clearly understand the form of video and use it for educational purposes.	3.23	0.94	Medium	3
2	School administrators believes that digital video is a form of video represented by digital signals and is widely used in education and teaching.	3.22	0.90	Medium	4
3	School administrators believe that digitised video is achieved by sampling and digitising analogue video signals.	3.15	1.05	Medium	10
4	School administrators believe that digitised video stored and transmitted digitally a series of discrete frames in digital form.	3.18	1.05	Medium	7
5	School administrators believe that digitised video has high image quality and accuracy.	3.34	1.07	Medium	2
6	School administrators believe that digital video can be processed, edited and played back on a variety of platforms, including computers and mobile devices.	3.42	1.05	Medium	1
7	School administrators sees a role model as a model for reasoning and decision making based on a set of predefined roles or conditions.	3.21	1.13	Medium	5
8	School administrators sees a role model as a model that needs to be implemented based on a set of pre-defined roles or conditions.	3.17	1.14	Medium	9
9	School administrators believes that role models can be derived based on expert knowledge, statistics, domain experience.	3.04	1.10	Medium	11

Table 4.3 (Continue)

(n = 285)

	Digital visoin and role model	\bar{X}	S.D.	level	order
10	School administrators think of role models as guiding computer systems to make predictions, judgements or actions.	3.18	1.01	Medium	7
11	School administrators believes that in the role model, logical reasoning is performed by matching input data with roles to produce appropriate output results.	3.21	0.93	Medium	5
Total		3.21	1.03	Medium	

According to Table 4.3, the data showed that the current situation of digital leadership development model for school administrators in Guangdong in Digital visoin and role model was at medium level ($\bar{X}=3.21$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was digital video can be processed, edited and played back on a variety of platforms, including computers and mobile devices ($\bar{X}=3.42$), followed by digitised video has high image quality and accuracy ($\bar{X}=3.34$), and role models can be derived based on expert knowledge, statistics, domain experience. was the lowest mean ($\bar{X}=3.04$).

Table 4.4 Mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong in digital communication

(n = 285)

Digital communication	\bar{X}	S.D.	level	order
1 School administrators believe that digital communication is a type of communication that affects people's lives and learning.	3.43	0.97	Medium	1
2 School administrators believe that digital communication is a means of communication that uses digital signals to transmit information.	3.35	1.09	Medium	3
3 School administrators believe that digital communication requires sampling and quantizing of analogue signals to convert continuous signals into discrete digital forms.	3.20	1.06	Medium	8
4 School administrators believe that digital communication is the transmission medium of digital signals through transmission media (such as cables, optical fibres, wireless channels, etc.) to the receiving end.	3.31	1.02	Medium	6
5 School administrators believe that digital communication has the characteristics of strong noise immunity and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.	3.34	1.08	Medium	5
6 School administrators believe that digital communication has the characteristics of stable transmission quality and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.	3.35	1.06	Medium	3

Table 4.4 (Continue)

(n = 285)

	Digital communication	\bar{X}	S.D.	level	order
7	School administrators believe that digital communication has the characteristics of high reliability and is widely used in telephone, internet, mobile, satellite communication and other areas.	3.39	1.01	Medium	2
8	School administrators believe that a common term in digital communications is coder-decoder.	3.20	1.05	Medium	8
9	School administrators believe that common terms in digital communications include error control.	3.16	1.12	Medium	10
10	School administrators believe that common terms in digital communications include modulation method.	3.24	1.16	Medium	7
Total		3.30	1.07	Medium	

According to Table 4.4, the data showed that the current situation of digital leadership development model for school administrators in Guangdong in Digital communication was at a medium level (\bar{X} =3.30). Among them, "digital communication is a type of communication that affects people's lives and learning." (\bar{X} =3.43) and "digital communication has the characteristics of high reliability and is widely used in telephone, internet, mobile, satellite communication and other areas." (\bar{X} =3.39) are high mean and rank in the top two. The rest were medium mean, with the lowest mean for "common terms in digital communications include error control". (\bar{X} =3.16).

Table 4.5 Mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong in digital knowledge and skills

(n = 285)

	Digital Knowledge and skills	\bar{X}	S.D.	level	order
1	School administrators believe that digital knowledge in the digital age will enable individuals to effectively access, evaluate, use and create digital information.	3.32	0.91	Medium	8
2	School administrators believe that digital knowledge includes the ability to understand and use digital tools, technologies and resources.	3.29	0.80	Medium	10
3	School administrators believe that digital knowledge has increased awareness of digital security.	3.27	0.92	Medium	12
4	School administrators believe that digital knowledge has increased awareness of privacy protection.	3.15	0.93	Medium	15
5	School administrators believe that digital knowledge includes basic computer operation, Internet use, and other knowledge and skills.	3.28	0.82	Medium	11
6	School administrators believe that digital knowledge includes knowledge and skills in information search and filtering.	3.31	1.09	Medium	9
7	School administrators believe that digital knowledge includes knowledge and skills in data analysis.	3.34	1.07	Medium	4
8	School administrators believe that digital knowledge includes knowledge and skills in online communication.	3.26	1.02	Medium	13

Table 4.5 (Continue)

(n = 285)

	Digital Knowledge and skills	\bar{X}	S.D.	level	order
9	School administrators believe that digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment.	3.36	1.05	Medium	2
10	School administrators believe that digital skills include skills in using computers and software and operating the Internet skills.	3.33	0.95	Medium	6
11	School administrators believe that digital skills include skills in social media skills.	3.25	0.86	Medium	14
12	School administrators consider digital skills to include skills in digital communication and collaboration skills.	3.33	1.02	Medium	6
13	School administrators consider digital skills to include skills such as doing things like data processing and analysis.	3.34	0.87	Medium	4
14	School administrators believe that digital skills are important for individuals in education, career development and life, to increase efficiency and adapt to the demands of the digital age.	3.35	0.95	Medium	3
15	You think that digital skills are of great significance to individuals in education, career development and life, and in addition to improving efficiency and creating value.	3.39	0.96	Medium	1
Total		3.30	0.961	Medium	

According to table 4.5, the data showed that the current situation of digital leadership development model for school administrators in Guangdong in Digital knowledge and skills was at a medium level ($\bar{X}=3.30$). From the study results, the highest score was given to " digital skills are of great significance to individuals in education, career development and life, and in addition to improving efficiency and creating value." ($\bar{X}=3.39$), followed by " digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment." ($\bar{X}=3.36$), while the lowest mean was given to " digital knowledge has increased awareness of privacy protection " ($\bar{X}=3.15$).

Table 4.6 Mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong in network environmental administration and digital networking

(n = 285)

Network environmental administration and digital networking	\bar{X}	S.D.	level	order
1 School administrators believe that network environment management is a comprehensive management approach to managing digital networks to ensure network availability, security and performance.	3.35	0.81	Medium	10
2 School administrators believe that the object of network environment management is the digital network.	3.06	0.94	Medium	16
3 School administrators consider network environment management to include activities related to network performance monitoring.	3.28	0.80	Medium	13
4 School administrators believe that managing the network environment includes troubleshooting activities.	3.21	0.90	Medium	15
5 School administrators believe that managing the network environment includes security activities.	3.35	0.99	Medium	10
6 School administrators consider network environment management to include activities related to traffic management.	3.25	1.06	Medium	14
7 School administrators believe that the goal of optimize the utilization of network resources is to optimise the use of network resources and improve the reliability, stability and security of the network to meet the needs of the organisation or users.	3.42	0.78	Medium	1

Table 4.6 (Continue)

(n = 285)

	Network environmental administration and digital networking	\bar{X}	S.D.	level	order
8	School administrators think of digital networks as systems connected by computers, communications equipment, and the Internet. It enables the transmit, share and exchange of data by connecting devices, services, and users together using digital technologies such as IP protocols and Internet standards.	3.35	1.08	Medium	10
9	.School administrators believe that digital networks offer remote communication capabilities.	3.40	0.76	Medium	4
10	School administrators believe that digital networks offer opportunities for information transfer.	3.41	0.76	Medium	2
11	School administrators believe that digital networks as a way to resource sharing.	3.41	0.76	Medium	2
12	.School administrators believe that digital networks offer opportunities for online entertainment.	3.37	0.81	Medium	8
13	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support e-mail applications.	3.40	1.07	Medium	4
14	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet to support web browsing applications.	3.37	1.05	Medium	8

Table 4.6 (Continue)

(n = 285)

Network environmental administration and digital networking		\bar{X}	S.D.	level	order
15	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support video conferencing.	3.39	1.02	Medium	6
16	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support cloud storage applications.	3.39	0.97	Medium	6
Total		3.34	0.87	Medium	

According to table 4.6, the data showed that the current situation of digital leadership development model for school administrators in Guangdong in network environmental administration and digital networking was at a medium level (\bar{X} =3.34). From the study results, the highest mean was given to " digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment." (\bar{X} =3.42), followed by. " digital networks as a way to resource sharing." (\bar{X} =3.40), while the lowest mean was given to " the object of network environment management is the digital network. ". (\bar{X} =3.06).

Table 4.7 Mean and standard deviation of the current situation of digital leadership development model for school administrators in Guangdong in digital calculate creation

(n = 285)

	Digital calculate creation	\bar{X}	S.D.	level	order
1	School administrators believe that digital calculator creates the process of designing, developing and producing digital computing.	3.33	1.07	Medium	12
2	School administrators believe that numerical calculations is an electronic device that can perform numerical calculations.	3.35	1.02	Medium	7
3	School administrators believe that simple arithmetic can be performed using digital computing.	3.39	0.76	Medium	2
4	School administrators believe that digital computing typically consists of hardware and software.	3.31	1.12	Medium	13
5	School administrators believe that in the process of creating digital computing, it is necessary to determine the functional requirements of computing.	3.34	0.98	Medium	9
6	School administrators believe that in the process of creating digital computing, it is necessary to design appropriate hardware circuits.	3.34	1.19	Medium	9
7	School administrators believe that in the process of creating digital computing, it is necessary to create an appropriate design.	3.27	1.07	Medium	14
8	School administrators believe that in the process of creating digital computing, it is necessary to develop corresponding software to implement the calculations and operational functions.	3.36	1.09	Medium	4

Table 4.7 (Continue)

(n = 285)

	Digital calculate creation	\bar{X}	S.D.	level	order
9	School administrators believe that the development of numeracy involves a stages of testing, evaluation and improvement.	3.35	1.13	Medium	7
10	School administrators believe that the creation of digital computing must ensure that the performance of the computing is consistently.	3.36	1.01	Medium	4
11	School administrators believe that the development of digital computing can include knowledge in the field of electrical engineering.	3.34	1.13	Medium	9
12	School administrators believe that the development of digital computing can include computer science skills.	3.43	0.72	Medium	1
13	School administrators believe that the development of digital computing can include knowledge in the field of user interface design.	3.36	0.77	Medium	4
14	School administrators believe that digital computing was created to provide convenient, efficient and accurate computing power to meet the daily computing needs of users.	3.37	0.81	Medium	3
Total		3.30	0.961	Medium	

According to table 4.7, the data showed that the current situation of digital leadership development model for school administrators in Guangdong in digital calculate creation was at a medium level ($\bar{X}=3.35$). From the study results, the highest mean was given to " the development of digital computing can include computer science skills. " ($\bar{X}=3.43$), followed by " simple arithmetic can be performed using digital computing." ($\bar{X}=3.39$), while the lowest mean was given to " in the process of creating digital computing, it is necessary to create an appropriate design". ($\bar{X}=3.27$).

Part 3: The analysis result about the interview contents about digital leadership development model for school administrators in Guangdong.

In this study, 24 school administrators at school are interviewed in this study to understand the current situation of the digital leadership development model for school administrators in Guangdong. The qualifications of interviewees are as follows: 1) administrators from Guangdong who have been engaged in school management for more than five years; 2) they are familiar with the operation mode of digital management and have a deep understanding of school digitalization; 3) they must be willing to participate in the recorded semi-structured interviews; and 4) they must be willing to review the transcripts of their interviews for validation purposes.

Through interviews with these school administrators, we aim to gain a comprehensive understanding of the current status of digital leadership development, challenges and achievements of schools in Guangdong Province. This will provide insights to further promote the implementation of digital leadership and useful suggestions for schools to formulate future digital development strategies.

The list of interviewees is as follows:

Table 4.8 Basic information of Interviewees

Interviewees	Age	Gender	Education	Job Title	Administrative work
					Experience (years)
Interviewee 1	41	F	Master's degree	Vice-Chancellor	11
Interviewee 2	47	M	Bachelor degree	Headmaster	17
Interviewee 3	48	M	Bachelor degree	Headmaster	18
Interviewee 4	45	M	Bachelor degree	Headmaster	15
Interviewee 5	40	F	Master's degree	Vice-Chancellor	9
Interviewee 6	48	M	Bachelor degree	Headmaster	18
Interviewee 7	40	F	Master's degree	Vice-Chancellor	10
Interviewee 8	42	F	Master's degree	Headmaster	12
Interviewee 9	43	F	Master's degree	Vice-Chancellor	15
Interviewee 10	47	M	Bachelor degree	Headmaster	22
Interviewee 11	45	M	Master's degree	Headmaster	17
Interviewee 12	42	M	Master's degree	Vice-Chancellor	12

Table 4.8 (Continue)

Interviewees	Age	Gender	Education	Job Title	Administrative work
					Experience (years)
Interviewee 13	39	F	Master's degree	Student Consulor	10
Interviewee 14	49	M	Bachelor degree	Headmaster	24
Interviewee 15	43	M	Master's degree	Vice-Chancellor	16
Interviewee 16	44	F	Master's degree	Headmaster	17
Interviewee 17	47	M	Bachelor degree	Headmaster	20
Interviewee 18	41	F	Master's degree	Vice-Chancellor	16
Interviewee 19	46	M	Bachelor degree	Headmaster	20
Interviewee 20	40	F	Master's degree	Vice-Chancellor	12
Interviewee 21	42	F	Master's degree	Vice-Chancellor	15
Interviewee 22	45	M	Bachelor degree	Headmaster	19
Interviewee 23	41	F	Master's degree	Vice-Chancellor	13
Interviewee 24	47	M	Bachelor degree	Headmaster	23

Analysis of interviews

This study mainly used NVivo 12 as a tool to assist in analyzing the content of the interviews. NVivo 12 provides a wealth of data import and management tools that can efficiently handle large amounts of text providing a convenient data preparation environment for qualitative research. The software's built-in coding and querying functions enabled the researcher to systematically annotate, categorize, and retrieve the text in order to dig deeper into the data for potential themes and patterns. In addition, NVivo 12 provides diverse visualization tools such as word clouds, relationship diagrams, timelines, etc. Through its powerful data management, coding, querying, and visualization functions, NVivo 12 provided a powerful aid to the qualitative analysis of the interview content in this study, which improved the efficiency and quality of the study.

After collecting the interview transcripts of the 24 interviewees, we ensured that the statements of each participant, including the tone of voice and main points, were initially organized, and the interview content was spell-checked, including correcting errors and standardizing the punctuation marks and symbols, to ensure the accuracy and authenticity of the data. After the data organization was completed, the interview content was organized into five word documents according to the interview topics in accordance with the formatting requirements of NVivo 12 for importing data, and the five documents were imported into NVivo 12 and checked for the completeness of the imported data. In NVivo 12, items were created according to each interview topic, and 5 items were created in NVivo 12 for Digital Vision and role Model, Digital Communication, Digital Knowledge And Skills, Network Environmental Administration And Digital Networking and Digital calculate Creation. In order to better characterize and analyze each interview, multiple related themes were set up for each interview item in conjunction with the content of the interview, which may include information such as the interviewer's main ideas, main strategies proposed, and so on.

By analyzing the level of Digital leadership development model for school administrators in Guangdong, according to the second part of the questionnaire, it is known that Digital leadership development model for school administrators in Guangdong need to be improved further in terms of 1) Digital Vision and role Model,

2) Digital Communication, 3) Digital Knowledge And Skills, 4) Network Environmental Administration And Digital Networking and 5) Digital calculate Creation. On the basis of the third part of the interview, this study carried out model for Digital leadership development of school administrators in Guangdong, including 5 strategies, a total of 25 measures: 1) 5 measures to improving Digital visoin and role model; 2) 5 measures to disseminating Digital communication; 3) 5 measures to promoting Digital Knowledge and skills; 4) 5 measures to optimizing Network environmental administration and digital networking; 5) 5 measures to supporting Digital calculate creation.

Table 4.9 Digital leadership development model for school administrators in Guangdong

CONTENT	MODELS	HOW
DIGITAL VISOIN AND ROLE MODEL	plication of digital visoin;	Actively promote the application of digital visoins in schools, provide rich and intuitive learning experience, incorporate education strategies, clarify its positioning, and educational tools.
	roles and standard/role mode;	Formulate clear roles and standard/role mode to ensure the quality, adaptability, accuracy, and legitimacy of the visoin content, including all aspects of the visoin, including topics, production, editing, review, and release.
	Innovation and	Encourage teachers and students to play creativity, try different themes and expression forms, pay attention to the diversity and innovation of digital visoins, and create an atmosphere of support and encourage innovation.
	diversity/train ing and	Encourage the participation and cooperation of teachers and students, provide training, technical support and resources, and development of digital visoins.
	support;	
	Evaluation optimization/ improvement /evaluation;	Regularly evaluate the application effects of digital visoin, collect feedback, make continuous improvement based on the adjustment of the evaluation results and optimize the digital view and role mode, and monitor the use of digital visoin.
	Digital visoin quality;	Evaluate and improve the quality of digital visoins, make adjustments and improvements in time, improve the digital video processing and editing ability of teachers, and ensure the quality and effectiveness of digital visoins, long -term preservation and archiving, security and privacy protection.

Table 4.9 (Continue)

CONTENT	MODELS	HOW
DIGITAL COMMUNI CATION:	Digital communication equipment input and resource provision;	Strengthen the investment in digital communication equipment, including various hardware equipment and software platforms to provide better communication conditions.
	The formulation of digital communication roles and specifications;	Establish a complete set of digital communication roles and use guidance, including how to use digital communication tools and protect personal privacy to ensure the healthy development of digital communication in schools.
	The security and privacy protection of digital communication;	Take effective measures to protect personal information and data security.
	Education and training of digital communication;	Strengthen digital communication education and training, strengthen supervision and standardize digital communication behaviors, and advocate maintaining good etiquette and attitudes in digital communication to improve their information literacy and digital learning capabilities, and cultivate good interpersonal relationships and social capabilities.
Evaluation and optimization of digital communication applications;	Regularly evaluate the application effect of digital communication, and adjust and optimize based on the evaluation results to better serve the school's educational goals.	

Table 4.9 (Continue)

CONTENT	MODELS	HOW
DIGITAL KNOWLED GE AND SKILLS:	The learning and continuous update of digital skills	Support school management to actively learn and master digital knowledge through education, training and practical operations, and encourage continuous learning and updating digital knowledge to adapt to the changing technical environment.
	Practice and application of digital skills	Apply digital knowledge and skills to reality, including using digital skills in education, occupation and daily life to create value, improve work efficiency, and master digital skills through practical operations.
	Safety and privacy protection of digital skills	Remind school management in the digital era to pay attention to information security and privacy protection issues, understand and master relevant security knowledge and skills to ensure the security of personal information and data, and avoid risks such as cyber attacks and data leakage.
	Information literacy and data analysis ability	In the era of digitalization, school management needs to have information literacy and data analysis capabilities to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions.
	Training and publicity of digital skills	Strengthen the training and publicity of digital skills, promote school management to better master digital skills, improve their information literacy and digital learning ability to meet the needs of the digital era.

Table 4.9 (Continue)

CONTENT	MODELS	HOW
ENVIRONMENTAL ADMINISTRATION AND DIGITAL NETWORKING:	Network planning and architecture design	Establish a comprehensive network planning, architecture design and management strategies, and build an efficient network architecture and digital resource co - construction and sharing.
	Network security management	Pay attention to security risks and threats in the network environment, strengthen network security management, clarify responsibilities and operating norms, and implement strict security strategies and measures. Establish a comprehensive network management system, regulations, emergency plans and measures;
	Network resource utilization and management	Optimize the use and management of network resources to ensure that network resources can meet demand and achieve efficient utilization.
	Digital education and innovation practice	Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support. Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises.
Implement the green network plan and environmental impact	Strengthen network performance monitoring and optimization, discover and solve network problems in a timely manner to ensure the reliability and stability of the network.	

Table 4.9 (Continue)

CONTENT	MODELS	HOW
DIGITAL CALCULATE CREATION:	Computer science education and curriculum construction	Investment resources Establish a stable, efficient, safe infrastructure and teaching system, including the construction of basic curriculum construction, educational goals, improvement of education quality, and targets and positioning of digital computing to support digital computing.
	Practical teaching and project experience and technical dynamics and curriculum updates	Improve the value of practical teaching and project experience in digital computing education, encourage students to participate in practical projects and competitions, enhance the ability to solve practical problems, timely pay attention to emerging technologies and market trends, and update the content of the curriculum to enable students to master cutting knowledge and Skill.
	Teacher training and academic exchanges, cooperation, exchanges and policies	Provide teachers with opportunities for training and training related to computer science, enhance their professionalism and teaching skills, and encourage teachers to conduct academic exchanges and cooperation, strengthen cooperation and exchanges with industry, research institutions and other fields, jointly promote digital calculations Technology development and application.

Table 4.9 (Continue)

CONTENT	MODELS	HOW
DIGITAL CALCULATE CREATION:	<p data-bbox="539 607 865 808">The understanding and application ability of management, evaluation and feedback</p> <p data-bbox="539 1111 847 1312">Innovative practice and competition participation and entrepreneurship</p>	<p data-bbox="895 465 1396 1442">Improve school management's understanding and application ability of computer science to better promote the development of digital computing. Establish an evaluation and feedback mechanism, timely understand the effects and problems of digital computing education, and continue to improve and optimize. Encourage teachers and students to participate in computer scientific competitions and innovation projects, encourage teachers and students to carry out innovation and entrepreneurship in the field of digital computing, and provide relevant policy support and platforms. Improve innovation ability and practical level.</p>

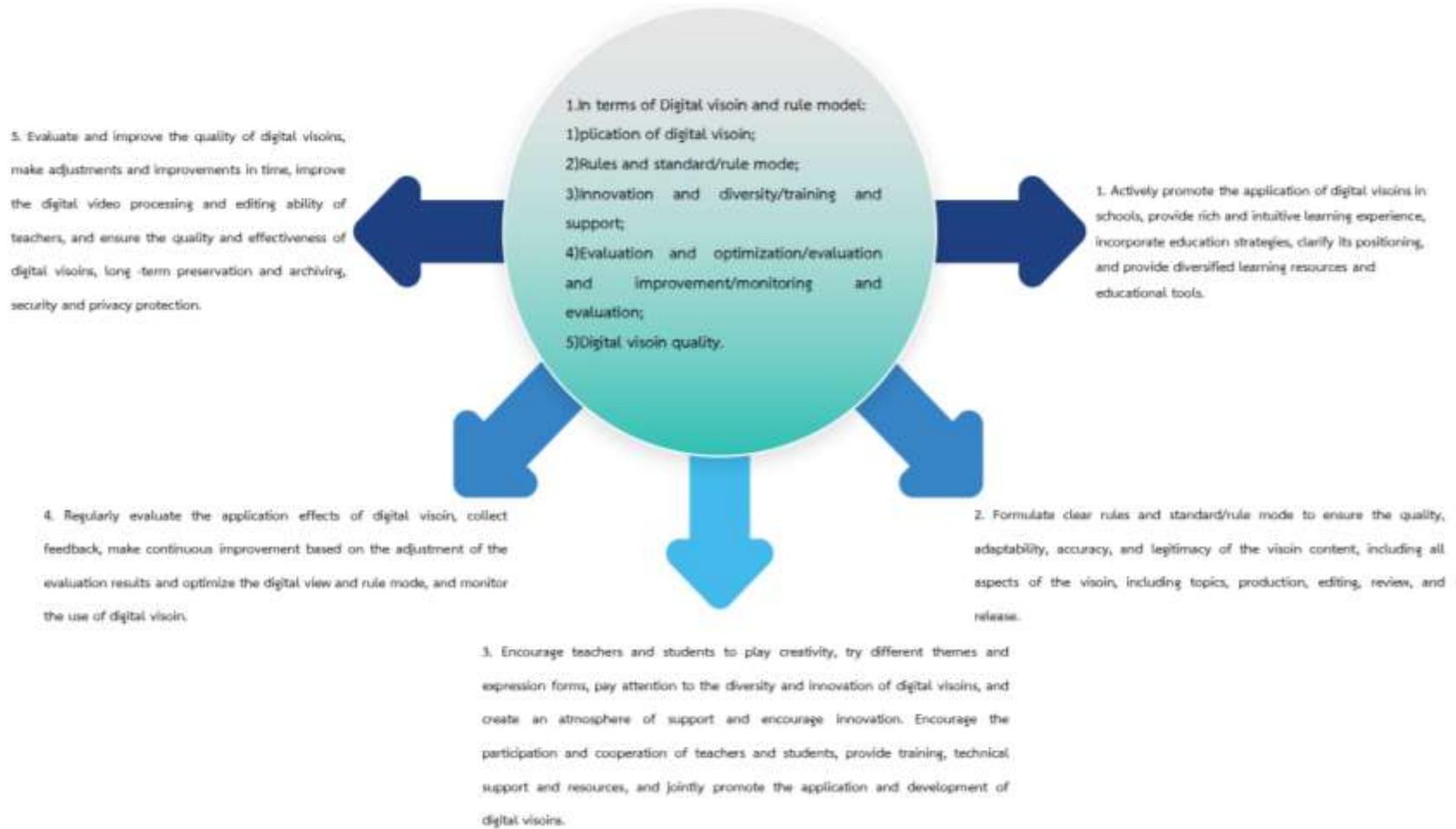


Figure 4.1 The model for improving Digital visoin and role model

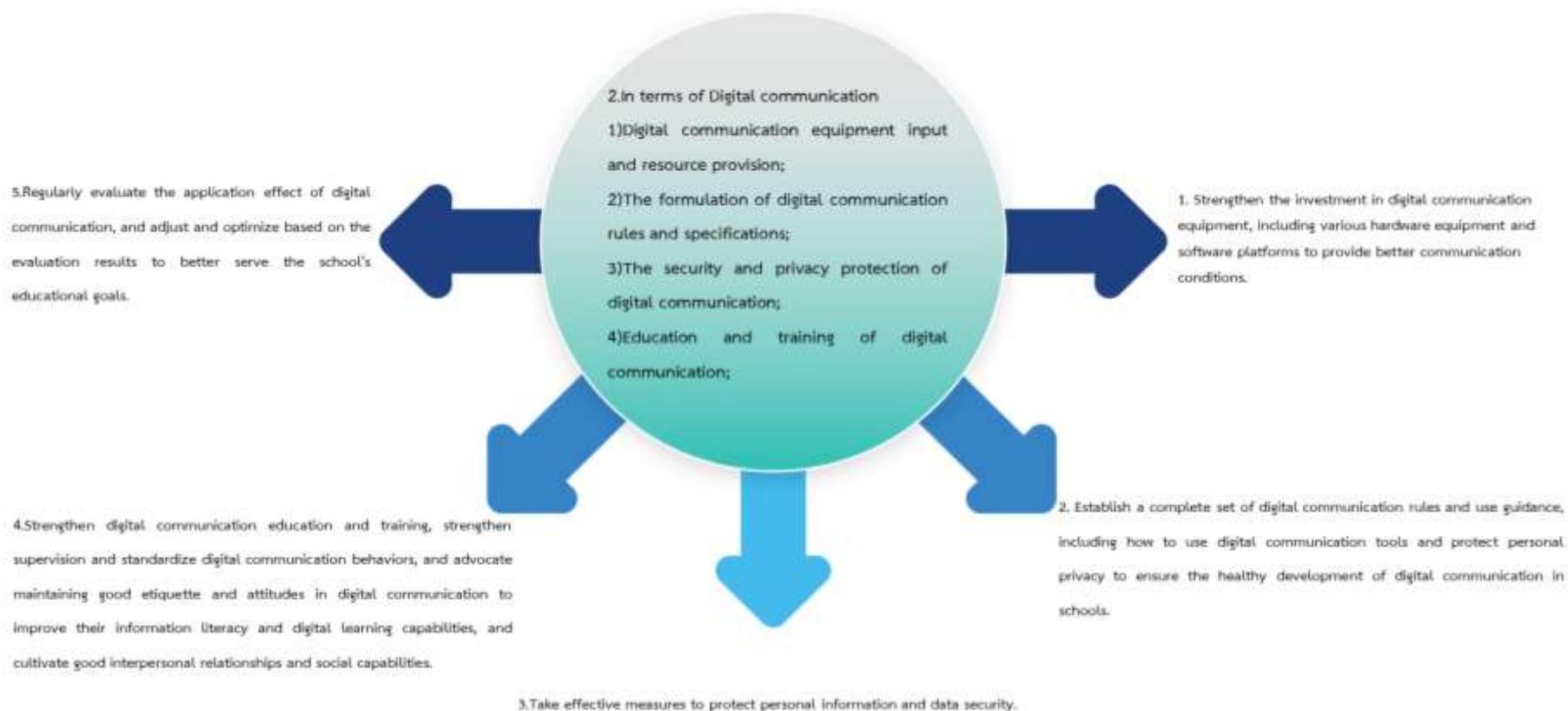


Figure 4.2 The model for disseminating Digital communication

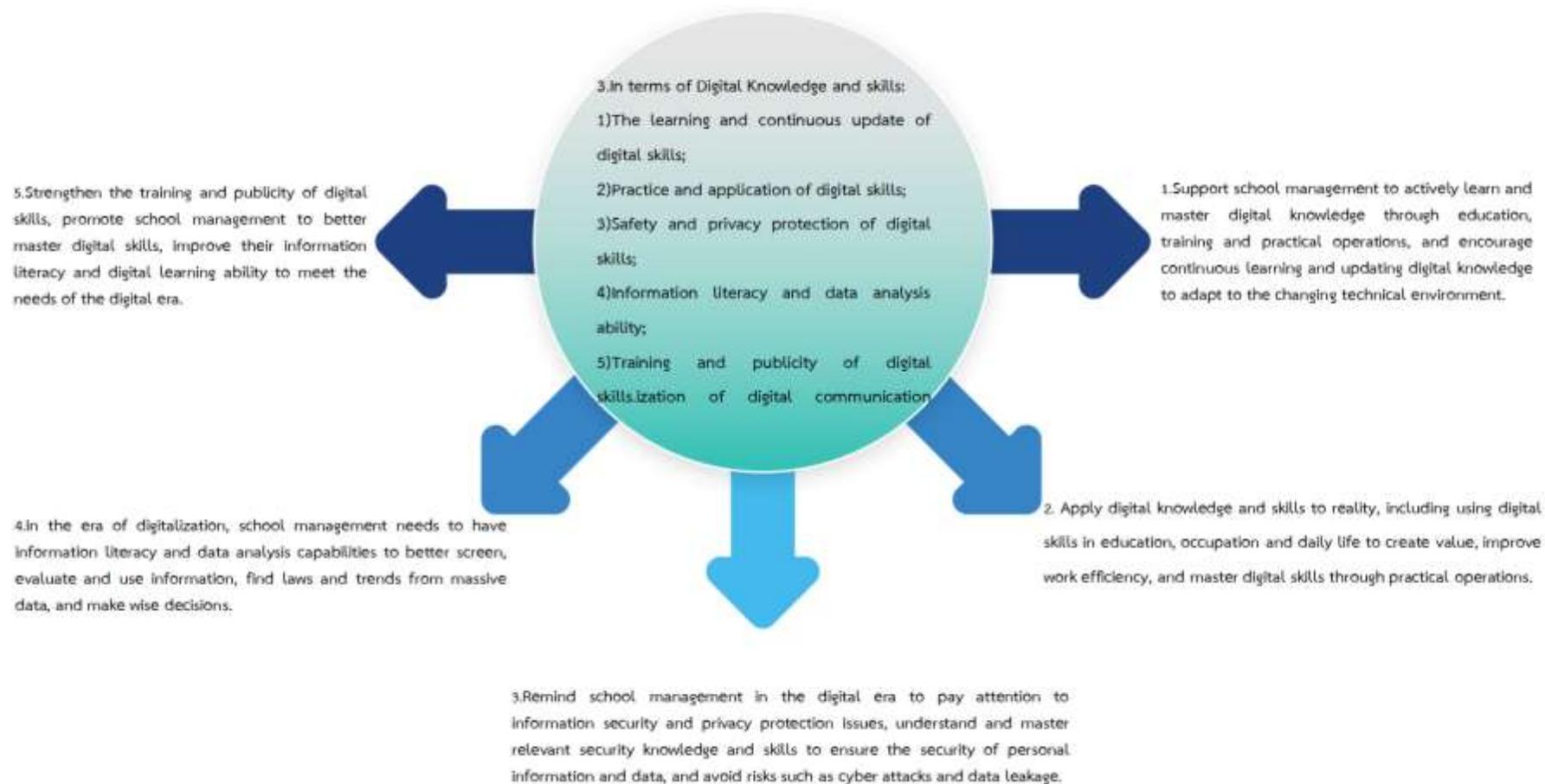


Figure 4.3 The model for promoting Digital Knowledge and skills

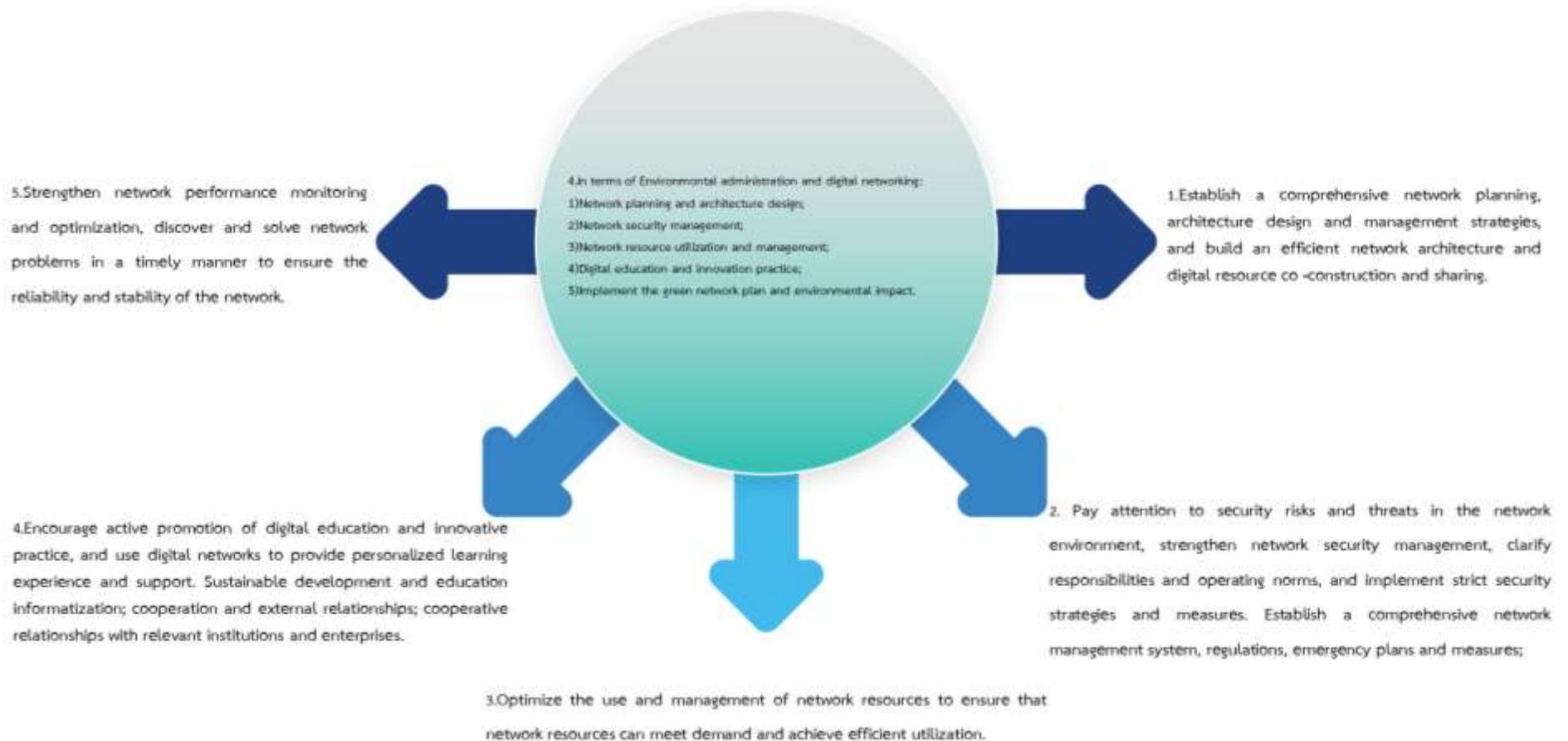


Figure 4.4 The model for optimizing Network environmental administration and digital networking

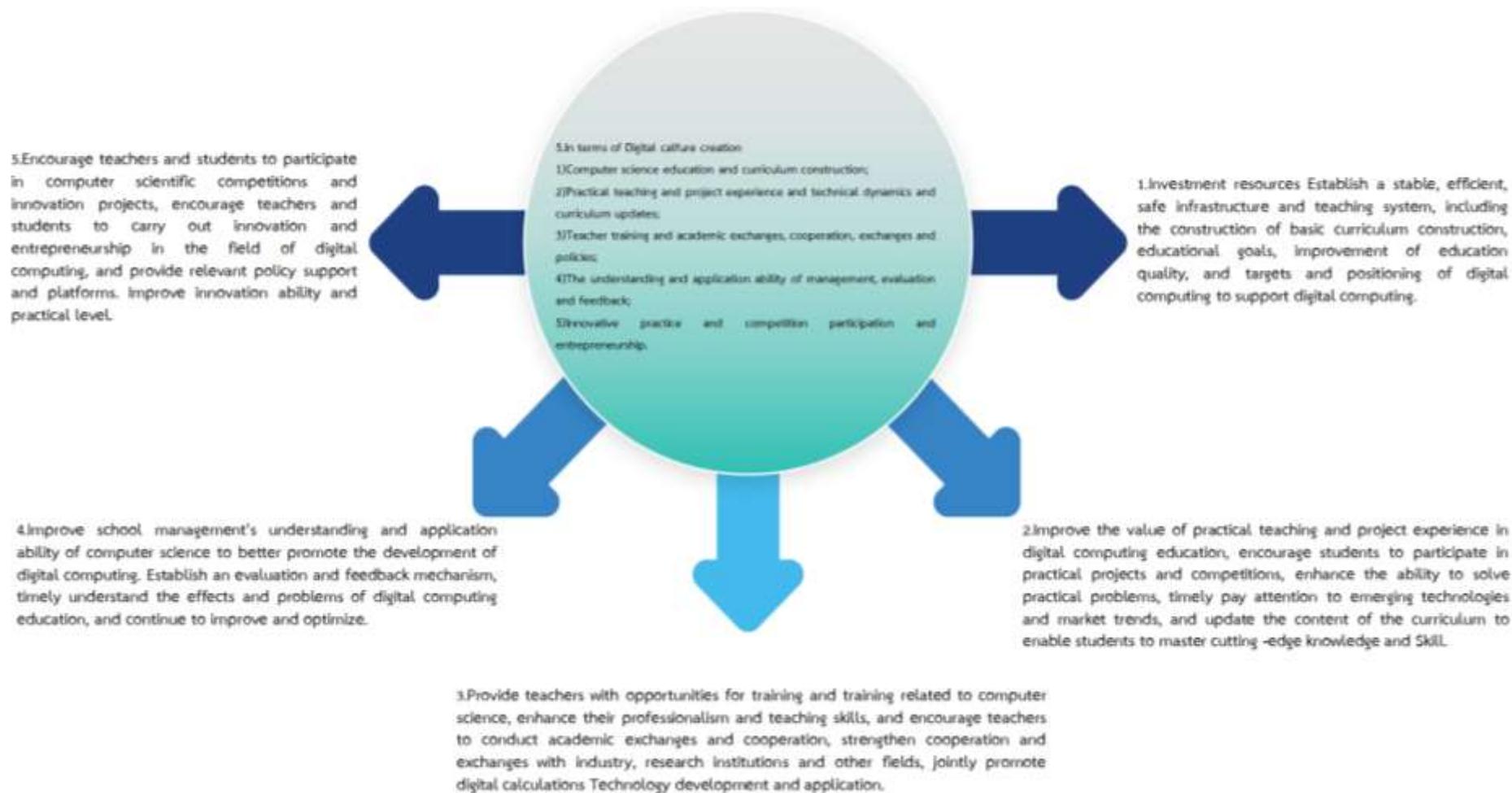


Figure 4.5 The model for supporting Digital calculate creation

Comprehensive Diagram

Digital leadership development model for school administrators in Guangdong

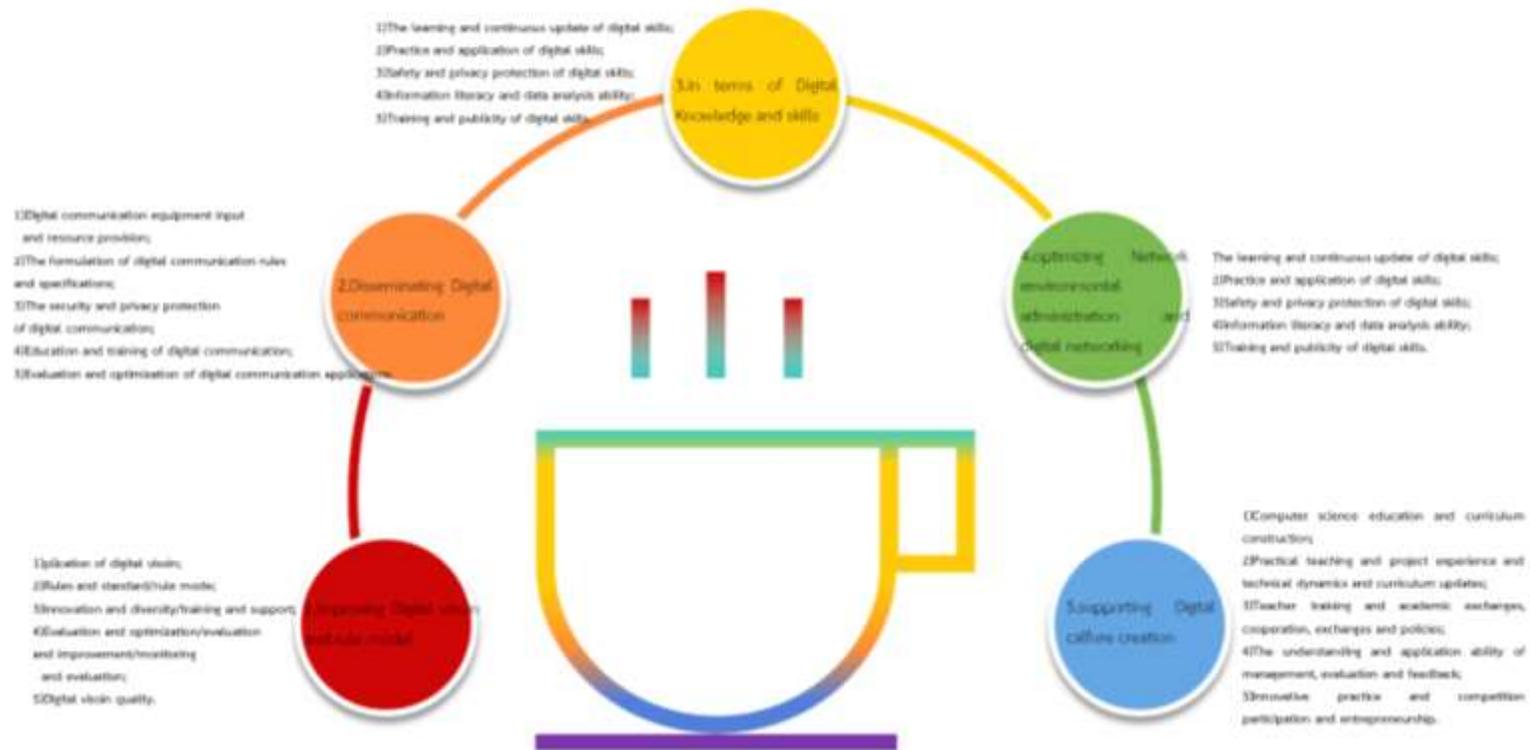


Figure 4.6 Digital leadership development model for school administrators in Guangdong

Part 4: The analysis result about the evaluation of the suitability and feasibility of digital leadership development model for school administrators in Guangdong. Presented the data in the form of mean value and standard deviation.

The analysis results at this stage led by experts and scholars school administrators in Guangdong. Five people evaluated the adaptability and feasibility of implementing the strategy. They adopted the form of a 5-level scoring table, namely, highest, high, mean, low, and lowest. A respondents can only choose one level. The results are shown in the following table:

Table 4.10 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Model	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Digital vision and role model	4.60	0.29	highest	4.59	0.23	highest
Digital communication	4.63	0.24	highest	4.68	0.24	highest
Digital Knowledge and skills	4.64	0.19	highest	4.71	0.20	highest
Network environmental administration and digital networking	4.69	0.24	highest	4.69	0.26	highest
Digital calculate creation	4.71	0.23	highest	4.72	0.22	highest
Total	4.65	0.17	highest	4.68	0.14	highest

According to Table 4.10, the data showed that the Suitability of the model provided is different. (\bar{X} =4.65). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was Digital calculate creation (\bar{X} =4.71), followed by Network environmental administration and digital networking (\bar{X} =4.69), Digital Knowledge and skills (\bar{X} =4.64), Digital communication (\bar{X} =4.63), and Digital vision and role model was the lowest mean (\bar{X} =4.60).

According to Table 4.10, the data showed that the feasibility of the model provided is different. ($\bar{X}=4.68$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was Digital Knowledge and skills ($\bar{X}=4.71$), followed by Network environmental administration and digital networking ($\bar{X}=4.69$), Digital communication ($\bar{X}=4.68$), Digital communication ($\bar{X}=4.68$), and Digital vision and role model was the lowest mean ($\bar{X}=4.59$).

Table 4.11 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Models and measures Digital visoin and role model	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Actively promote the application of digital video in schools, provide rich and intuitive learning experience, incorporate it into the education strategy, define its positioning, and provide diversified learning resources and educational tools.	4.67	0.49	highest	4.53	0.52	highest
2 Formulate clear roles and standard/role mode to ensure the quality, adaptability, accuracy, and legitimacy of the visoin content, including all aspects of the visoin, including topics, production, editing, review, and release.	4.60	0.51	highest	4.60	0.51	highest
3 Encourage teachers and students to play creativity, try different themes and expression forms, pay attention to the diversity and innovation of digital visoins, and create an atmosphere of support and encourage innovation. Encourage the participation and cooperation of teachers and students, provide training, technical support and resources, and jointly promote the application and development of digital visoins.	4.40	0.83	high	4.40	0.83	high

Table 4.11 (Continue)

Models and measures Digital visoin and role model		Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
4	Regularly evaluate the application effects of digital visoin, collect feedback, make continuous improvement based on the adjustment of the evaluation results and optimize the digital view and role mode, and monitor the use of digital visoin.	4.67	0.49	highest	4.73	0.46	highest
5	Evaluate and improve the quality of digital visoins, make adjustments and improvements in time, improve the digital video processing and editing ability of teachers, and ensure the quality and effectiveness of digital visoins, long -term preservation and archiving, security and privacy protection.	4.67	0.49	highest	4.67	0.49	highest
Total		4.60	0.56	highest	4.58	0.56	highest

According to Table 4.2, the data showed that the suitability of the model provided is different. ($\bar{X}=4.60$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was Promote the application of digital video in school, provide a rich and intuitive learning experience, and incorporate them into the education strategy to provide diversified learning resources and educational tools. ($\bar{X}=4.67$), followed by Develop clear roles and standards to ensure the quality, adaptability, accuracy and legality of the video content, including all aspects of video: themes, production, editing, review and release. ($\bar{X}=4.60$), Encourage teachers and students to play creativity, try different topics and expression forms, pay attention to the diversity and innovation of digital video, create an atmosphere of supporting innovation, promote the participation and

cooperation of teachers and students, and jointly promote the application of digital video applications And development.was the lowest mean ($\bar{x}=4.40$)

According to Table 4.10,the data showed that the feasibility of the model provided is different. ($\bar{x}=4.58$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was " Regularly evaluate the application effects of digital visoin, collect feedback, make continuous improvement based on the adjustment of the evaluation results and optimize the digital view and role mode, and monitor the use of digital visoin. " ($\bar{x}=4.73$), followed by " Evaluate and improve the quality of digital visoins, make adjustments and improvements in time, improve the digital video processing and editing ability of teachers, and ensure the quality and effectiveness of digital visoins, long -term preservation and archiving, security and privacy protection." ($\bar{x}=4.67$), "Formulate clear roles and standard/role mode to ensure the quality, adaptability, accuracy, and legitimacy of the visoin content, including all aspects of the visoin, including topics, production, editing, review, and release " ($\bar{x}=4.60$), "Actively promote the application of digital video in schools, provide rich and intuitive learning experience, incorporate it into the education strategy, define its positioning, and provide diversified learning resources and educational tools." ($\bar{x}=4.53$), and "Encourage teachers and students to play creativity, try different themes and expression forms, pay attention to the diversity and innovation of digital visoins, and create an atmosphere of support and encourage innovation. " "Encourage the participation and cooperation of teachers and students, provide training, technical support and resources, and jointly promote the application and development of digital visoins.' was the lowest mean ($\bar{x}=4.40$).

Table 4.12 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Models and measures disseminating Digital communication	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Strengthen the investment in digital communication equipment, including various hardware equipment and software platforms to provide better conditions.	4.60	0.51	highest	4.67	0.49	highest
2 Establish a complete set of digital communication roles and use guidance, including how to use digital communication tools and protect personal privacy to ensure the healthy development of digital communication in schools.	4.53	0.52	highest	4.73	0.46	highest
3 Take effective measures to protect personal information and data security.	4.80	0.41	highest	4.67	0.49	highest
4 Strengthen digital communication education and training, strengthen supervision and standardize digital communication behaviors, and advocate maintaining good etiquette and attitudes in digital communication to improve their information literacy and digital learning capabilities, and cultivate good relationships and social capabilities.	4.53	0.52	highest	4.67	0.49	highest
5 Regularly evaluate the application effect of digital communication, and adjust and optimize based on the evaluation results to better serve educational goals.	4.67	0.49	highest	4.67	0.49	highest
Total	4.63	0.49	highest	4.68	0.48	highest

According to Table 4.12, the data showed that the suitability of the model provided is different. ($\bar{x}=4.63$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Take effective measures to protect personal information and data security." ($\bar{x}=4.80$), followed by "Regularly evaluate the application effect of digital communication, and adjust and optimize based on the evaluation results to better serve educational goals." ($\bar{x}=4.67$), "Establish a complete set of digital communication roles and use guidance, including how to use digital communication tools and protect personal privacy to ensure the healthy development of digital communication in schools." was the lowest mean. " ($\bar{x}=4.53$)

According to Table 4.12, the data showed that the feasibility of the model provided is different. ($\bar{X}=4.68$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Establish a complete set of digital communication roles and use guidance, including how to use digital communication tools and protect personal privacy to ensure the healthy development of digital communication in schools." ($\bar{X}=4.73$), followed by "Take effective measures to protect personal information and data security." ($\bar{X}=4.67$), "Strengthen the investment in digital communication equipment, including various hardware equipment and software platforms to provide better conditions." ($\bar{X}=4.67$), "Regularly evaluate the application effect of digital communication, and adjust and optimize based on the evaluation results to better serve educational goals." ($\bar{X}=4.67$),

Table 4.13 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Models and measures promoting Digital Knowledge and skills	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Support school management to actively learn and master digital knowledge through education, training and practical operations, and encourage continuous learning and updating digital knowledge to adapt to the changing environment.	4.53	0.52	highest	4.73	0.46	highest
2 Apply digital knowledge and skills to reality, including using digital skills in education, occupation and daily life to create value, improve work efficiency, and master digital skills through practicalo.	4.60	0.51	highest	4.73	0.46	highest
3 Remind school management in the digital era to pay attention to information security and privacy protection issues, understand and master relevant security knowledge and skills to ensure the security of personal information and data, and avoid risks such as cyber attacks.	4.80	0.41	highest	4.87	0.35	highest
4 In the era of digitalization, school management needs to have information literacy and data analysis capabilities to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions.	4.67	0.49	highest	4.67	0.49	highest
5 Strengthen the training and publicity of digital skills, promote school management to better master digital skills, improve their information and digital learning to meet the needs of the digital era.	4.60	0.51	highest	4.53	0.52	highest
Total	4.64	0.49	highest	4.71	0.46	highest

According to Table 4.13, the data showed that the suitability of the model provided is different. ($\bar{x}=4.64$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Remind school management in the digital understand and master relevant security knowledge and skills to ensure the security of personal information and data," ($\bar{x}=4.80$). followed by "In the era of digitalization, school management needs to have information to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions. " ($\bar{x}=4.67$) , "Support school management to actively learn and master digital knowledge through education, and encourage continuous learning and updating digital knowledge to adapt to the changing environment was the lowest mean" ($\bar{x}=4.53$)

According to Table 4.13, the data showed that the feasibility of the model provided is different. ($\bar{x}=4.71$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Remind school management in the digital understand and master relevant security knowledge and skills to ensure the security of personal information and data, and avoid risks such as cyber attacks. " ($\bar{x}=4.87$), followed by "Apply digital knowledge and skills to reality, including using digital skills in education, occupation and daily life to create value, improve work efficiency, and master digital skills through practicalo. " ($\bar{x}=4.73$), "Support school management to actively learn and master digital knowledge through education, training and practical operations, and encourage continuous learning and updating digital knowledge to adapt to the changing environment. " ($\bar{x}=4.73$), "In the era of digitalization, school management needs to have information literacy and data analysis capabilities to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions." ($\bar{x}=4.67$), "Strengthen the training and publicity of digital skills, promote school management to better master digital skills, improve their information and digital learning to meet the needs of the digital era. was the lowest mean ($\bar{x}=4.53$)

Table 4.14 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Models and measures optimizing Environmental administration and digital networking	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Establish a comprehensive network planning, architecture design and management strategies, and build an efficient network architecture and digital resource co -construction and sharing.	4.67	0.49	highest	4.67	0.49	highest
2 Pay attention to security risks and threats in the network environment, strengthen network security management, clarify responsibilities and operating norms, and implement strict security strategies and measures. Establish a comprehensive network management system, regulations, emergency plans and measures.	4.73	0.46	highest	4.67	0.49	highest
3 Optimize the use and management of network resources to ensure that network resources can meet demand and achieve efficient utilization.	4.73	0.46	highest	4.73	0.46	highest
4 Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support. Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises.	4.67	0.49	highest	4.73	0.46	highest

Table 4.14 (Continue)

Models and measures optimizing Environmental administration and digital networking	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5 Strengthen network performance monitoring and optimization, discover and solve network problems in a timely manner to ensure the reliability and stability of the network.	4.67	0.49	highest	4.67	0.49	highest
Total	4.69	0.48	highest	4.69	0.48	highest

According to Table 4.14, the data showed that the suitability of the model provided is different. ($\bar{x}=4.69$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Optimize the use and management of network resources to ensure that network resources can meet demand and achieve efficient utilization. and pay attention to security risks and threats in the network environment, strengthen network security management, clarify responsibilities and operating norms, and implement strict security strategies and measures." "Establish a comprehensive network management system, regulations, emergency plans and measures." ($\bar{x}=4.73$, followed by "Establish a comprehensive network planning, architecture design and management strategies, and build an efficient network architecture and digital resource co-construction and sharing, " "Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support. " "Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises. " and "Strengthen network performance monitoring and optimization, discover and solve network problems in a timely manner to ensure the reliability and stability of the network. " ($\bar{x}=4.67$).

According to Table 4.14, the data showed that the feasibility of the model provided is different. ($\bar{x}=4.69$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support. Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises. " and "Optimize the use and management of network resources to ensure that network resources can meet demand and achieve efficient utilization. " ($\bar{x}=4.73$), followed by "Establish a comprehensive network planning, architecture design and management strategies, and build an efficient network architecture and digital resource co -construction and sharing. " "Support school management to actively learn and master digital knowledge through education, training and practical operations, and encourage continuous learning and updating digital knowledge to adapt to the changing environment, in the era of digitalization, school management needs to have information literacy and data analysis capabilities to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions" ($\bar{x}=4.67$).

Table 4.15 Mean and standard deviation of expert evaluation model for the current situation of digital leadership among school in Guangdong

(N=30)

Models and measures supporting Digital calculate creation	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Investment resources Establish a stable, efficient, safe infrastructure and teaching system, including the construction of basic curriculum construction, educational goals, improvement of education quality, and targets and positioning of digital computing to support digital computing.	4.67	0.49	highest	4.67	0.49	highest
2 Improve the value of practical teaching and project experience in digital computing education, encourage students to participate in practical projects and competitions, enhance the ability to solve practical problems, timely pay attention to emerging technologies and market trends, and update the content of the curriculum to enable students to master Skill.	4.67	0.49	highest	4.67	0.49	highest
3 Provide teachers with opportunities for training and training related to computer science, enhance their professionalism and teaching skills, and encourage teachers to conduct academic exchanges and cooperation, strengthen cooperation and exchanges with industry, research institutions and other fields, jointly promote digital calculations Technology development and application.	4.80	0.41	highest	4.80	0.41	highest

Table 4.15 (Continue)

Models and measures supporting Digital calculate creation	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
4 Improve school management's understanding and application ability of computer science to better promote the development of digital computing. Establish an evaluation and feedback mechanism, timely understand the effects and problems of digital computing education, and continue to improve and optimize.	4.60	0.51	highest	4.67	0.49	highest
5 Encourage teachers and students to participate in computer scientific competitions and innovation projects, encourage teachers and students to carry out innovation and entrepreneurship in the field of digital computing, and provide relevant policy support and platforms. Improve innovation ability and practical level.	4.80	0.41	highest	4.80	0.41	highest
Total	4.71	0.46	highest	4.72	0.46	highest

According to Table 4.15, the data showed that the suitability of the model provided is different. ($\bar{x}=4.71$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Encourage teachers and students to participate in computer scientific competitions and innovation projects, encourage teachers and students to carry out innovation and entrepreneurship in the field of digital computing", and "Provide teachers with opportunities for training and training related to computer science, enhance their

professionalism and teaching skills, and encourage teachers to conduct academic exchanges and cooperation, strengthen cooperation and exchanges with industry, research institutions and other fields, jointly promote digital calculations Technology development and application". ($\bar{x}=4.80$), followed by "mprove the value of practical teaching and project experience in digital computing education, encourage students to participate in practical projects and competitions, enhance the ability to solve practical problems, timely pay attention to emerging technologies and market trends, and update the content of the curriculum to enable students to master Skill, and nvestment resources Establish a stable, efficient, safe infrastructure and teaching system, including the construction of basic curriculum construction, educational goals, improvement of education quality, and targets and positioning of digital computing to support digital computing". ($\bar{x}=4.67$), mprove school management's understanding and application ability of computer science to better promote the development of digital computing. Establish an evaluation and feedback mechanism, timely understand the effects and problems of digital computing education, and continue to improve and optimize. was the lowest mean ($\bar{x}=4.60$)

According to Table 4.15, the data showed that the feasibility of the model provided is different. ($\bar{x}=4.72$). Consider for the result of the study aspects ranged from the highest to the lowest mean were as following: the highest mean was "Encourage teachers and students to participate in computer scientific competitions and innovation projects, encourage teachers and students to carry out innovation and entrepreneurship in the field of digital computing," and "Provide teachers with opportunities for training and training related to computer science, enhance their professionalism and teaching skills, and encourage teachers to conduct academic exchanges and cooperation, strengthen cooperation and exchanges with industry, research institutions and other fields, jointly promote digital calculations Technology development and application". ($\bar{x}=4.80$), followed by "mprove the value of practical teaching and project experience in digital computing education, encourage students to participate in practical projects and competitions, enhance the ability to solve practical problems, timely pay attention to emerging technologies and market trends,

and update the content of the curriculum to enable students to master Skill." and "investment resources Establish a stable, efficient, safe infrastructure and teaching system, including the construction of basic curriculum construction, educational goals, improvement of education quality, and targets and positioning of digital computing to support digital computing, improve school management's understanding and application ability of computer science to better promote the development of digital computing.", "Establish an evaluation and feedback mechanism, timely understand the effects and problems of digital computing education, and continue to improve and optimize" was the lowest mean. ($\bar{x}=4.67$)

Chapter 5

Conclusion Discussion and Recommendations

The research in the model for digital leadership development for school administrators in Guangdong. The aims of the present study include 1) To study the current situation of digital leadership for school in Guangdong, 2) To create a digital leadership model for in Guangdong,, and 3) to evaluate the suitability and feasibility of model for digital leadership development for school administrators in Guangdong were including 5 following aspects: 1) Digital vision and role model, 2) Digital communication, 3) Digital Knowledge and skills, 4) Network environmental administration and digital networking, and 5) Digital calculate creation. The sample group in this research were Administrators and teachers in school education or management in Guangdong. The Interview group was 24 school administrators in Guangdong. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the models digital leadership development for school administrators in Guangdong. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of digital leadership development model for school administrators in Guangdong

Part 2: the models for digital leadership development for school administrators in Guangdong

Part 3: the suitability and feasibility of models for digital leadership development model for school administrators in Guangdong

Part 1: the current situation of Digital leadership development model for school administrators in Guangdong

The current situation of digital leadership development model for school administrators in Guangdong in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Digital calculate creation, followed by Network environmental administration and digital networking, Digital Knowledge and skills, and Digital visoin and role model was the lowest level.

Digital visoin and role model was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was digital video can be processed, edited and played back on a variety of platforms, including computers and mobile devices, followed by digitised video has high image quality and accuracy, and role models can be derived based on expert knowledge, statistics, domain experience. was the lowest level.

Digital communication was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was digital communication is a type of communication that affects people's lives and learning, followed by digital communication has the characteristics of high reliability and is widely used in telephone, internet, mobile, satellite communication and other areas, and common terms in digital communications include error control was the lowest level.

Digital Knowledge and skills was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was digital skills are of great significance to individuals in education, career development and life, and in addition to improving efficiency and creating value, followed by digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment, and Universities have a perfect management mechanism for the integration of education and industry was the lowest level.

Network environmental administration and digital networking was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment, followed by digital networks as a way to resource sharing, and the object of network environment management is the digital network was the lowest level.

Digital calculate creation was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the development of digital computing can include computer science skills, followed by simple arithmetic can be performed using digital computing, and in the process of creating digital computing, it is necessary to create an appropriate design was the lowest level.

Part 2: the models for digital leadership development for school administrators in Guangdong.

The models for digital leadership development for school administrators in five aspects, which contain 25 measures. There are 5 measures for Improving Digital visoin and role model, 5 measures for disseminating Digital communication, 5 measures for promoting Digital Knowledge and skills, 5 measures for optimizing Environmental administration and digital networking, and 5 measures for supporting Digital calculate creation.

Improving Digital visoin and role model consisted of 5 measures: 1) Application of digital visoin; 2) roles and standard/role mode; 3) Innovation and diversity/training and support; 4) Evaluation and optimization/evaluation and improvement/monitoring and evaluation; 5) Digital visoin quality;

Disseminating Digital communication consisted of 5 measures: 1) Digital communication equipment input and resource provision; 2) The formulation of digital communication roles and specifications; 3) The security and privacy protection of digital communication; Education and training of digital communication; 5) Evaluation and optimization of digital communication applications;

Promoting Digital Knowledge and skills consisted of 5 measures: 1) The learning and continuous update of digital skills; 2) Practice and application of digital skills; 3) Safety and privacy protection of digital skills; 4) Information literacy and data analysis ability; 5) Training and publicity of digital skills;

Optimizing Environmental administration and digital networking consisted of 5 measures: 1) Network planning and architecture design; 2) Network security management; Network resource utilization and management; 4) Digital education and innovation practice; 5) Implement the green network plan and environmental impact;

Supporting Digital calculate creation consisted of 5 measures: 1) Computer science education and curriculum construction; 2) Practical teaching and project experience and technical dynamics and curriculum updates; 3) Teacher training and academic exchanges, cooperation, exchanges and policies; 4) The understanding and application ability of management, evaluation and feedback; 5) Innovative practice and competition participation and entrepreneurship.

Part 3: the suitability and feasibility of models for digital leadership development for school administrators in Guangdong.

The suitability and feasibility of models for digital leadership development for school administrators in Guangdong in five aspects were at highest level with the values between 4.00 and 5.00, which means the models for digital leadership development for school administrators in Guangdong are suitability and feasibility.

The suitability and feasibility of Improving Digital vision and role model was at a highest level.

The suitability and feasibility promoting Digital Knowledge and skills was a highest level.

The suitability and feasibility optimizing Environmental administration and digital networking was a highest level.

The suitability and feasibility optimizing Environmental administration and digital networking was a highest level.

The suitability and feasibility supporting Digital calculate creation was a highest level.

Discussion

The research in the models for digital leadership development for school administrators in Guangdong. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of digital leadership development for school administrators in Guangdong

Part 2: the models for digital leadership development for school administrators in Guangdong

Part 3: the suitability and feasibility of models for digital leadership development for school administrators in Guangdong

Part 1: the current situation of digital leadership development model for school administrators in Guangdong

The current situation of digital leadership development model for school administrators in Guangdong in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was Digital calculate creation, followed by Network environmental administration and digital networking, Digital Knowledge and skills, and Digital vision and role model was the lowest level. After investigation and research, the administrative staff of the Guangdong School performed well in digital leadership. Digital computing is optimal, while digital vision and roles still have room for improvement. In response to this situation, it is recommended that the school administrative staff strengthen the learning and application of digital vision and roles models to further improve the level of digital leadership, which can better meet the needs of digital education management and promote the process of digital transformation in schools. The following research results are basically consistent: the rapid development of digital technology has put forward new challenges and opportunities in the field of education (Betty Collis, 1988, p.2-23). As the core force of school management, the school's administrative staff must have a high level of digital leadership in order to meet the needs of future education development (Sampson and Waser, 1999, p.112) The improvement of digital visual and role models is the direction that the current school administrative personnel need to pay attention to

and strengthen, which will help improve school management efficiency and improve the quality of education (Jiao Jianli, 2019, P76). Only by continuously enhanced digital leadership can schools better adapt to the challenges of the digital era and promote greater development of education.

1. Digital vision and role model is at a relatively high level. reflecting a high development of digital leadership. The results of the survey revealed several advantages and disadvantages of managers: First of all, in the process of improving the digital vision and the role Model, the managers deepened technological integration and cross -border cooperation to cross the industry boundaries, and with Science and technology companies, universities and research institutions have established close cooperative relationships. By introducing cutting -edge technologies such as big data, artificial intelligence, cloud computing, blockchain, and combined with the industry's specific knowledge and experience, we jointly develop more accurate and efficient digital solutions and regular models. Results were consistent with the research of Stephen Robbins. (2009, p.76-101) and KenNeth Leithwood (2000, p.89). Secondly, strengthen data governance and intelligent analysis, use intelligent analysis technologies such as machine learning, deep learning, and dig out valuable information and insights from massive data, and provide scientific basis for the optimization of the roles model. "Digital leaders must fully optimize resource allocation and improve decision-making efficiency. Only in this way can they achieve the deepening and upgrade of digital transformation." This conclusion is consistent with the research of Tony Bush (2014, p.63-78). However, when building a digital vision and roles model, the user experience should always be first. Through in -depth understanding of user needs and behavior habits, design more humane and intelligent products and services. "If the organization members are feedback by different rapid responses, and timely collect and handle user feedback, it will lead to an increase in continuous iterative products and services among the organization members." This conclusion is consistent with the study of Anusorn Nampradite (2019, p.5555 -76). Therefore, in order to further enhance the Digital Visoin and role Model, managers should focus on deepening technological integration and cross -border cooperation, strengthen data governance and intelligent analysis, and focus on user experience and personalized services.

2. Digital communication is at a relatively high level. Based on the results of this study, the ranking from highest to lowest is as follows: "digital communication is considered a communication method, always affecting people's lives and learning" questionnaires showed the highest level. "Digital communication is considered a communication method that uses digital signals for information transmission" at a medium level. "In digital communication, common terms include channel coding" at the lowest level. "The reason for this situation is that with the rapid development of digital technology, the way of interaction between educational resources and platforms is becoming increasingly diversified. In order to improve the effect of Digital Communication, schools need to strengthen the integration and collaboration between different digital channels (such as social media, emails, websites, APPs, etc.). However, schools need to formulate communication strategies more accurately, including choosing appropriate communication channels, designed attractive content, and formulating personalized promotion plans. Through the optimization of data - driven, the school can more effectively attract users' attention, enhance user participation, and ultimately achieve leadership growth. The results were consistent with the research of Qi Jiangdong. (2024. p.13) and BOTHA and Botha and Holtzhausen (2021, p.45). At the same time, in order to enhance the attractiveness and influence of Digital Communication, the school needs to pay attention to content innovation and create unique, interesting and valuable content. In addition, the school should also pay attention to the interactive experience, and enhance the sense of participation and belonging through comments, likes, sharing, and voting Wang Li and Chen Yajun (2016, p.112) The ultimate goal is to promote the development of digital leadership (Raza, 2019, p.89) Strengthen multi -channel integration and collaboration, use data to drive optimization communication strategies, and pay attention to content innovation and interactive experience.

3. Digital Knowledge and skills is at a relatively high level. The research results show that in terms of specific issues, the following is the level from the highest to the lowest level: "Digital skills can improve the practical ability of individuals to apply and use digital tools, technology and resources in digital environments" at a high level. "digital knowledge to improve people's understanding of privacy protection "is

at a medium level. The reason for this situation is that with the rapid development of digital technology, First of all, the rapid development of digital technology requires individuals and organizations to continue to learn and adapt to new technologies. Secondly, in the digital era, data is an important basis for decision-making. Third, the development of digital technology is breaking the boundaries of traditional industries and promoting cross-sectors' integration and innovation. To cope with this trend, individuals and organizations need to continuously improve their cross-domain knowledge and skills. By mastering digital skills, individuals can more effectively obtain information and process data, improve work efficiency and creativity, and then achieve personal goals and career development (Hirst et al, 2017, p.78). In addition, digital skills can make individuals better integrate into society, participate in digital exchanges and cooperation, and promote social development and personal growth (Afshari, Bakar, Luan, and Siraj, 2012, p.132). In summary, the administrative staff of the Guangdong Provincial School shows a good basic level in terms of digital knowledge and skills, continuously study and adapt to new technologies, strengthen data literacy and analytical ability, promote cross-domain integration and innovation,(Yorulmaz and Can, 2016, p.80-95), and provide digital leadership evaluation to provide the evaluation of digital leaders Important clues help formulate future training and development plans.

4. Network environmental administration and digital networking is at a relatively high level. The research results show that in terms of specific issues, the following is the ranking from the highest to the lowest level: "the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the organization or user or the user "Demand" is at the highest level. "the object of network environment management is digital networks" are all medium level. The reason for this situation is that with the rapid development of digital technology, The introduction and optimization of automated management tools and strategies are the key to improving network environment management and digital network efficiency. The results were consistent with the research of Wang Shuhu and Wang Yining (2021, p.76) and Liang Juan (2024, p.2-34). Strengthening the formulation and implementation of network

security strategies to ensure the compliance of the network environment is the cornerstone to improve network environment management and digital network security. The results were consistent with the research of Wang Chenhan, Yang Manfu and Zeng Huiyue, and Fang TAIMIN (2019, p.10-54). Actively embrace cloud computing and promoting the deployment of concentration and hybrid network architecture is an important way to improve network environment management and digital network flexibility. Results were consistent with the study of Sampson and Wassell (1999, p.123-124). Therefore, by implementing automated management tools, strengthening network security strategies and compliance, and promoting the combination and hybrid network architecture, enterprises can significantly improve the efficiency, security and flexibility of network environment management and digital networks, and continue Development and innovation lays a solid foundation.

5. Digital calculate creation is at a relatively high level. The research results show that in terms of specific issues, the following is the ranking from the highest to the lowest level: The development of digital computing can involve the knowledge in the field of computer science is at the highest level. "digital computing creation includes testing", The stage of evaluation and improvement "is at medium level." digital computing development can involve knowledge in the field of electronic engineering "is at the lowest level. According to the data analysis results of the questionnaire survey, school managers should be committed to establishing a comprehensive digital vegetarian training system to enhance the digital skills and application capabilities of teachers and students in the school. Results were consistent with the research of Murphy and Gunnten (1997, p.27) and Scholax Xiao YUMIN (2008, p.37-38). School managers should actively adopt data -driven methods to make decisions to improve management efficiency and decision quality. The results were consistent with the research of Xie Zhongxin and Zhang Jiping (2009, p.217) School managers should strive to build an open and shared digital culture ecology, promote the knowledge exchanges and resource sharing between teachers and students Results were consistent with the research of Wang Lu (2010, p.121) and Sun Zhenxiang (2010 p.195). In summary, the administrative personnel of the Guangdong Provincial School showed a relatively balanced overall performance in the creation of digital computing,

established a comprehensive digital nourishment training system, promoted data - driven decision -making formulation, and built open and shared digital culture ecology (Zhao Leilei, 2016, p.316). This is the digital leadership of digital leadership. Evaluation provides important clues. Open and shared digital culture ecology can break the traditional teaching barriers and encourage teachers and students to actively participate in knowledge creation and sharing. This atmosphere can stimulate the innovative vitality of teachers and students, promote the innovative development of school education. In the process of participating in digital culture construction, teachers and students can feel the warmth and care of the school, and more actively contribute their own strength to the development of the school (Dong Tongqiang, 2020, p.223-224). And help formulate future training and development plans.

Part 2: the models for digital leadership development for school administrators in Guangdong

The models for digital leadership development for school administrators in five aspects, which contain 25 measures. There are 5 measures for Improving Digital visoin and role model, 5 measures for disseminating Digital communication, 5 measures for promoting Digital Knowledge and skills, 5 measures for optimizing Environmental administration and digital networking, and 5 measures for supporting Digital calculate creation.

1. Exploration of Digital Leadership Improving Digital visoin and role model of Guangdong School Administrators

The findings of the study show that the digital leadership of Guangdong school administrators in Digital visoin and role model is at a medium level, the 1) Actively promote the application of digital visoins in schools, provide rich and intuitive learning experience, incorporate education strategies, clarify its positioning, and provide diversified learning resources and educational tools; 2) Formulate clear roles and standard/role mode to ensure the quality, suitability, accuracy, and legitimacy of the visoin content, including all aspects of the visoin, including topics, production, editing, review, and release; 3) Encourage teachers and students to play creativity, try different themes and expression forms, pay attention to the diversity and innovation of digital visoins, and create an atmosphere of support and encourage

innovation. (YanJianHua, 2009, p.16-22) Encourage the participation and cooperation of teachers and students, provide training, technical support and resources, and jointly promote the application and development of digital visoins; 4) Regularly evaluate the application effects of digital visoin, collect feedback, make continuous improvement based on the adjustment of the evaluation results and optimize the digital view and role mode, and monitor the use of digital visoin; 5) Evaluate and improve the quality of digital visoins, make adjustments and improvements in time, improve the digital video processing and editing ability of teachers, and ensure the quality and effectiveness of digital visoins, long -term preservation and archiving, security and privacy protection. This is consistent with the findings of a number of studies. For example, a study by Professors Wang Youmei and Wu Haiyan. (2007, p.231) found that actively promoting the use of digital visualisation in schools can provide students with a rich and intuitive learning experience. Through digital visualisation, students can gain a deeper understanding of abstract concepts and express their ideas in a variety of ways (Liu Meifeng, 2009 p.31-33). Digital visuals can also stimulate students' creativity and innovative thinking, and encourage their active participation and collaboration in the learning process.

2. Exploration of Digital Leadership Promoting Digital Knowledge and Skills among Guangdong School Administrators

The findings of the study show that the digital leadership of Guangdong school administrators is at a medium level in terms of Digital Knowledge and skills.

- 1) Strengthen the investment in digital communication equipment, including various hardware equipment and software platforms to provide better communication conditions.
- 2) Establish a complete set of digital communication roles and use guidance, including how to use digital communication tools and protect personal privacy to ensure the healthy development of digital communication in schools.
- 3) Take effective measures to protect personal information and data security.
- 4) Strengthen digital communication education and training, strengthen supervision and standardize digital communication behaviors, and advocate maintaining good etiquette and attitudes in digital communication to improve their information literacy and digital learning capabilities, and cultivate good interpersonal relationships and social

capabilities. (Professor Su Lu, 2012, p.76). 5) Regularly evaluate the application effect of digital communication, and adjust and optimize based on the evaluation results to better serve the school's educational goals. Zhang Jingtao and Du Yuan (2009, p.39)

3. Exploring Digital Leadership Optimising Environmental Administration and Digital Networking for Guangdong School Administrators

The results of the study indicate that the digital leadership of Guangdong school administrators is at a moderate level in terms of environmental management and digital networking. 1) Support school management to actively learn and master digital knowledge through education, training and practical operations, and encourage continuous learning and updating digital knowledge to adapt to the changing technical environment. 2) Apply digital knowledge and skills to reality, including using digital skills in education, occupation and daily life to create value, improve work efficiency, and master digital skills through practical operations. 3) Remind school management in the digital era to pay attention to information security and privacy protection issues, understand and master relevant security knowledge and skills to ensure the security of personal information and data, and avoid risks such as cyber attacks and data leakage. 4) In the era of digitalization, school management needs to have information literacy and data analysis capabilities to better screen, evaluate and use information, find laws and trends from massive data, and make wise decisions; 5) Strengthen the training and publicity of digital skills, promote school management to better master digital skills, improve their information literacy and digital learning ability to meet the needs of the digital era. This is consistent with the findings of a number of studies. For example, a study by Professor Li Hua and Li Hao (2017, p.239) found that supporting school leaders to actively learn and acquire digital literacy through education, training and practice is one of the keys to improving digital literacy.(Xiao Yumin, 2008 p.139) He emphasised the need for school administrators to continuously learn and update their digital skills in order to adapt to the changing technological environment. Through hands-on practice, school administrators can apply digital knowledge and skills in their education, careers and daily lives to create value, improve efficiency and acquire digital literacy through practical exercises.

4. Exploring Digital Leadership Optimising Environmental Administration and Digital Networking for Guangdong School Administrators

The results of the study indicate that the digital leadership of Guangdong school administrators is at a moderate level in terms of environmental management and digital networking. 1) Establish a comprehensive network planning, architecture design and management strategies, and build an efficient network architecture and digital resource co-construction and sharing; 2) Pay attention to security risks and threats in the network environment, strengthen network security management, clarify responsibilities and operating norms, and implement strict security strategies and measures. Establish a comprehensive network management system, regulations, emergency plans and measures (Wang Shuhua and Wang Yining (2020, p.39-40); 3) Optimize the use and management of network resources to ensure that network resources can meet demand and achieve efficient utilization; 4) Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support. Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises; (Zhao Leilei, 2017, p.113-114) 5) Strengthen network performance monitoring and optimization, discover and solve network problems in a timely manner to ensure the reliability and stability of the network. This is consistent with the findings of a number of studies. For example, Professor Bian Qi and Tian Zhenqing stressed the importance of actively promoting digital education and innovative practices through digital networks. (2016, p.13-14) She recommends the use of digital networks to provide personalised learning experiences and support, to promote sustainable development and the informatisation of education, and to strengthen collaborative relationships with partners and external agencies.

5. Exploring Digital Leadership Supporting Digital calculate Creation for Guangdong School Administrators

The results of the study indicate that the digital leadership of Guangdong school administrators is at a medium level in terms of creating digital calendars. 1) Investment resources Establish a stable, efficient, safe infrastructure and teaching

system, including the construction of basic curriculum construction, educational goals, improvement of education quality, and targets and positioning of digital computing to support digital computing; 2) Improve the value of practical teaching and project experience in digital computing education, encourage students to participate in practical projects and competitions, enhance the ability to solve practical problems, timely pay attention to emerging technologies and market trends, and update the content of the curriculum to enable students to master cutting -edge knowledge and Skill; 3) Provide teachers with opportunities for training and training related to computer science, enhance their professionalism and teaching skills, and encourage teachers to conduct academic exchanges and cooperation, strengthen cooperation and exchanges with industry, research institutions and other fields, jointly promote digital calculations Technology development and application; 4) Improve school management's understanding and application ability of computer science to better promote the development of digital computing. Establish an evaluation and feedback mechanism, timely understand the effects and problems of digital computing education, and continue to improve and optimize; 5) Encourage teachers and students to participate in computer scientific competitions and innovation projects, encourage teachers and students to carry out innovation and entrepreneurship in the field of digital computing, and provide relevant policy support and platforms. (Zhang Jingtao and Du Yuan, 2009, p.39) Improve innovation ability and practical level. This is consistent with the findings of a number of studies. For example, Professor Shan Yun Fong emphasised aspects of building infrastructure and teaching and learning systems, enhancing the value of practical teaching and learning, providing training and exchange opportunities (2015 P326)for teachers, enhancing the understanding and application of computer science by school management, and encouraging teachers and students to engage in innovation in the context of digital computing education.

Part 3: the suitability and feasibility of models for digital leadership development for school administrators in Guangdong

The suitability and feasibility of Improving Digital vision and role model was at a highest level. The results of the study show that the advent of the digital era has made video an important mode of information dissemination. In the field of

education, school management needs to respond to the trend of digital video and develop a suitable digital view and role model to meet this challenge. Firstly, school management should recognise the value of digital video in education and incorporate it into the school's development strategy. They need to clarify the objectives and positioning of digital video to ensure that it is consistent with the school's educational philosophy and goals. This will enable digital video to become an effective tool for school education, which will help improve the quality of teaching and students' learning. Secondly, it is crucial to develop a comprehensive set of digital views and role models. This includes roles on video selection, production, editing, auditing, publishing and utilisation. With clear roles, the quality and appropriateness of video content can be ensured and undesirable or misleading content can be avoided. At the same time, it can also help to improve the professionalism and efficiency of video production and enhance the competence of school management in the application of digital video. In conclusion, school management plays a leading and driving role in the application of digital video. They need to have digital leadership and focus on the development and optimisation of digital views and role models to better serve students' learning and development. By enhancing digital vision and role models, school management can provide effective guidance and support for the digital transformation of schools. In this context, it becomes particularly important to enhance the applicability and feasibility of digital vision and role models.

The suitability and feasibility Disseminating Digital communication was a highest level. The results of the study show that digital communication is an important way of communication, which affects people's life and learning all the time. The development of digital communication brings us broader communication channels and more convenient ways of communication. First of all, we should make full use of digital communication tools and platforms, such as social media, email, instant messenger and so on. These tools provide us with opportunities to communicate with others quickly and easily. We can share our life with our friends through social media, collaborate with our colleagues at work through email, and communicate with our teachers or classmates in our studies through instant messengers. Individuals should be proficient in the use of these tools to improve the efficiency and quality of

communication. Secondly, individuals should focus on civilised language when using digital communication tools, respecting the views of others and avoiding the use of offensive language and expressions. In addition, individuals should also pay attention to cybersecurity, protect their privacy and personal information, and avoid cyberfraud and infringement.

In addition, digital communications provide more opportunities and resources for learning. Through online learning platforms and educational resource websites, we can access a wealth of learning materials and programmes anytime and anywhere. At the same time, digital communication also provides a platform for students to engage in academic exchanges and co-operation with their teachers and classmates, and promotes interaction and sharing of learning. However, we should also be aware of the negative impacts of digital communication. Over-reliance on digital communication may cause individuals to be disconnected from real life and affect interpersonal and communication skills. Therefore, it is important for individuals to strike a balance when using digital communication tools to maintain face-to-face communication and interaction with others. Finally, schools also play an important role in digital communication. Schools should enhance education on digital communication, use digital communication tools to communicate effectively with parents, and promote co-operation and co-development between schools and families. Through Disseminating Digital communication, school management can provide effective guidance and support for the digital transformation of schools. In this context, the applicability and feasibility of Disseminating Digital communication becomes particularly important.

The suitability and feasibility promoting Digital Knowledge and skills was a highest level. The findings of the study show that promoting Digital Knowledge and skills, strengthening school management's Digital leadership training, management plays a key role in the digital transformation of schools. Through training, the digital thinking, strategic planning and organisational coordination skills of the management are enhanced so that they can better lead the digital development of the school. Establish a digital school culture and promote digital communication and cooperation between teachers and students. Schools should create a positive digital campus

environment and encourage teachers and students to interact, share and learn on digital platforms. Through the establishment of digital communication platforms and digital activities, cooperation and common growth between teachers and students are promoted. In conclusion, digital knowledge and skills are important for individuals in education, career development and life. Based on the digital leadership development model for school management, we need to start from several aspects, focusing on cultivating students' digital literacy, encouraging teachers to use digital technology to improve the quality of teaching and learning, strengthening digital leadership training for management, and establishing a digital campus culture. Through the implementation of these measures, we will be able to better respond to the challenges and opportunities of the digital era and provide students with better education and development opportunities. Against this background, the applicability and feasibility of promoting Digital Knowledge and skills becomes particularly important.

The suitability and feasibility optimising Environmental administration and digital networking was a highest level. The results of the study showed that optimising Environmental administration and digital networking, the development of digital networking has enabled schools to have rich educational resources and online learning platforms. Schools should make full use of digital networking to provide diversified teaching resources and learning opportunities, and to promote interaction and cooperation between teachers and students. At the same time, schools should also strengthen the management of network bandwidth, storage space and other resources to ensure that the network resources can meet the needs of education and teaching and be reasonably allocated to various departments and users. In addition, schools should actively promote digital education and innovative practices. Digital networks bring more possibilities and opportunities for education. Schools can innovate teaching methods and forms and provide personalised learning experiences and support through digital technologies and tools. At the same time, schools can also expand students' learning resources and practical opportunities through online education platforms and virtual laboratories, etc. to promote their all-round development. Finally, schools should establish partnerships with relevant

organisations and enterprises to jointly promote the management of online environments and the development of digital networks. Through co-operation with external partners, schools can obtain more resources and support to jointly solve the challenges and problems in network environment management. In conclusion, the goal of network environment management is to optimise the use of network resources and improve the reliability, stability and security of the network. To this end, schools should establish a sound network planning and management mechanism, strengthen network security and data protection, optimise the utilisation and management of network resources, actively promote digital education and innovative practices, and establish cooperative relationships with relevant institutions and enterprises. Through these measures, schools can better utilise the role of digital networks, enhance the quality of education and teaching, and promote the all-round development of students. Against this background, the applicability and feasibility of OPTIMISING Environmental administration and digital networking becomes particularly important.

The suitability and feasibility supporting Digital calculate creation was a highest level. The results of the study showed that for the school management, the goal of digital computing creation is to master the basics of computer science, including knowledge of data structures, algorithms, design and analysis, programming languages, and so on. design and analysis, and programming languages. Understanding these fundamentals can help us better understand and apply the principles and techniques of digital computing. Continuously learn and update technical knowledge, cultivate problem solving and innovation ability, and be good at analysing and solving difficulties encountered in digital computing. At the same time, we should encourage innovative thinking and be willing to try new ideas and methods to enhance the efficiency and value of digital computing through innovation. Focus on teamwork and communication skills, and promote responsibility and ethical awareness. The creation of Digital Calculus requires that through these recommendations, we will be able to better carry out the creation of Digital Calculus and bring more value and innovation to education, business and society. In this context, supporting the applicability and feasibility of Digital calculate creation becomes particularly important.

Recommendations

Implications

The research results showed that the recommendations about models for digital leadership development for school administrators in Guangdong are as follows:

1. In terms of Digital vision and role model. the survey results show that the lowest score is "role models can be derived based on expert knowledge, statistics, domain experience". Researchers can enhance the collection and sorting of expert knowledge and experience to ensure that it appropriately. It is applied to the development of the roles model; the development process of machine learning and artificial intelligence technology is introduced into the development process of the roles model, and the system is driven by data-driven methods. Digital environment; promote cooperation between multiple disciplines to share knowledge and experience; encourage practical and experience research to apply roles-based models to the real world Chinese cases and evaluate and verify them. This helps verify the effectiveness and feasibility of the model, and provides evidence for further improvement.

2. In terms of Digital communication. the survey results show that the lowest score is "common terms in digital communications include error control". Researchers should be strengthen education and training in the digital communication field, provide clear and easy-to-understand textbooks and training courses; establish an information sharing platform or community to promote the spread of knowledge in the field of digital communication; simplify and standardize the terms in digital communication. Perform empirical research to verify the effectiveness and feasibility of verification error control in practical applications. By collecting and sharing successful application cases, practitioners can enhance their knowledge and confidence in these terms to promote their application in practice to promote their learning and application in the field of digital communication. Through education, information sharing, terms simplification, support tools and empirical research.

3. In terms of Digital knowledge and skills. the survey results show that the lowest score is "digital knowledge has increased awareness of privacy protection". Researchers should be raise awareness of people's digital knowledge and skills,

particularly with regard to privacy protection, through education and outreach activities; Researchers can develop practical tools and guidance materials to help people better understand and address the challenges of privacy protection; participate in the development and improvement of relevant laws, regulations and policies to strengthen the regulation and protection of privacy protection; advocate individual responsibility and autonomy for their own privacy protection. At the same time, sharing successful privacy protection cases can encourage more people to pay attention to and value the privacy protection issue, and promote the awareness and importance of privacy protection in the whole society.

4. In terms of Environmental administration and networking. the survey results show that the lowest score is "the object of network environment management is the digital network". Researchers should make it clear that the object of network environment management is digital network and define its scope and boundaries; challenges and management needs of digital networks; study and explore the best practices of digital network management, and make corresponding recommendations and guidance. promote interdisciplinary collaboration to bring together experts from different fields to work on solutions. Researchers can focus on the group of managers of digital network environment management and provide training and guidance to enhance their digital literacy and management capabilities exploring best practices, collaborating across disciplines, and enhancing managerial literacy, the level and effectiveness of digital network environment management can be improved to provide effective support and guidance for network management in the digital.

5. In terms of Digital calculate creation. the survey results show that the lowest score is "in the process of creating digital computing, it is necessary to create an appropriate design". Researchers should emphasise the importance of design in the creation of digital computing. the creation of digital computing involves knowledge and techniques from multiple fields, and researchers can promote interdisciplinary collaboration with experts from design, computer science, engineering and other fields. researchers can collect and share successful digital computing design cases and experiences. This can be done in the form of academic papers, technical reports, workshops, etc. By sharing practical experiences; Researchers can promote education

and training in digital computing design to help researchers and practitioners master relevant design methods and skills.

Future Researches

The future research directions of the digital leadership model for school administrators in Guangdong can include the following aspects:

1. Digital teaching and learning: Further explore effective strategies and methods of digital teaching and learning, including teacher training, student participation and the development of teaching resources. Investigate how to improve students' learning outcomes and capacity for innovation through digital teaching and learning.

2. Digital assessment and monitoring: Digital assessment and monitoring Study the evaluation and monitoring methods of digital leadership to understand the impact of digital leadership on school management and education quality. Investigate how to promote the development and optimisation of digital leadership through effective evaluation and monitoring.

3. Digital campus management and services: explore innovative models of digital campus management and services, including digital resource management, information decision support, and intelligent campus construction. Investigate how to improve school management efficiency and service quality through digital campus management and services.

4. Digital leadership and professional development of teachers: Investigate the impact and support of digital leadership on teachers' professional development. Explore the relationship between digital leadership and teachers' professional development, and study how to promote teachers' professional growth and innovation ability through digital leadership.

5. Digital leadership and school development strategies: Investigate the docking and integration of digital leadership and school development strategies. Investigate how digital leadership supports school development goals, planning and implementation, and how digital leadership can be integrated into the overall school development strategy.

In summary, models for developing the models for developing the digital leadership of school administrators of in Guangdong by conducting in-depth research on the above directions, we can gain a more comprehensive and in-depth understanding of the current situation and development trends of digital leadership among school administrators in Guangdong, providing practical theoretical guidance and practical experience for promoting the development of digital technology in school.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

Serial number	Name (Title)	The Sample Group
1	Professor Dr.He Zubin	Guangxi Normal University
2	Professor Dr.Zhou Shide	Shantou University
3	Professor Dr.Wang Linfa	Lingnan Normal College
4	Professor Dr.Li Xudan	Guangdong No. 2 Teachers College
5	Professor Dr.Jiao Jianli,	South China Normal University

Appendix B
Official Letter



RefNo. MHESI 0643.14/727

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. He Zubin, Guangxi Normal University

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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RefNo. MHESI 0643.14/728

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Dr. Zhou Shide, Shantou University

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Sincerely,

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Ref.No. MHESI 0643.14/729

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Wang Linfa, Lingnan Normal College

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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Ref.No. MHESI 0643.14/730

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear. Professor Dr. Li Xudan, Guangdong No. 2 Teachers College

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

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Ref.No. MHESI 0643.14/731

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Jiao Jianli, South China Normal University

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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RefNo. MHESI 0643.14/732

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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No	University and College
1.	Shantou Fenghua School
2.	Chaozhou Jinshan Experimental School
3.	Jieyang No. 3 Middle School
4.	Maoming No. 7 Middle School
5.	Yangjiang No. 2 Middle School
6.	Zhanjiang Xashan District Binhai School
7.	Meixian District No. 1 Middle School in Meizhou City
8.	Shaoguan Beijiang Middle School
9.	Yunfu No. 1 Junior High School
10.	Guicheng Junior High School in Foshan City
11.	Zhongshan Junior Experimental School in Zhongshan
12.	Dongguan Bolivian Foreign Language School in Dongguan City



Ref.No. MHESI 0643.14/746

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Leung Fung Yu, Shenzhen Secondary School, Shenzhen

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



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Dean of Graduate School

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Ref.No. MHESI 0643.14/745

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Liang Xiaofeng, Zhongshan Zhongshan Memorial Middle School Bilingual School, Zhongshan City

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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RefNo. MHESI 0643.14/744

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Xu Donglei, Foshan Dali Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI 0643.14/743

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Zhu Guilian, Chuanxi Secondary School, Wuchuan City

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI 0643.14/742

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Shi Lingyu, Jiangmen Heshan No. 2 Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Ref.No. MHESI 0643.14/741

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Chen Yuyuan, Meixi Middle School, Meizhou, China

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

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With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

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Ref.No. MHESI 0643.14/740

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Liu Guangyu, Guangdong Experimental Secondary School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Ref.No. MHESI 0643.14/739

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Xie Lili, Guangzhou Dexin Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI0643.14/738

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Zhou Ning, Yangjiang No. 1 Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

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Ref.No. MHESI 0643.14/737

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Li Yuan, Maoming No. 1 Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

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Ref.No. MHESI 0643.14/736

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Liang Wenzhen, Zhanjiang Leizhou No. 1 Secondary School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

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Ref.No. MHESI0643.14/735

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Yao Xuefei, Zhanjiang Xuwen Middle School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

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RefNo. MHESI 0643.14/734

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Cai Can, Zhanjiang No. 2 High School

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Digital Leadership Development Model for School Administrators in Guangdong"

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Ref.No. MHESI 0643.14/733

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Xie Kailin, Zhanjiang No. 1 Middle School

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Ref.No. MHESI 0643.14/747

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the Model

Dear Headmaster, Xiao Tongshou, Doumen Senior High School, Zhuhai, China

Mr.Chen Mingsheng is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Digital Leadership Development Model for School Administrators in Guangdong”

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Appendix C
Research Instrument

1. IOC

Questionnaire for Digital Leadership Development Model for School
Administrators in Guangdong

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
Training								
1	School administrators can clearly understand the form of video and use it for educational purposes.	1	1	1	1	1	1.0	Valid
2	School administrators believes that digital video is a form of video represented by digital signals and is widely used in education and teaching.	1	1	1	1	1	1.0	Valid
3	School administrators believe that digitised video is achieved by sampling and digitising analogue video signals.	1	1	0	1	1	0.8	Valid
4	School administrators believe that digitised video stored and transmitted digitally a series of discrete frames in digital form.	1	1	1	1	1	1.0	Valid
5	School administrators believe that digitised video has high image quality and accuracy.	1	0	1	1	1	0.8	Valid
6	School administrators believe that digital video can be processed, edited and played back on a	0	1	1	1	1	0.8	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
	variety of platforms, including computers and mobile devices.							
7	School administrators sees a role model as a model for reasoning and decision making based on a set of predefined roles or conditions.	1	1	0	1	1	0.8	Valid
8	School administrators sees a role model as a model that needs to be implemented based on a set of pre-defined roles or conditions.	1	1	1	1	1	1.0	Valid
9	School administrators believes that role models can be derived based on expert knowledge, statistics, domain experience.	1	0	1	1	1	0.8	Valid
10	School administrators think of role models as guiding computer systems to make predictions, judgements or actions.	1	0	1	1	1	0.8	Valid
11	School administrators believes that in the role model, logical reasoning is performed by matching input data with roles to produce appropriate output results.	1	1	1	0	1	0.8	Valid
12	School administrators believe that role models are commonly used in applications such as expert systems and decision support systems to facilitate problem solving and decision making in specific areas.	1	1	1	1	1	1.0	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
Digital communication								
1	School administrators believe that digital communication is a type of communication that affects people's lives and learning.	1	1	1	1	1	1.0	Valid
2	School administrators believe that digital communication is a means of communication that uses digital signals to transmit information.	1	0	1	1	1	0.8	Valid
3	School administrators believe that digital communication requires sampling and quantizing of analogue signals to convert continuous signals into discrete digital forms.	1	1	1	1	0	0.8	Valid
4	School administrators believe that digital communication is the transmission medium of digital signals through transmission media (such as cables, optical fibres, wireless channels, etc.) to the receiving end.	1	1	1	1	1	1.0	Valid
5	School administrators believe that digital communication has the characteristics of strong noise immunity and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.	1	1	0	1	1	0.8	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
6	School administrators believe that digital communication has the characteristics of stable transmission quality and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.	1	1	1	1	1	1.0	Valid
7	School administrators believe that digital communication has the characteristics of high reliability and is widely used in telephone, internet, mobile, satellite communication and other areas.	1	1	1	0	1	0.8	Valid
8	School administrators believe that a common term in digital communications is coder-decoder.	1	1	1	1	1	1.0	Valid
9	School administrators believe that common terms in digital communications include error control.	1	0	1	1	1	0.8	Valid
10	School administrators believe that common terms in digital communications include modulation method.	1	1	1	1	1	1.0	Valid
Digital Knowledge and skills								
1	School administrators believe that digital knowledge in the digital age will enable individuals to	1	1	0	1	1	0.8	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
	effectively access, evaluate, use and create digital information.							
2	School administrators believe that digital knowledge includes the ability to understand and use digital tools, technologies and resources.	1	1	1	1	1	1.0	Valid
3	School administrators believe that digital knowledge has increased awareness of digital security.	1	1	0	1	1	0.8	Valid
4	School administrators believe that digital knowledge has increased awareness of privacy protection.	1	1	1	1	1	1.0	Valid
5	School administrators believe that digital knowledge includes basic computer operation, Internet use, and other knowledge and skills.	1	1	1	1	1	1.0	Valid
6	School administrators believe that digital knowledge includes knowledge and skills in information search and filtering.	1	1	1	1	1	1.0	Valid
7	School administrators believe that digital knowledge includes knowledge and skills in data analysis.	1	1	0	1	1	0.8	Valid
8	School administrators believe that digital knowledge includes knowledge and skills in online communication.	1	0	1	1	1	0.8	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
9	School administrators believe that digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment.	0	1	1	1	1	0.8	Valid
10	School administrators believe that digital skills include skills in using computers and software and operating the Internet skills.	1	1	1	1	1	1.0	Valid
11	School administrators believe that digital skills include skills in social media skills.	1	0	1	1	1	0.8	Valid
12	School administrators consider digital skills to include skills in digital communication and collaboration skills.	1	1	1	1	1	1.0	Valid
13	School administrators consider digital skills to include skills such as doing things like data processing and analysis.	1	1	1	0	1	0.8	Valid
14	School administrators believe that digital skills are important for individuals in education, career development and life, to increase efficiency and adapt to the demands of the digital age.	1	1	1	1	1	1.0	Valid
15	School administrators believe that digital skills are important for individuals in education, career	1	0	1	1	1	0.8	Valid

No	Digital vision and role model	Experts					IOC	Validity
		1	2	3	4	5		
	development and life, not only to improve efficiency, but also to create value.							
Network environmental administration and digital networking								
1	School administrators believe that network environment management is a comprehensive management approach to managing digital networks to ensure network availability, security and performance.	1	1	1	1	1	1.0	Valid
2	School administrators believe that the object of network environment management is the digital network.	1	0	1	1	1	0.8	Valid
3	School administrators consider network environment management to include activities related to network performance monitoring.	1	1	1	1	1	1.0	Valid
4	School administrators believe that managing the network environment includes troubleshooting activities.	1	1	1	0	1	0.8	Valid
5	School administrators believe that managing the network environment includes security activities.	1	1	1	1	1	1.0	Valid
6	School administrators consider network environment management to include activities related to traffic management.	1	0	1	1	1	0.8	Valid

No	Digital vision and role model	Experts					IOC	Validity
		1	2	3	4	5		
7	School administrators believe that the goal of optimize the utilization of network resources is to optimise the use of network resources and improve the reliability, stability and security of the network to meet the needs of the organisation or users.	1	1	1	1	1	1.0	Valid
8	School administrators think of digital networks as systems connected by computers, communications equipment, and the Internet. It enables the transmit, share and exchange of data by connecting devices, services, and users together using digital technologies such as IP protocols and Internet standards.	1	1	1	1	1	1.0	Valid
9	School administrators believe that digital networks offer remote communication capabilities.	1	1	1	1	1	1.0	Valid
10	School administrators believe that digital networks offer opportunities for information transfer.	1	0	1	1	1	0.8	Valid
11	School administrators believe that digital networks as a way to resource sharing.	1	0	1	1	1	0.8	Valid
12	School administrators believe that digital networks offer opportunities for online entertainment.	1	1	1	1	1	1.0	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
13	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support e-mail applications.	0	1	1	1	1	0.8	Valid
14	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet to support web browsing applications.	1	1	1	1	1	1.0	Valid
15	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support video conferencing.	1	1	1	0	1	0.8	Valid
16	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support cloud storage applications.	1	1	1	1	1	1.0	Valid
Digital calculate creation								
1	School administrators believe that digital calculator creates the process of designing, developing and producing digital computing.	1	1	1	1	1	1.0	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
2	School administrators believe that numerical calculations is an electronic device that can perform numerical calculations.	1	1	1	1	1	1.0	Valid
3	School administrators believe that simple arithmetic can be performed using digital computing.	1	1	1	0	1	0.8	Valid
4	School administrators believe that digital computing typically consists of hardware and software.	1	1	1	1	1	1.0	Valid
5	School administrators believe that in the process of creating digital computing, it is necessary to determine the functional requirements of computing.	1	0	1	1	1	0.8	Valid
6	School administrators believe that in the process of creating digital computing, it is necessary to design appropriate hardware circuits.	1	1	1	1	1	1.0	Valid
7	School administrators believe that in the process of creating digital computing, it is necessary to create an appropriate design.	1	1	1	1	1	1.0	Valid
8	School administrators believe that in the process of creating digital computing, it is necessary to develop corresponding software to implement the calculations and operational functions.	1	1	1	1	1	1.0	Valid

No	Digital visoin and role model	Experts					IOC	Validity
		1	2	3	4	5		
9	School administrators believe that the development of numeracy involves a stages of testing, evaluation and improvement.	1	1	0	1	1	0.8	Valid
10	School administrators believe that the creation of digital computing must ensure that the performance of the computing is consistently and reliable.	1	1	1	1	1	1.0	Valid
11	School administrators believe that the development of digital computing can include knowledge in the field of electrical engineering.	1	1	1	1	1	1.0	Valid
12	School administrators believe that the development of digital computing can include computer science skills.	1	1	0	1	1	0.8	Valid
13	School administrators believe that the development of digital computing can include knowledge in the field of user interface design.	1	0	1	1	1	0.8	Valid
14	School administrators believe that digital computing was created to provide convenient, efficient and accurate computing power to meet the daily computing needs of users.	1	1	1	0	1	0.8	Valid

2. Surray Questionnaire

Surray Questionnaire on Digital leadership development model for school administrators in Guangdong

Instructions:

Greetings! In order to promote the development of digital leadership among school administrators in Guangdong Province, this survey aims to understand the actual situation and needs of school administrators in Guangdong Province in the field of digitalisation, and we sincerely invite you to participate in this survey. This survey will only be used for statistical analysis, and the results obtained will only be used for academic research, and will not involve the disclosure of any personal information. Thank you for your support!

Part 1. Personal Information:

Please select the one that best matches your actual situation.

1. gender

Male Female

2. Age

25-30 years old 31-35 years old 36-40 years old
 41-45 years old 46-50 years old 51-60 years old

3. years of experience in administrative management

2 years and below 3 - 5 years old
 6 - 10 years old 11 years and above

4. level of education

Bachelor's Degree Master's Degree
 Doctoral Degree

5. position

Professor Associate Professor
 Assistant Professor Lecturer

6. major: ()

Computer or Information Technology
 Non-Computer or Information Technology

7. The economic region to which the school belongs is: ()

- Eastern region Central region
 Western region North-eastern region

8. Your school is: ()

- senior middle school Middle school
 Primary school Secondary school

9. The area where the school is located is: ()

- City County town Rural

Part 2. Digital leadership of school administrators:

Please tick the appropriate level according to the actual degree of compliance, where "5" means "fully compliant"; "4" means "fully compliant"; "4" means "basically compliant"; "3" means "generally compliant"; "2" means "basically inconsistent"; "1" means "completely inconsistent" with the actual situation. "2" means "basically inconsistent" with the actual situation; "1" means "completely inconsistent" with the actual situation.

No.	Dependent Variable Name	5	4	3	2	1
	Digital visoin and role model					
1	School administrators can clearly understand the form of video and use it for educational purposes.					
2	School administrators believes that digital video is a form of video represented by digital signals and is widely used in education and teaching.					
3	School administrators believe that digitised video is achieved by sampling and digitising analogue video signals.					
4	School administrators believe that digitised video stored and transmitted digitally a series of discrete frames in digital form.					
5	School administrators believe that digitised video has high image quality and accuracy.					

No.	Dependent Variable Name	5	4	3	2	1
6	School administrators believe that digital video can be processed, edited and played back on a variety of platforms, including computers and mobile devices.					
7	School administrators sees a role model as a model for reasoning and decision making based on a set of predefined roles or conditions.					
8	School administrators sees a role model as a model that needs to be implemented based on a set of pre-defined roles or conditions.					
9	School administrators believes that role models can be derived based on expert knowledge, statistics, domain experience.					
10	School administrators think of role models as guiding computer systems to make predictions, judgements or actions.					
11	School administrators believes that in the role model, logical reasoning is performed by matching input data with roles to produce appropriate output results.					
	Digital communication					
1	School administrators believe that digital communication is a type of communication that affects people's lives and learning.					
2	School administrators believe that digital communication is a means of communication that uses digital signals to transmit information.					
3	School administrators believe that digital communication requires sampling and quantizing of analogue signals to convert continuous signals into discrete digital forms.					
4	School administrators believe that digital communication is the transmission medium of digital signals through					

No.	Dependent Variable Name	5	4	3	2	1
	transmission media (such as cables, optical fibres, wireless channels, etc.) to the receiving end.					
5	School administrators believe that digital communication has the characteristics of strong noise immunity and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.					
6	School administrators believe that digital communication has the characteristics of stable transmission quality and is widely used in telephone, Internet, mobile communication, satellite communication and other fields.					
7	School administrators believe that digital communication has the characteristics of high reliability and is widely used in telephone, internet, mobile, satellite communication and other areas.					
8	School administrators believe that a common term in digital communications is coder-decoder.					
9	School administrators believe that common terms in digital communications include error control.					
10	School administrators believe that common terms in digital communications include modulation method.					
	Digital Knowledge and skills					
1	School administrators believe that digital knowledge in the digital age will enable individuals to effectively access, evaluate, use and create digital information.					
2	School administrators believe that digital knowledge includes the ability to understand and use digital tools, technologies and resources.					
3	School administrators believe that digital knowledge has increased awareness of digital security.					
4	School administrators believe that digital knowledge has					

No.	Dependent Variable Name	5	4	3	2	1
	increased awareness of privacy protection.					
5	School administrators believe that digital knowledge includes basic computer operation, Internet use, and other knowledge and skills.					
6	School administrators believe that digital knowledge includes knowledge and skills in information search and filtering.					
7	School administrators believe that digital knowledge includes knowledge and skills in data analysis.					
8	School administrators believe that digital knowledge includes knowledge and skills in online communication.					
9	School administrators believe that digital skills enhance an individual's practical ability to apply and use digital tools, technologies and resources in a digital environment.					
10	School administrators believe that digital skills include skills in using computers and software and operating the Internet skills.					
11	School administrators believe that digital skills include skills in social media skills.					
12	School administrators consider digital skills to include skills in digital communication and collaboration skills.					
13	School administrators consider digital skills to include skills such as doing things like data processing and analysis.					
14	School administrators believe that digital skills are important for individuals in education, career development and life, to increase efficiency and adapt to the demands of the digital age.					
15	You think that digital skills are of great significance to individuals in education, career development and life, and in addition to improving efficiency and creating value.					

No.	Dependent Variable Name	5	4	3	2	1
	Network environmental administration and digital networking					
1	School administrators believe that network environment management is a comprehensive management approach to managing digital networks to ensure network availability, security and performance.					
2	School administrators believe that the object of network environment management is the digital network.					
3	School administrators consider network environment management to include activities related to network performance monitoring.					
4	School administrators believe that managing the network environment includes troubleshooting activities.					
5	School administrators believe that managing the network environment includes security activities.					
6	School administrators consider network environment management to include activities related to traffic management.					
7	School administrators believe that the goal of optimize the utilization of network resources is to optimise the use of network resources and improve the reliability, stability and security of the network to meet the needs of the organisation or users.					
8	School administrators think of digital networks as systems connected by computers, communications equipment, and the Internet. It enables the transmit, share and exchange of data by connecting devices, services, and users together using digital technologies such as IP protocols and Internet standards.					

No.	Dependent Variable Name	5	4	3	2	1
9	School administrators believe that digital networks offer remote communication capabilities.					
10	School administrators believe that digital networks offer opportunities for information transfer.					
11	School administrators believe that digital networks as a way to resource sharing.					
12	School administrators believe that digital networks offer opportunities for online entertainment.					
13	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support e-mail applications.					
14	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet to support web browsing applications.					
15	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support video conferencing.					
16	School administrators believe that digital networks can take the form of local area networks (LANs), wide area networks (WANs) or the Internet (Internet) to support cloud storage applications.					
	Digital calculate creation					
1	School administrators believe that digital calculator creates the process of designing, developing and producing digital computing.					
2	School administrators believe that numerical calculations is an electronic device that can perform numerical					

No.	Dependent Variable Name	5	4	3	2	1
	calculations.					
3	School administrators believe that simple arithmetic can be performed using digital computing.					
4	School administrators believe that digital computing typically consists of hardware and software.					
5	School administrators believe that in the process of creating digital computing, it is necessary to determine the functional requirements of computing.					
6	School administrators believe that in the process of creating digital computing, it is necessary to design appropriate hardware circuits.					
7	School administrators believe that in the process of creating digital computing, it is necessary to create an appropriate design.					
8	School administrators believe that in the process of creating digital computing, it is necessary to develop corresponding software to implement the calculations and operational functions.					
9	School administrators believe that the development of numeracy involves a stages of testing, evaluation and improvement.					
10	School administrators believe that the creation of digital computing must ensure that the performance of the computing is consistently and reliable.					
11	School administrators believe that the development of digital computing can include knowledge in the field of electrical engineering.					
12	School administrators believe that the development of digital computing can include computer science skills.					
13	School administrators believe that the development of					

No.	Dependent Variable Name	5	4	3	2	1
	digital computing can include knowledge in the field of user interface design.					
14	School administrators believe that digital computing was created to provide convenient, efficient and accurate computing power to meet the daily computing needs of users.					

3. Interview outline

Interview outline of Digital leadership development model for school administrators in Guangdong

Instructions:

This study will interview 24 school administrators from four administrative regions in Guangdong Province to understand the current status of digital leadership among school administrator. The respondents must meet the following criteria: 1) administrators who have been involved in school management in Guangdong Province for more than five years; 2) they are familiar with the operation of digital management and have a deeper understanding of digitalisation in schools; 3) they must be willing to participate in semi-structured interview recordings; and 4) they must be willing to review their own interview transcripts for verification purposes.

Part 1: Basic Informatior

1. InterviewerInterviewer Date

2. IntervieweeGender

Age.....years old

3. Education background

Position Level

4. Work place

Part 2: Digital leadership development model for school administrators in Guangdong.

Instruction: Please provide your opinion on the following statement

Content	Question
Digital visoin and role model	In your opinion,digital video can be processed,edited and played back on a variety of platforms,including computers and mobile devices,How about your suggestion in Digital visoin and role model?
Digital communication	In your opinion,digital communication is a type of communication that affects people's lives and learning,How about your suggestion in Digital communication?
Digital Knowledge and skills	In your opinion,digital skills are important for individuals in education,career development and life,to increase efficiency and adapt to the demands of the digital age,How about your suggestion in Digital Knowledge and skills?
Network environmental administration and digital networking	In your opinion,the goal of optimize the utilization of network resources is to optimise the use of network resources and improve the reliability,stability and security of the network to meet the needs of the organisation or users,How about your suggestion in Network environmental administration and digital networking?
Digital calculate creation	In your opinion,the development of digital computing can include computer science skills,How about your suggestion in Digital calculate creation?

3. Interview content

The research team conducted 24 interviews. Each interview was conducted one-on-one in a more private location where others could not overhear the conversation, ensuring that the interviewees were not disturbed by other factors.

The interview is as follows:

1. In your opinion, digital visoin can be processed, edited and played on a variety of platforms such as computers and mobile devices, How about your suggestions for digital visoin and role model?

Interviewee 1

With the rapid development of technology, digital visoin has become an integral part of our daily life and work. From a school management leadership perspective, I believe that digital visoin has tremendous potential and value, but it also needs to be managed and regulated carefully and strategically. Here are some of my suggestions for a digital visoin and roles model:

I . Digital Visoin

1) Content quality and diversity: Schools should pay attention to the production quality of digital visoin to ensure that the content is accurate, professional and attractive. In addition, it should cover various subjects and themes to meet the needs of different students.

2) Interactivity: Enhancing the interactivity of visoin is key to increasing student engagement. For example, questions, quizzes or discussion sessions can be set up to enable students to give real-time feedback and communicate with other students.

3) Technical optimisation: Ensure that the visoin format is compatible with a wide range of devices and network environments to avoid problems such as lag, delay or inability to play. Meanwhile, the brightness and resolution of the visoin should be optimised in consideration of students' visual health.

4) Copyright and Intellectual Property Rights: Clearly attribute the copyright of video content and respect originality and intellectual property rights. For externally purchased or shared content, legal usage rights should be ensured.

5) Teacher training: Provide teachers with training in digital visoin so that they are familiar with the process and techniques of producing, editing and distributing visoin. In this way, teachers can better guide students in using digital resources.

6) Evaluation and feedback: Regularly collect students' opinions and suggestions on Digital Visoin, and make timely adjustments and improvements. Meanwhile, the visoin content is regularly evaluated to ensure that it is consistent with the course objectives and students' learning needs.

7) Security and privacy protection: When collecting and using student visoin data, ensure that it complies with relevant laws and regulations, and inform students and parents. In addition, sensitive information should be encrypted and protected.

8) Cross-cultural communication: Consider the cultural background and diversity of the visoin content to avoid misunderstanding or offence due to cultural differences. At the same time, students are encouraged to use digital visoins for cross-cultural communication and collaboration.

9) Long-term preservation and archiving: In order to ensure the long-term availability of visoin content, a sound storage and backup mechanism should be established. In addition, regular quality checks should be conducted on the visoins to ensure their clarity and readability.

10) Environmental awareness: Minimise the impact on the environment during the production process. Choose renewable or recyclable consumables to reduce energy consumption, and dispose of waste equipment in an environmentally friendly manner.

II . roles Model

1) clarity: the roles should be clear, unambiguous and operable. Avoid ambiguity or ambiguity so that they can be accurately understood and implemented by all.

2) Fairness: Ensure that the roles apply to all people without gender, age, race or other discrimination. At the same time, penalties for non-compliance should be fair and consistent.

3) Transparency: The process of formulating, amending and enforcing roles should be open and transparent, allowing relevant parties to make comments and suggestions. In addition, violations and penalties should be announced in a timely manner.

4) Adaptability: As technology and the environment continue to change, the roles should be adjusted and improved accordingly. Ensure that they match the school's development strategy and external environment.

5) Flexibility: Under the premise of keeping the basic principles unchanged, a certain amount of flexibility is given to the specific operation or implementation of the special circumstances arising in the process of dealing with space.

6) Participation: teachers and students are encouraged to participate in the process of role making and modification in order to fully reflect their needs and expectations. This helps to improve the recognition and implementation of the roles.

7) Educational: roles are not only a constraint, but also a means of education. Through the formulation and enforcement of roles, students develop a sense of responsibility, self-discipline and moral awareness.

8) Technical security: Ensure the safe and stable operation of the digital system and platform, and take effective anti-virus, anti-hacker and other security measures. Meanwhile, regular security audits of systems and data are conducted.

9) Emergency plan: For possible emergencies or unexpected events (such as system failure, data leakage, etc.), formulate a detailed emergency plan and conduct drills. Ensure that when a crisis occurs, we can respond quickly and effectively.

10) Continuous Improvement: Regularly assess the effectiveness of the implementation of the roles, collect feedback and suggestions, and make timely adjustments and improvements. Through continuous improvement, improve the effectiveness and adaptability of the roles.

In summary, from a school leadership perspective, the digital landscape presents enormous opportunities and challenges for education. In order to realise its full potential and ensure its healthy and sustainable development, we need to develop a clear, fair, adaptable and sustainable governance model to regulate and manage this area. Through continuous research and practice, we believe that the

digital visoin will play an increasingly important role in education, contributing positively to the all-round development of students and the progress of society.

Interviewee 2

From a school leadership perspective, digital visoin has brought tremendous changes and opportunities to education. Digital visoin makes the dissemination of knowledge more convenient, intuitive and vivid, and can stimulate students' interest and engagement in learning. However, with the popularity of digital visoin, some problems and challenges have emerged, such as uneven content quality, copyright disputes and incompatibility of technology platforms.

Therefore, I have the following suggestions for the digital visoin and role model:

1) Content quality: Schools should formulate strict content verification standards to ensure the accuracy and authority of the digital visoin. At the same time, teachers and students should be encouraged to create high-quality content, and reward mechanisms should be provided.

2) Copyright protection: Strengthen education on copyright awareness and formulate clear regulations on the use of copyright. Establish an effective copyright management mechanism to protect the rights and interests of creators.

3) Technology platform: Choose a stable and easy-to-use technology platform to ensure smooth visoin playback and storage security. At the same time, pay attention to emerging technologies and constantly upgrade and optimise the technology platform.

4) Policies: Establish clear roles for the use of digital visoin, including uploading, auditing, playback and other aspects of the roles. Ensure that the roles are fair, transparent and workable.

5) Training and support: Provide training and technical support for teachers and students on digital visoin to improve their production level and skills. At the same time, pay attention to the feedback from teachers and students and continuously improve the training content and methods.

Interviewee 3

In today's digital age, visoin has become an important way of disseminating information. From the perspective of school management leadership, I believe that digital visoins have brought about great changes to education, but at the same time they need to be managed and regulated carefully and strategically.

Firstly, schools should pay attention to the production quality of digital visoins to ensure that the content is accurate, professional and engaging. At the same time, they should pay attention to the copyright of the visoins and respect originality and intellectual property rights. In addition, in order to better stimulate students' interest and participation, interactive elements can be added to set up Q&A, discussion or game sessions.

In terms of the role model, schools should set clear roles and systems, including the uploading, auditing and broadcasting of videos. The roles should be fair, transparent and operable, and teachers and students should be encouraged to actively participate in the process of formulating and revising the roles. At the same time, schools should strengthen the construction and maintenance of technical platforms to ensure smooth playback and safe storage of visoins.

In summary, the digital visoin and roles model requires comprehensive planning and management in schools. Through continuous exploration and practice, we believe that digital visoin will play an increasingly important role in the field of education.

Interviewee 4

From a school management leadership perspective, digital video has revolutionised education. Digital views make knowledge dissemination more convenient, intuitive and vivid, and can stimulate students' interest and engagement in learning. However, with the popularity of digital video, some problems and challenges have emerged, such as uneven quality of content, copyright disputes, and incompatibility of technology platforms.

I have the following suggestions for digital views:

Firstly, it is important to focus on the diversity and richness of content to meet the needs of different subjects and programmes. It is possible to co-operate

with teachers to develop video content with subject-specific features to enhance students' interest and participation in learning.

Secondly, it is necessary to pay attention to the format and quality of the videos so that they can be viewed well under different devices and network environments. At the same time, it is necessary to reasonably arrange the viewing time, control the length and frequency of the video, so as to avoid overburdening students with learning or creating a dependency mentality.

Finally, for the role model, clear roles and systems should be formulated, and supervision and management should be strengthened. At the same time, it is necessary to pay attention to students' feedback and suggestions, and continuously improve and perfect the role model.

To sum up, the digital view and the role model need comprehensive planning and management in schools. Through continuous exploration and practice, we believe that digital view will play an increasingly important role in the field of education.

Interviewee 5

In the digital era, visoins have become an important way of information dissemination. From the perspective of school management leadership, I think the digital visoin and roles mode are critical to the development of the school.

First, digital visoins brought huge changes to education. Through digital visoins, knowledge can be presented more vivid and intuitive to students, increasing their learning interest and participation. In order to give full play to the potential of digital visoins, I have the following suggestions:

1)Content quality: Make sure the accuracy, professionalism and attractiveness of the digital visoin. Cooperate with teachers to jointly create high - quality content to meet the needs of different disciplines.

2)Technical platform: Select a stable and easy -to -use technology platform to ensure the smooth playback and storage safety of the visoin. Pay attention to emerging technologies and continue to upgrade and optimize technology platforms.

3)Copyright protection: Strengthen the education of copyright consciousness and formulate clear regulations for copyright use. Establish an effective copyright

management mechanism to protect the rights and interests of the original creators.

4) Training and support: Provide digital view training and technical support for teachers and students, and improve their production level and skills. At the same time, pay attention to the feedback from teachers and students, and continuously improve the content and methods of training.

Secondly, the roles mode is critical to the norm and management of digital views. In order to ensure the sustainable development of the digital view, I have the following suggestions:

1) Clarity: The roles should be clear, clear and operable. Avoid vague or ambiguity so that everyone can accurately understand and execute.

2) Fairness: The roles should be applied to everyone, without gender, age, race or other discrimination. The punishment for illegal acts should be fair and consistent.

Interviewee 6

When facing digital visoins, school management leaders should first clarify the importance and advantages of digital visoins. It is not only convenient and fast, but also effectively improves the quality of teaching. But at the same time, it also brings a series of challenges, such as content quality, copyright issues, and incompatibility of technology platforms.

In response to these issues, I have the following suggestions:

1) Pay attention to content quality and ensure the accuracy and professionalism of digital views.

2) Formulate clear regulations for copyright use to protect the rights and interests of the original creators.

3) Select a stable and easy -to -use technology platform to ensure the smooth play and storage safety of the visoin.

4) Establish an effective roles mode, and clearly specify the uploading, review, and playback of visoin.

5) Strengthen training and technical support to improve the production level and skills of teachers and students.

3. In your opinion, digital skills are important for individuals in education,

career development and life, in addition to being able to improve efficiency, but also create value, How about your suggestions for digital knowledge and skills?

4. In your opinion, the goal of network environment management is to optimise the use of network resources and to improve the reliability, stability and security of the network to meet the needs of the organisation or the users, How about your suggestions for Network environmental administration and digital networking ?

5. In your opinion, the development of digital computing can involve knowledge from the field of computer science, what is your advice for digital calculate creation?

Interviewee 7

When facing digital videos, school management leaders should first clarify the importance and advantages of digital views. Digital videos can be processed, edited and played through a variety of platforms, which provides great convenience for the school. It is not only convenient and fast, but also effectively improves the quality of teaching and stimulates students' learning interest and participation.

However, the digital view also brings a series of challenges, such as uneven content, copyright disputes, and incompatibility of technology platforms. In order to give full play to the potential of digital views, I have the following suggestions:

First of all, schools should pay attention to the production quality of digital views to ensure accurate content, professional and attractiveness. Schools can cooperate with teachers to jointly create high -quality content to meet the needs of different disciplines. At the same time, the format and quality of the video should be paid attention to in order to achieve good viewing results in different devices and network environments.

Secondly, schools should strengthen the education of copyright consciousness and formulate clear regulations for copyright use. Establish an effective copyright management mechanism to protect the rights and interests of the original creators. At the same time, we should pay attention to emerging technologies, continuously upgrade and optimize technology platforms to ensure the smooth play and storage safety of the video.

Finally, the school should formulate clear roles and systems and strengthen supervision and management. The roles should be fair, transparent, operable, and encourage teachers and students to actively participate in the formulation and modification of the roles. At the same time, the construction and maintenance of the technical platform should be strengthened to ensure the smooth play and storage safety of the video.

In summary, the digital view and roles mode require the school to carry out comprehensive planning and management. Through continuous exploration and practice, we believe that digital views will play an increasingly important role in the field of education.

Interviewee 8

In today's digitalization, video has become an important way of information dissemination. From the perspective of school management leadership, I think digital views have brought huge changes to education. Digital videos can process, edit, and play a variety of platforms such as computers and mobile devices, which provides great convenience for school teaching and management.

First of all, digital views have brought revolutionary changes to knowledge communication. Through digital videos, teachers can present knowledge more vivid and intuitive, stimulate students' learning interest and participation. At the same time, digital views also make long -range education and online learning possible, breaking the limitation of time and space, and providing students with more flexible learning methods.

However, the digital view also brings a series of challenges. Among them, the quality of content is uneven is an important issue. Some video content may have errors or misleading information, while others may be too simple or not deep enough. Therefore, schools should attach importance to the quality of digital views to ensure accurate content, professional and attractiveness. At the same time, teacher training and technical support should be strengthened to improve their production level and skills.

In addition, copyright issues are also the focus of attention in digital views. The school shall formulate a clear regulations on the use of copyright and respect

the originality and intellectual property rights. At the same time, an effective copyright management mechanism should be established to protect the rights and interests of the original creators.

Finally, the role mode is also an indispensable part of the digital view. The school should formulate clear roles and systems, including the uploading, review, and playback of video. The roles should be fair, transparent, operable, and encourage teachers and students to actively participate in the formulation and modification of the roles. At the same time, supervision and management should be strengthened to ensure that the roles are effectively implemented.

In summary, the digital view and roles mode require the school to carry out comprehensive planning and management. Through continuous exploration and practice, we believe that digital views will play an increasingly important role in the field of education.

Interviewee 9

In the digital era, videos have become one of the main ways of information dissemination. For school management leaders, how to use digital videos to improve the quality of teaching and stimulate students' learning interest and participation is a issue worth thinking about.

First, school management leaders should pay attention to the role of digital views in education. Digital views are not only convenient and fast, but also can be processed, edited and played through a variety of platforms, providing the school with more flexible teaching methods. Schools should encourage teachers to actively explore the application of digital views, provide corresponding training and technical support, and improve their production level and skills.

Secondly, school management leaders should pay attention to the quality of digital view. When making digital views, you should pay attention to the accuracy and professionalism of the content, ensure that the video content meets teaching requirements, and can effectively convey knowledge. At the same time, the format and quality of the video should be paid attention to in order to achieve good viewing results in different devices and network environments.

In addition, school management leaders should also formulate clear roles

and systems to regulate and manage digital views. The roles should include the uploading, review, and playback of the video, and should be fair, transparent, and operable. At the same time, supervision and management should be strengthened to ensure that the roles are effectively implemented.

Finally, school management leaders should pay attention to students' feedback and suggestions. Students are one of the main audiences of digital views, and their feedback is of great significance to improving the quality and effect of digital views. Schools should actively collect students' feedback and suggestions, and timely adjust and improve the production and playback methods of digital views.

In summary, school management leaders should think and plan in many ways when facing digital videos to give full play to the potential of digital views. Through continuous exploration and practice, we believe that digital views will play an increasingly important role in the field of education.

Interviewee 10

In today's digitalization, videos have become one of the main ways of information dissemination. For school management leaders, how to use digital videos to improve the quality of teaching and stimulate students' learning interest and participation is a question worth thinking about. In my opinion, digital videos can process, edit, and play a variety of platforms such as computers and mobile devices, which provides great convenience for school teaching and management.

First, school management leaders should pay attention to the role of digital views in education. Digital views are not only convenient and fast, but also can be processed, edited and played through a variety of platforms, providing the school with more flexible teaching methods. For example, teachers can use digital views to make vivid and interesting courseware, or show students some difficult abstract concepts to students through videos. In addition, digital views can also break time and space restrictions, making it possible for distance education and online learning. Therefore, schools should encourage teachers to actively explore the application of digital views, provide corresponding training and technical support, and improve their production level and skills.

Secondly, school management leaders should pay attention to the quality of digital view. When making digital views, you should pay attention to the accuracy and professionalism of the content, ensure that the video content meets teaching requirements, and can effectively convey knowledge. At the same time, the format and quality of the video should be paid attention to in order to achieve good viewing results in different devices and network environments. In order to improve the quality of digital views, schools can develop some specifications and standards, such as resolution, format, duration, etc. of video. In addition, schools can also set up a special production team or outsourcing to professional production companies to ensure the quality and effect of digital view production.

In addition, school management leaders should also formulate clear roles and systems to regulate and manage digital views. The roles should include the uploading, review, and playback of the video, and should be fair, transparent, and operable. At the same time, supervision and management should be strengthened to ensure that the roles are effectively implemented. In order to ensure the sustainable development of digital views, the school should regularly evaluate and adjust the roles to meet the development of digital video technology and school needs.

Finally, school management leaders should pay attention to students' feedback and suggestions. Students are one of the main audiences of digital views, and their feedback is of great significance to improving the quality and effect of digital views. Therefore, schools should actively collect students' feedback and suggestions, and timely adjust and improve the production and playback methods of digital views. In addition, schools can also obtain students' satisfaction and needs for digital views through questionnaires and online evaluation, so as to better meet students' learning needs and improve the quality of teaching.

Interviewee 11

As an important aspect of school management, leadership plays a vital role in the digital era. When it comes to digital view and roles mode, I will provide some suggestions based on my experience and viewpoints.

First of all, for digital view processing, editing, and broadcasting, I think school managers should actively use a variety of platforms such as computers and

mobile devices to meet the needs of education and provide a better learning experience. Through digital videos, students can obtain more intuitive and vivid learning resources, helping them to better understand and apply their knowledge. Therefore, school managers should strengthen training for teachers so that they can be able to use these tools and can effectively apply them to teaching. In addition, the school should be equipped with necessary equipment and software and ensure that the network is stable so that students and teachers can smoothly perform digital video processing, editing and playback.

Secondly, regarding the roles model, school managers should formulate clear policies and specifications to ensure the safety and reasonable use of digital views. Digital videos provide more convenient learning resources, but at the same time, there are some potential risks, such as infringing the privacy or dissemination of other people's privacy. Therefore, school managers should advocate students to use digital views correctly and formulate clear use roles to promote good academic and moral values. At the same time, the school should also strengthen supervision and management to ensure that the roles are effectively implemented.

In addition, in the process of formulating the roles model, school managers should pay attention to the opinions and suggestions of widely soliciting teachers, students and parents. As direct participants and beneficiaries, they have unique insights and needs for the processing, editing and playback of digital views. By establishing an effective feedback mechanism, managers can better understand their expectations and needs, and make corresponding adjustments and improvements in a timely manner.

Finally, I think that school managers should pay attention to the development trend of digital views and roles models, and continue to update and improve relevant policies and specifications according to the actual situation. With the continuous progress and change of technology, the application of digital video will continue to expand and deepen. Managers should maintain their sensitivity to new technologies and innovation, actively follow the industry's dynamics, and adjust the management strategy in a timely manner to meet the changing needs.

In summary, the school managers should actively use a variety of platforms to strengthen the training of teachers, formulate clear policies and norms, and extensively solicit opinions from all parties. At the same time, managers should also pay attention to development trends and update and improve relevant policies and specifications in a timely manner to promote the effective application of digital videos in school management.

Interviewee 12

Digital video plays an important role in school management. Through computers and mobile devices such as a variety of platforms, it is processed, edited and played, and it provides students and teachers with rich and diverse learning resources and educational tools. In my opinion, the following are some suggestions on digital views and roles:

First, school managers should actively promote the application and use of digital video. Digital videos have an intuitive and vivid advantage, which can improve students' learning interest and participation. Managers should encourage teachers to use digital views flexibly, such as posting teaching videos through online teaching platforms, so that students can learn anytime, anywhere. In addition, schools can also collect and share high-quality video resources made by teachers by establishing a digital video library to provide more learning choices and reference.

Secondly, regarding the roles model, school managers should formulate clear policies and guidelines to promote safe and effective digital views. These roles should include protecting privacy, preventing infringement, and prohibition of dissemination of bad content. Managers should strengthen training for teachers and students and improve their legal awareness and responsibility awareness. In addition, schools should also establish a monitoring mechanism to timely detect and deal with illegal acts, and take appropriate corrective measures.

In addition, school managers should encourage teachers and students to use digital videos innovatively to explore more possibilities. They can promote students' independent learning and creative thinking through self-made teaching videos and student works. At the same time, managers should also provide necessary equipment and technical support to ensure high-quality production and smooth

playback of digital views.

Finally, school managers should regularly evaluate and reflect on the application effects of digital views and regular patterns, and make corresponding adjustments and improvements according to the actual situation. For example, you can organize related seminars and seminars to listen to the opinions and suggestions of teachers, students and parents to continuously optimize the use of digital videos and management models.

In short, digital video has great potential and role in school management. As a school manager, we should fully recognize this and actively promote the effective application of digital views and regular patterns. Only by carefully managing and standardizing can we maximize the maximum value of digital videos in school education.

Interviewee 13

The widespread application of digital videos has brought new opportunities and challenges to school management. When it comes to digital view and roles mode, I think the following suggestions are important for school managers.

First of all, school managers should actively promote the application of digital video, and process, edit and play through various platforms such as computers and mobile devices. Digital videos are intuitive and interactive, which can stimulate students' learning interest and participation. At the same time, school managers should encourage teachers to make full use of these platforms to create and share high -quality teaching resources. They can provide students' customized learning experience through online curriculum platforms and learning management systems.

Secondly, about digital views, school managers should be committed to providing diverse and high -quality digital view resources. This can include recording and editing teaching demonstration videos, short videos, and experimental operation videos. In order to ensure the reliability and effectiveness of digital view resources, school managers should establish a professional team responsible for the planning, production and maintenance of resources. In addition, school managers can encourage teachers to actively participate in the production of digital videos and provide corresponding training and support.

In terms of roles and models, school managers should establish clear policies and regulations to promote the reasonable use of digital videos. These roles include protecting the privacy of students and teachers, preventing copyright infringement, and prohibiting improper communication. Managers need to continuously strengthen their promotion to teachers and students, and improve their understanding and compliance of digital views and regular patterns. At the same time, school managers should also set up special institutions or committees to supervise and deal with digital view -related issues.

In addition, school managers should actively guide teachers and students to innovate digital videos. This includes encouraging teachers to adopt different teaching methods and methods to combine digital views with classroom teaching to improve learning effects and student participation. At the same time, the school should give students more autonomy and show their learning results by making and sharing their digital views.

Finally, school managers should continuously evaluate and reflect on the application effects of digital views and regular patterns, and continue to improve. They can organize feedback meetings of teachers, students and parents to understand their views and suggestions on digital videos. According to these feedback, school managers can adjust and improve relevant policies and regulations in time to adapt to changing digital education environments.

In summary, digital video processing, editing and playback through computers, mobile devices and other platforms provide strong tools for school management. School managers should actively promote digital video applications, provide diverse and high -quality digital view resources, and establish a clear regular mode. At the same time, they should guide teachers and students to use digital videos innovatively to continuously evaluate and improve related application effects. Only in this way can school managers give full play to the potential of digital videos in teaching and enhance students' learning experience and achievements.

Interviewee 14

The development of digital video has brought more opportunities and challenges to school management. I have the following suggestions for digital views and roles mode:

First, school managers should actively promote the application of digital video. Ensure that the school is equipped with appropriate computing devices and mobile devices, and provides necessary technical support and training to help teachers and students make full use of these platforms for processing, editing and broadcasting. Digital videos provide rich learning resources and educational tools. School managers should encourage teachers to create and share high -quality teaching videos, and promote students to learn independently through digital videos.

Secondly, regarding the roles model, school managers should formulate clear policies and guidelines to guide the use of digital videos. These roles should include protecting privacy, preventing adverse communication, and reasonable use of copyright materials. School managers should communicate extensively with teachers, parents and students, and solicit their opinions and suggestions to ensure that the formulation of the roles is fair, reasonable, and in line with educational goals.

At the same time, school managers should also pay attention to the use of monitoring and evaluating digital videos. By tracking data and feedback, they can understand the use of teaching resources and make adjustments as needed. Such a monitoring system can help school managers understand the needs of teachers and students, solve problems in a timely manner, and improve the application of digital video.

Finally, school managers should cooperate with the professional team to ensure the quality of digital views. They can invite professionals or peers to guide and train to improve the digital video processing and editing ability of teachers. In addition, school managers should also encourage mutual learning and sharing experience between teachers to form a good sharing and collaboration atmosphere.

In short, the application of digital video has brought new opportunities and challenges to school management. School managers should actively promote the application of digital video, formulate clear roles and guidelines, monitor and

evaluate the use of digital views, and cooperate with professional teams to ensure the quality and effectiveness of digital views. Only in this way can digital videos better serve school management and education.

Interviewee 15

The widespread application of digital videos has brought many opportunities and challenges to school management. From my perspective, in terms of digital view and roles, I have the following suggestions:

First of all, school managers should fully recognize the importance of digital videos and work closely with teachers to provide high-quality and diverse digital view resources. Digital videos can process, edit, and play a variety of platforms such as computers, mobile devices, and provide intuitive and vivid display methods for teaching. School managers should encourage teachers to actively explore and use these technologies, make attractive teaching videos, and can combine them with the course content to provide a richer learning experience.

Secondly, regarding the roles model, school managers should formulate clear policies and specifications to ensure the reasonable use of digital videos. These roles should include copyright protection, privacy protection, and content review. School managers should also strengthen the education of teachers and students, let them realize the morality and legal responsibilities of digital videos, and strictly implement relevant regulations. In addition, school managers should also provide necessary training and guidance to help the entire school community understand and abide by roles.

In addition, school managers should also pay attention to the evaluation and feedback of digital view and roles mode. By collecting feedback from teachers, students and parents, school managers can understand the actual application of digital videos and make adjustments and improvements in time. This includes inspection and maintenance of the operating status of digital equipment, promoting communication and sharing between teachers, and regular evaluation of teaching methods and resources.

In the end, school managers should also actively track the development trend of technology and continue to update digital views and regular patterns. Digital technology is evolving rapidly, and new platforms and tools are constantly emerging. School managers should maintain sensitivity and timely understand and use emerging technologies to provide more advanced digital views and more adapt to the roles mode of the times.

In summary, in terms of digital view and roles mode, school managers should promote the application of digital video, formulate clear policies and regulations, pay attention to evaluation and feedback, and actively track technological progress. Only in this way can digital videos play the greatest benefits in school management, providing more possibilities and innovative space for education.

Interviewee 16

The development of digital visoin has brought many opportunities and challenges to school management. As a school manager, I think there are the following suggestions in terms of digital visoins and roles:

First, school managers should actively promote the application of digital visoin. Digital videos can process, edit, and play a variety of platforms such as computers, mobile devices, and provide students with intuitive and vivid learning resources and educational tools. School managers should cooperate closely with teachers to encourage them to explore new technologies and create high -quality teaching videos. In addition, school managers should also provide teachers with corresponding training and support, allowing them to master the skills of digital view production and editing to provide more attractive and effective teaching content.

Secondly, regarding the roles model, school managers should formulate clear policies and regulations. This includes copyright protection, privacy protection, content review and other aspects. School managers should negotiate with teachers, parents and students to participate in the entire process of formulating roles to ensure the fairness, reasonable and adapting to practical needs of the roles. In addition, school managers should also strengthen their promotion of teachers and students, improve their legal awareness and responsibility awareness, and ensure that they comply with relevant regulations in the use of digital videos.

At the same time, school managers should pay attention to the diversity and quality of digital views. Digital videos should meet the teaching goals and requirements, which can stimulate students' learning interest and participation. School managers can encourage teachers to train multimedia production and cooperate with professional institutions or education platforms to provide high - quality digital view resources. In addition, school managers should also establish a feedback mechanism to regularly evaluate the use of digital views and listen to the opinions of teachers, students and parents to ensure the continuous improvement and optimization of digital views.

In addition, school managers should also focus on the digital literacy and safety education of teachers and students. The application of digital video requires teachers to have certain technical ability and creative thinking. Students also need to learn to use digital videos and network resources correctly. School managers should strengthen training for teachers and students, provide digital technology and network security education courses to help them improve digital literacy and maintain network security.

Finally, school managers should establish a cultural atmosphere of cooperation and sharing. The application of digital video is not only a matter of teachers, but also the overall support and cooperation of the school. School managers can organize training seminars and teaching exchange activities to encourage teachers to learn and share experiences with each other. In addition, school managers can also promote the cooperation between schools and other educational institutions and professionals, and jointly promote the development of digital views and regular models.

All in all, digital videos bring vast possibilities to school management through various platforms. As a school manager, we should actively promote the application of digital video, formulate clear roles and policies, pay attention to the diversity and quality of digital views, enhance the digital literacy and safety education of teachers and students, and create a cultural atmosphere of cooperation and sharing. Only in this way can digital videos truly serve the needs of school management and improve students' growth and education quality.

Interviewee 17

Digital videos have brought more teaching and learning opportunities to school management through the processing, editing and broadcasting of various platforms such as computers and mobile devices. In terms of digital views and roles mode, I have the following suggestions:

First, school managers should actively promote the application of digital video. Digital videos provide rich and diverse learning resources, which can stimulate students' learning interest and enhance the teaching effect. School managers can support teachers to use these platforms to create high -quality teaching videos, enrich teaching content, and provide more interactive and interesting teaching methods.

Secondly, regarding the roles and models, school managers should formulate clear policies and norms. These roles need to pay attention to copyright protection, information security and moral use. School managers should strengthen training for teachers and students, improve their legal awareness and moral literacy, ensure that the use of digital views meets the requirements, and pay attention to protecting personal privacy and information security.

In addition, school managers should also evaluate and improve the quality of digital views. By collecting feedback from teachers and students, school managers can understand the actual effects and problems of digital views, and adjust and improve in time. School managers can encourage teachers to share and communicate with experience, improve the level of digital view production and editing, and promote the continuous optimization of digital videos.

Finally, school managers should create an atmosphere of support and encourage innovation. Digital videos provide new opportunities for education innovation. School managers should support teachers' exploration spirit and innovative practice. School managers can encourage teachers to cooperate with students, create and share their own digital view works to cultivate students' creativity and expression ability.

In short, in terms of digital view and roles mode, school managers should actively promote the application of digital video, formulate clear policies and

specifications, pay attention to the quality and effect of digital views, and create an educational environment that supports and encourage innovation. Only in this way can digital videos give full play to their advantages in school management and improve the quality of teaching and the comprehensive literacy of students.

Interviewee 18

In today's information age, digital videos have become an important way of information dissemination. For school management, using digital videos can more intuitive and vividly convey knowledge, culture and values to students.

First, schools should pay attention to the quality of digital video. Through high -definition and stable video content, students can provide students with a better learning experience. At the same time, in the process of video production, we must pay attention to the depth and breadth of the content, not only to meet the learning needs of students, but also their interests and hobbies.

Secondly, the school needs to formulate an effective management roles. For the production, release and dissemination of digital videos, we need to follow relevant laws and regulations to avoid adverse content. At the same time, the copyright and privacy of the video also need to formulate corresponding management measures.

Finally, the school should make full use of the technical advantages of digital video. For example, through data analysis, understanding students' learning habits and interests; intelligent recommendations to provide students with personalized learning resources. At the same time, technologies such as video conferences can also be used to strengthen the connection and communication between schools and parents and communities.

In short, digital video is one of the important tools for school management. Through scientific and reasonable management measures, the advantages of digital videos can be better played and provided students with better learning experience and services.

Interviewee 19

Digital videos play an increasingly important role in today's education environment. For school management leaders, how to effectively use this tool and formulate corresponding roles and models is a key task.

First, schools should ensure the quality and content of digital videos. High - quality videos can provide better learning experience, attract students' attention, and increase their interest in learning. At the same time, the video content should be closely related to the course goal, which helps students understand and master knowledge.

Secondly, schools need to establish a clear set of digital video management roles. This includes the requirements of video creation, editing, release and storage. These roles should ensure the legality, accuracy and adaptability of the video content, and avoid misleading students or violating relevant laws and regulations.

In addition, schools should also encourage teachers and students to actively participate in the production and sharing of digital videos. By providing training and technical support, they can improve their video production skills and make digital videos richer and diverse.

Finally, the school should regularly evaluate the use of digital videos and make corresponding adjustments and improvements based on feedback. By continuously optimizing the management model of digital video, you can better serve students' learning and development.

Interviewee 20

School management leadership plays a vital role in the application of digital videos. In my opinion, I have the following suggestions for digital views and roles:

First, leaders should clarify the positioning of digital videos in school education. As an intuitive and vivid way of information transmission, video can greatly enrich students' learning experience. But at the same time, we cannot ignore the traditional education method. Video is just auxiliary tools, not alternatives.

Secondly, the leaders need to formulate a clear guidance policy on the roles and patterns of digital views. This includes the contents, formats, length and other aspects of video. For example, ensure that the video content is consistent with

the course goals, and avoid too complicated or lengthy videos to maintain students' attention.

In addition, leaders should pay attention to the copyright issues of digital videos. While encouraging teachers and students to create videos, we must also respect the intellectual property rights of others and avoid infringement. To this end, the school can provide relevant copyright knowledge and training for using licenses.

Finally, leaders should regularly evaluate the application effect of digital video and collect feedback from students, teachers and parents. Through continuous improvement and optimization, digital videos can better serve the school's educational goals.

In short, school management leaders play a key role in the formulation of digital view and roles. They need to consider many aspects such as technology, educational goals and student needs to formulate scientific and reasonable digital video application strategies.

Interviewee 21

School management plays a leading and promoting role in digital transformation. For the application of digital visoin, I have the following suggestions:

First, school management should clarify the strategic value of digital visoins. Digital visoins are not only a tool for spreading knowledge, but also an important means to cultivate students' digital literacy. Therefore, schools should incorporate digital visoin into the overall education development plan.

Secondly, schools need to formulate a complete set of digital views and regular patterns. This includes the requirements of video creation, editing, publishing, storage and utilization. Through clear roles, the adaptability, accuracy and legality of the video content can be ensured. At the same time, it also helps improve the quality and efficiency of visoin production.

In addition, school management should actively promote the participation and cooperation of teachers and students. By providing training, technical support, and resources, they encourage them to play their creativity and make more valuable digital videos. At the same time, we should also maintain communication with parents and communities to pay attention to the development of digital education

of students.

Finally, the school management should regularly evaluate the application effect of digital video, and continuously improved according to feedback. Through data analysis and experience summary, the digital view and roles are continuously improved to better serve students' learning and development.

Interviewee 22

From the perspective of school management digital leadership models, I think that in the application of digital visoins, there are suggestions on digital visoin and roles mode:

First of all, school management should fully recognize the potential and value of digital visoins in education. With the development of technology, digital visoins have become an important educational resource that can provide students with richer and more intuitive learning experience. Therefore, management should actively promote the application of digital video and incorporate them into the school's educational strategy.

Secondly, in order to ensure the quality and effect of digital visoins, the school needs to formulate a clear set of roles and standards. These roles should involve all aspects of video topics, production, editing, review, and release. Through standardized processes, the quality and adaptability of the visoin content can be ensured, and adverse or misleading content can be avoided.

In addition, management should pay attention to the diversity and innovation of digital visoins. Encourage teachers and students to play creativity and try different themes and expression forms. At the same time, it can cooperate with other schools, institutions or enterprises to share resources and technologies, and jointly promote the development of digital video.

Finally, management should regularly evaluate the application effect of digital visoin and collect feedback from students, teachers and parents. Through data analysis, understand the acceptance and influence of digital videos in students, as well as existing problems and room for improvement. Based on the evaluation results, constantly adjust and optimize the digital view and role mode to better serve the school's educational goals.

In short, school management plays an important role in the application of digital videos. They need to have digital leadership, actively lead and promote the development of digital videos, while paying attention to the formulation and evaluation and optimization of roles and standards. Through scientific and reasonable digital views and roles, it can better play the potential of digital videos in education and improve students' learning effects and experiences.

Interviewee 23

Digital videos play an increasingly important role in today's education environment. As a school management, we should actively respond to this trend, use digital leadership, and formulate scientific and reasonable digital views and roles.

First of all, management should clarify the strategic positioning of digital video. As an intuitive and vivid way of information transmission, video can stimulate students' learning interest and improve their participation. Therefore, schools should incorporate digital video into the overall education development plan and provide sufficient resources and development space for them.

Secondly, in order to ensure the quality and effect of digital videos, management needs to formulate a complete set of digital views and regular patterns. These roles should involve all aspects of video selection, production, editing, review, release, utilization and evaluation. Through standardized processes, the quality and adaptability of the video content can be ensured, and adverse or misleading content can be avoided. At the same time, it also helps improve the professionalism and efficiency of video production.

When formulating digital views and regular patterns, management needs to fully consider the needs and abilities of teachers and students. Provide necessary training and technical support to help them master video production skills, and make use of their creativity and imagination. At the same time, they are encouraged to actively participate in the production and sharing of digital videos to promote cooperation and exchanges between interdisciplinary disciplines.

In addition, management should pay attention to the diversity and innovation of digital videos. Encourage teachers and students to try different themes, forms and production styles. Through a variety of video content, it can meet the

interests and needs of different students and promote the development of personalized learning.

Finally, management should regularly evaluate the application effect of digital video. Collect feedback from students, teachers and parents to understand their acceptance and satisfaction with digital videos. Through data analysis, understand the influence and existence of digital videos in students. Based on the evaluation results, constantly adjust and optimize the digital view and role mode to better serve the school's educational goals.

Interviewee 24

In the digital era, videos have become an important way of information dissemination. For school management, how to cope with the development trend of digital video and formulating a reasonable digital view and role mode is an important task. First of all, management should recognize the value of digital videos in education and incorporate them into the school's development strategy. At the same time, it is necessary to clarify the goals and positioning of digital videos to ensure that it is consistent with the school's educational concepts and goals. Secondly, formulating a complete set of digital views and roles mode is very important. This includes regulations on the selection, production, editing, review, release and utilization of video. Through clear roles, the quality and adaptability of the video content can be ensured, and adverse or misleading content can be avoided. At the same time, it also helps improve the professionalism and efficiency of video production. In short, school management plays a leading and promoting role in the application of digital videos. They need to have digital leadership and focus on the formulation and optimization of digital views and regular patterns to better serve students' learning and development.

In summary, around the research theme of model for improving Digital visoin and role model of Digital leadership development for school administrators in Guangdong, the results are based on the responses of 24 respondents, Digital visoin and role model consisted of 5 guideline,as follows: 1)plication of digital visoin; 2)roles and tandard/role mode; 3)Innovation and diversity/training and support; 4)Evaluation

and optimization/evaluation and improvement/monitoring and evaluation and 5) Digital vision quality.

2. In your opinion, digital communication is a form of communication that affects people's life and learning at all times. How about your suggestions for digital communication?

Interviewee 1

In today's society, digital communication has penetrated into people's life and learning and become an indispensable part. As school management, we should not only pay attention to the technological development of digital communication, but also think about how to use it effectively in the field of education to improve the quality and efficiency of education.

Firstly, management should fully recognise the potential and value of digital communication. Digital communication technology has brought unprecedented convenience and possibilities to education, making the transmission of information faster, more accurate and richer. Through digital communication, teachers can communicate with students more effectively, answer doubts and provide guidance in a timely manner. Students can also access learning resources anytime, anywhere and arrange their own learning progress.

In order to give full play to the role of digital communication in education, the management needs to formulate appropriate strategies and norms. Firstly, schools should provide sufficient digital equipment and technical support to ensure that teachers and students have the basic conditions for using digital communication. At the same time, a comprehensive set of rules for digital communication should be established to clarify the purpose, mode and etiquette of use, so as to avoid the proliferation of information and disruption of the normal teaching order.

When formulating digital communication strategies, the management needs to give full consideration to the needs and characteristics of teachers and students. Teachers are one of the main applicants of digital communication. Schools should provide relevant training and technical support to help them familiarise themselves with various digital communication tools and master effective communication methods and skills. In addition, according to the learning habits and psychological

characteristics of students, the mode and frequency of digital communication should be reasonably arranged to avoid over-reliance or negative impact.

The management also needs to pay attention to the security and privacy protection of digital communication. With the popularity of digital communications, the risk of information security and privacy leakage increases. Schools should establish a sound information security system and strengthen equipment management and data protection measures to ensure that teachers' and students' personal information is not leaked or misused. At the same time, teachers and students should be educated to raise their awareness of information security and to master methods to prevent cyber attacks and protect personal privacy.

Finally, the management should regularly assess the effectiveness of the application of digital communication and collect feedback from students, teachers and parents. Through data analysis, it can understand the advantages and problems of digital communication in practical application, and provide a basis for further optimisation and improvement. At the same time, exchange and co-operation with other schools or educational institutions to share experience and make progress together.

In conclusion, school management plays a key role in the application of digital communication. They need to have digital leadership to actively lead and promote the development of digital communication in schools.

Interviewee 2

Digital communication has become part of our daily life, it is not just a way of communication, but also a way of life and learning. For school management, how to deal with the challenges and opportunities of digital communication is an issue that deserves in-depth consideration.

Firstly, management should recognise the value and impact of digital communication. Digital communication technology has changed the way information is disseminated, making it faster, easier and more efficient. This brings many possibilities for education, such as distance education and online learning. Schools can use digital communication technology to break the limitations of time and space and provide students with richer and more diversified learning resources and learning

methods.

Secondly, the management needs to formulate appropriate strategies and norms for the rational use of digital communication technologies. On the one hand, schools should provide sufficient digital equipment and network support to ensure that teachers and students can use digital communication tools properly. On the other hand, schools need to establish a set of comprehensive rules for digital communication, specifying the purpose, mode and etiquette of use, so as to avoid the proliferation of information and disruption of the normal teaching order.

In addition, the management also needs to pay attention to the security and privacy protection of digital communication. With the popularity of digital communication, the risk of information security and privacy leakage increases. Schools should establish a sound information security system and strengthen equipment management and data protection measures to ensure that teachers' and students' personal information is not leaked or misused. At the same time, teachers and students should be educated to raise their awareness of information security and to master methods to prevent cyber attacks and protect personal privacy.

Finally, the management should regularly assess the effectiveness of the application of digital communication. By collecting feedback from students, teachers and parents, they can understand their acceptance and satisfaction of digital communication. At the same time, it should communicate and co-operate with other schools or educational institutions to share experience and make progress together. Based on the evaluation results, continuously adjust and optimise the strategies and specifications of digital communication to better serve the educational objectives of the school.

Interviewee 3

It is undeniable that the development of digital communication has brought great impact on people's life and learning. As school management, we need to think seriously about how to make better use of digital communication technology to enhance the quality of education and create a better learning environment for students.

Firstly, schools should strengthen their investment in digital communication equipment to ensure that teachers and students have access to the latest and most advanced communication tools. This includes not only hardware devices such as computers and smartphones, but also various digital teaching platforms and software. By providing adequate equipment and resources, the widespread use of digital communication in schools can be facilitated.

Secondly, management should set clear roles and guidelines for digital communication. This includes how to use digital communication tools, on what occasions they can be used, and how to protect personal privacy. Through standardised management, problems such as information flooding and cyberbullying can be avoided to ensure the healthy development of digital communication in schools.

Finally, the management should actively carry out training and publicity activities on digital communication. It should help teachers master the skills and techniques of digital communication and improve their information literacy and digital teaching ability. At the same time, students should also be educated to use digital communication tools correctly and develop their information awareness and network safety consciousness.

In conclusion, school management plays an important role in the application of digital communication. By strengthening investment in equipment, formulating roles, and carrying out training and awareness-raising activities, the potential of digital communication in education can be better utilised to provide better support for students' learning and development.

Interviewee 4

The popularity of digital communication has changed the way of information transmission and has a profound impact on people's life and learning. As school management, we should recognise the importance of digital communication and actively respond to the challenges and opportunities it brings. Firstly, we should strengthen the investment in digital communication equipment to ensure that teachers and students have access to the latest and most advanced communication tools. This includes not only hardware devices such as computers and smartphones,

but also various digital teaching platforms and software. By providing adequate equipment and resources, the widespread use of digital communication in schools can be facilitated. Secondly, clear roles and guidelines for digital communication should be formulated. This includes how to use digital communication tools, on what occasions they can be used, and how to protect personal privacy. Through standardised management, problems such as information proliferation and cyberbullying can be avoided to ensure the healthy development of digital communication in schools.

Interviewee 5

The development of digital communication brings great convenience to people's lives and learning, but it also brings some challenges. For school management, we should actively respond to the challenges and opportunities brought by digital communication to better serve students. First of all, schools should strengthen the investment in digital communication equipment and provide better communication conditions for teachers and students. In addition, schools need to formulate corresponding digital communication roles to ensure the accuracy and timeliness of information transmission. Finally, the school should actively carry out digital communication training, improve the information quality of teachers and students, and better cope with the challenges brought by digital communication.

Interviewee 6

The development of digital communication has profoundly affected people's way of life and learning. It not only changed the way we communicate, but also greatly improved the efficiency and scope of information transmission. As a school management, we need to carefully consider how to use digital communication technology to improve the quality of education and create a better learning environment for students.

First of all, management should recognize the importance of digital communication in schools. Digital communication technology has brought many convenience to education, such as online courses, distance education, real-time interaction, etc. By making full use of these tools, schools can break through the restrictions of traditional classrooms and provide students with richer and more

diverse learning resources and learning methods.

In order to better play the role of digital communication, management needs to formulate corresponding strategies and specifications. On the one hand, schools should strengthen the investment in digital communication equipment to ensure that teachers and students have the basic conditions for using digital communication. On the other hand, establish a complete set of digital communication roles, clarify the purpose, methods, and etiquette to avoid information overflow and interfere with normal teaching order.

Management also needs to pay attention to the safety and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. The school should establish a sound information security system, strengthen equipment management and data protection measures, and ensure that the personal information of teachers and students is not leaked or abused. At the same time, education teachers and students improve their awareness of information security and master the methods of preventing network attacks and protecting personal privacy.

Finally, management should regularly evaluate the application effect of digital communication. By collecting feedback from students, teachers, and parents, they understand their acceptance and satisfaction with digital communication. At the same time, communicate and cooperate with other schools or education institutions to share experiences and make progress. Based on the results of the evaluation, the strategies and specifications of digital communication are constantly adjusted and optimized to better serve the school's educational goals.

In short, school management plays an important role in the application of digital communication. By strengthening measures such as equipment input, formulating roles, focusing on security and privacy protection, and regular evaluation, you can better give play to the potential of digital communication in education and provide better support for students' learning and development.

Interviewee 7

In today's society, digital communication has become an indispensable part of our lives and learning. It not only changed the way we communicate, but also greatly improved the efficiency and scope of information transmission. As a school management, we need to carefully consider how to cope with the challenges and opportunities brought by digital communication to better serve students.

First of all, management should strengthen the investment in digital communication equipment and provide better communication conditions for teachers and students. This includes hardware devices such as computers, smartphones, tablets, and various digital teaching platforms and software. By providing sufficient equipment and resources, the widespread application of digital communication in schools can be promoted, thereby improving teaching quality and efficiency.

Secondly, management needs to formulate clear digital communication roles and guidelines. This includes how to use digital communication tools, what occasions can be used, how to protect personal privacy, etc. Through standardized management, problems such as information flooding and cyberbullying can be avoided to ensure the healthy development of digital communication in schools. At the same time, these roles and guidelines also help improve the information literacy and digital learning ability of teachers and students.

In addition, management also needs to pay attention to the safety and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. The school should establish a sound information security system, strengthen equipment management and data protection measures, and ensure that the personal information of teachers and students is not leaked or abused. At the same time, education teachers and students improve their awareness of information security and master the methods of preventing network attacks and protecting personal privacy.

Finally, management should actively carry out training and publicity activities for digital communication. Help teachers master the skills and skills of digital communication, and improve their information literacy and digital teaching ability. At the same time, students should also be educated to correctly use digital communication tools to cultivate their information awareness and network security awareness. Through these measures, the potential of digital communication in education can be better played, providing better support for students' learning and development.

Interviewee 8

In today's era, digital communication has penetrated into people's lives and learning, and has become a new way of communication. It not only changed the way we passed and obtained information, but also greatly affected our way of thinking and behavior habits. As a school management, we need to carefully consider how to cope with the challenges and opportunities brought by digital communication to better serve students.

First of all, management should strengthen the investment in digital communication equipment and provide better communication conditions for teachers and students. This includes hardware devices such as computers, smartphones, tablets, and various digital teaching platforms and software. By providing sufficient equipment and resources, the widespread application of digital communication in schools can be promoted, thereby improving teaching quality and efficiency. In addition, schools should also actively promote the application of digital communication and encourage teachers and students to use digital tools for communication and learning.

Secondly, management needs to formulate clear digital communication roles and guidelines. This includes how to use digital communication tools, what occasions can be used, how to protect personal privacy, etc. Through standardized management, problems such as information flooding and cyberbullying can be avoided to ensure the healthy development of digital communication in schools. At the same time, these roles and guidelines also help improve the information literacy and digital learning ability of teachers and students. The school should conduct

regular training and publicity activities to convey the correct ways and precautions of digital communication to teachers and students.

In addition, management also needs to pay attention to the safety and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. The school should establish a sound information security system, strengthen equipment management and data protection measures, and ensure that the personal information of teachers and students is not leaked or abused. At the same time, education teachers and students improve their awareness of information security and master the methods of preventing network attacks and protecting personal privacy. The school should carry out regular network security education and training activities to increase the degree of understanding and importance of teachers and students' understanding and attention.

Finally, management should actively carry out training and publicity activities for digital communication. Help teachers master the skills and skills of digital communication, and improve their information literacy and digital teaching ability. At the same time, students should also be educated to correctly use digital communication tools to cultivate their information awareness and network security awareness. Through these measures, the potential of digital communication in education can be better played, providing better support for students' learning and development.

Interviewee 9

The development of digital communication has undoubtedly brought great convenience to our lives and learning. It not only changed the way we communicate, but also improved the efficiency and scope of information transmission. As a school management, I think we need to think and respond to the challenges and opportunities brought by digital communication in many ways.

First, digital communication equipment is the foundation. Management should ensure that the school has enough hardware devices, such as computers, smartphones, tablets, etc., and ensure that these equipment can be updated in a timely manner to meet changing communication needs. At the same time, it is

essential to provide a stable and high-speed network environment.

Secondly, formulating clear digital communication roles and guidelines is necessary. This includes not only how to use digital communication tools, but also how to protect personal privacy and how to avoid network bullying. Through standardized management, we can help students and faculty and staff to better understand and adapt to the digital communication environment.

In addition, we need to pay attention to the security and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. The school should establish a sound information security system, strengthen equipment management and data protection measures, and ensure that the personal information of teachers and students is not leaked or abused. At the same time, we also need to educate teachers and students to improve their awareness of information security, master the way to prevent network attacks and protect personal privacy.

Finally, training and publicity are also very important. We need to regularly carry out training and publicity activities for digital communication to help teachers and students master the skills and skills of digital communication, and improve their information literacy and digital learning ability. Through these measures, we can better use the potential of digital communication in education to provide better support for students' learning and development.

Interviewee 10

In today's society, digital communication has become an indispensable part of our lives and learning. It not only changed the way we communicate, but also greatly improved the efficiency and scope of information transmission. As a school management, we need to carefully consider how to cope with the challenges and opportunities brought by digital communication to better serve students.

First, digital communication equipment is the foundation. The school should ensure that there are sufficient hardware devices, such as computers, smartphones, tablets, etc., and ensure that these devices can be updated in time to meet changing communication needs. At the same time, it is essential to provide a stable and high-speed network environment.

Secondly, formulating clear digital communication roles and guidelines is necessary. This includes not only how to use digital communication tools, but also how to protect personal privacy and how to avoid network bullying. Through standardized management, we can help students and faculty and staff to better understand and adapt to the digital communication environment.

In addition, we need to pay attention to the security and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. The school should establish a sound information security system, strengthen equipment management and data protection measures, and ensure that the personal information of teachers and students is not leaked or abused. At the same time, we also need to educate teachers and students to improve their awareness of information security, master the way to prevent network attacks and protect personal privacy.

Finally, training and publicity are also very important. We need to regularly carry out training and publicity activities for digital communication to help teachers and students master the skills and skills of digital communication, and improve their information literacy and digital learning ability. Through these measures, we can better use the potential of digital communication in education to provide better support for students' learning and development.

Interviewee 11

As an emerging way of communication, digital communication has profoundly changed people's way of life and learning. It not only improves the efficiency and scope of information transmission, but also brings us a lot of convenience and innovation.

I have the following suggestions for digital communication. First of all, schools should strengthen the construction of digital facilities and provide a stable and high-speed network environment and necessary hardware equipment to meet the learning and work needs of students and faculty. Secondly, formulate clear digital communication roles and guidelines to help students and faculty and staff use digital communication tools correctly and securely to avoid network bullying and information security issues. In addition, schools should also strengthen the training

and publicity activities of digital communication, improve students' information literacy and digital learning ability, and cultivate their innovative consciousness and explore spirit.

Digital communication brings infinite possibilities for education. School management should actively embrace the opportunities and challenges brought by digital communication, and provide better support for students' learning and development.

Interviewee 12

As a school management, I deeply realize that digital communication has a huge impact on people's lives and learning. Digital communication is a fast, convenient, and efficient way of communication. It plays an important role in information transmission, knowledge acquisition, and communication and interaction. For this, I have the following suggestions:

First, actively promote the application of digital technology in education. By introducing tools such as smart devices, online learning platforms, and social media, we provide diversified learning resources to better meet students' personalized learning needs. This will provide students with broader knowledge channels and expand their learning space.

Second, strengthen the education and guidance of digital communication. In class, we should educate students to use digital communication tools correctly to guide them to make full use of network resources for learning and exchanges. At the same time, it is necessary to strengthen education in network security and information authenticity to cultivate students' network literacy and critical thinking ability.

Third, pay attention to the balance between digital communication and reality communication. Although digital communication brings a lot of convenience, it is also easy to put people into the virtual world and separate from reality. We need to guide students to pay attention to face -to -face communication and communication while digital communication, and cultivate good interpersonal relationships and social skills.

Finally, strengthen the supervision of digital communication. There are problems such as the flood of information and rumors in the digital communication

environment. We must take effective measures to standardize digital communication behaviors and protect students' legitimate rights and interests. At the same time, establish a sound management mechanism, strengthen information security monitoring and processing, and maintain a good network environment while protecting personal privacy.

In short, digital communication is a way of communication that cannot be ignored in today's society. As school management, we should actively promote the application of digital technology, strengthen education and guidance, balance digital communication and realistic communication, and strengthen supervision. Through these efforts, we can better use digital communication to improve people's quality of life and learning effects.

Interviewee 13

Digital communication has become an indispensable part of modern life, and it has greatly changed our contact information with the world. In my opinion, digital communication is not only a change in communication methods, but also the change of thinking and lifestyle.

I have the following suggestions for digital communication. First of all, we should make full use of the advantages of digital communication to improve the efficiency and accuracy of information transmission. Digital communication makes information transmission no longer subject to time and space restrictions. We can quickly pass and obtain information through various digital tools and platforms. Therefore, we should actively use these tools to improve the efficiency and quality of information transmission.

Secondly, we need to pay attention to the security and privacy protection of digital communication. With the popularization of digital communication, the risks of information security and privacy leakage have also increased. We need to take effective measures to protect personal information and data security and avoid unnecessary losses and risks.

Finally, we need to strengthen the education and training of digital communication. Digital communication is not only a technical means, but also a way of thinking and lifestyle. We need to strengthen the digital communication education

and training of students and faculty, improve their information literacy and digital learning ability to better cope with the challenges and opportunities in the digital era.

In short, as an important way to communicate in modern society, digital communication needs to make full use of its advantages and strengthen security and privacy protection. At the same time, education and training are strengthened to better cope with the challenges and opportunities of the digital era.

In your opinion, digital skills are of great significance for individuals in education, career development, and life. In addition to improving efficiency and creating value, what are your suggestions for digital knowledge and skills?

In my opinion, digital skills are of great significance for individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create value. In this digital era, I have the following suggestions:

First, we should integrate digital knowledge and skills into education. Schools should actively introduce digital teaching tools and platforms to allow students to learn digital skills through practical operations and applications. At the same time, cultivating students' information literacy and data analysis capabilities allows them to better cope with society where information explosions.

Secondly, individuals need to continuously learn and update digital knowledge in professional development. With the rapid development of science and technology, all walks of life are in digital transformation. Individuals should maintain their learning attitude and take the initiative to understand and master digital skills related to their own fields. This can not only enhance its own competitiveness, but also better adapt to the changes in the workplace.

In addition, digital knowledge and skills can also bring convenience and creative value to personal life. For example, we can use digital tools and platforms for online shopping, online learning, online communication, etc., saving time and energy. At the same time, individuals can also create their own value through digital skills, such as opening personal online stores and engaging in online marketing.

However, digital knowledge and skills also need to pay attention to some issues. Individuals should pay attention to network security and privacy protection to

avoid leakage and abuse of personal information. In addition, we should also be alert to the existence of digital gaps, and strive to allow more people to enjoy the convenience and opportunities brought by digitalization.

In short, digital skills are of great significance for individuals in education, career development and life. Schools should incorporate digital knowledge and skills into the education system, and individuals should also actively learn and update digital knowledge. By applying digital tools and platforms reasonably, we can improve efficiency and create value. However, we must also pay attention to network security and privacy protection, and strive to eliminate digital gaps to allow more people to share digital dividends.

Interviewee 14

In my opinion, digital skills are of great significance for individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create more value. I have the following suggestions for digital knowledge and skills:

First, continue to learn and update digital knowledge. Digital technology is constantly developing, and we need to always maintain their interest in learning new technologies and tools. By participating in online courses, training courses or self-study, we can learn the latest digital knowledge and skills. This will enable us to keep up with the pace of the times and adapt to the rapidly changing digital environment.

Secondly, use digital knowledge and skills to expand education and career development. In the field of education, we can use digital tools and platforms to innovate teaching methods, provide interactive learning experience, and provide personalized teaching resources. In career development, digital knowledge and skills can help us carry out project management, data analysis, and communication and collaboration. In addition, digital skills can make us more creative and realize the opportunities for professional promotion and cross-industry development.

Third, cultivate digital thinking and problem solving ability. In the digital era, science and data-driven thinking methods are focused on. We need to be able to screen appropriate resources, analyze and interpret data, think about problems and find solutions from a large amount of information. Training these skills will benefit us

in all aspects of education, career development and life.

Finally, we should pay attention to the socialization and sharing of digital knowledge and skills. By participating in the digital community and communicating and cooperating with others, we can share experience and knowledge with each other. This can not only accelerate our learning and growth, but also broaden our network and provide more opportunities for our education and career development.

In general, digital knowledge and skills are of great significance for individuals in education, career development and life. I suggest that we continue to learn and update digital knowledge, use digital knowledge and skills to expand education and career development, cultivate digital thinking and problem solving ability, and focus on the socialization and sharing of digital knowledge and skills. Through these efforts, we can better cope with the challenges of the digital era, improve personal competitiveness, and create more value for society.

Interviewee 15

In my opinion, digital communication is a way of communication and learning from people's lives and learning. It has become an indispensable part of modern society. For digital communication, I have the following suggestions:

First, we should use digital communication tools reasonably. Whether it is email, social media, instant messaging applications, or online conference tools, it can help us communicate and communicate with others better. We should fully understand the characteristics and functions of various digital communication tools, and use it flexibly into our daily life and learning. At the same time, we must also pay attention to keeping information security and privacy when using digital communication tools.

Secondly, we should pay attention to the effects and quality of digital communication. The rapid and convenient of digital communication does not mean that we can ignore the accuracy and quality of information. We should pay attention to the clarity and accuracy of communication to avoid information misunderstanding and confusion. In education, teachers should encourage students to use digital communication tools to actively participate in discussions and interaction to improve their learning results.

Third, we should advocate civilization and positive digital communication behaviors. While digital communication brings convenience, it also easily leads to overload and negative effects. We should respect the views and feelings of others, maintain good etiquette and attitude in the network space, and avoid maliciously spread rumors and make rumors. Education institutions and families should attach importance to digital literacy education for adolescents, and guide them to use digital communication tools correctly, rationally, and responsible.

In addition, digital communication also brings opportunities for cross - cultural exchanges. We should actively expand international vision and use digital communication tools to communicate and cooperate with people of different cultural backgrounds. This will promote cultural exchanges, knowledge sharing and global cooperation, and cultivate cross -cultural exchanges and tolerance.

Finally, we should continue to develop and adapt to the new forms and trends of digital communication. The rapid development of science and technology has continuously innovated and evolved digital communication methods. For example, virtual reality and augmented reality technology are providing us with a more immersive communication experience. We should actively pay attention to and learn new digital communication technologies and continue to explore and apply them to meet diverse communication needs.

All in all, digital communication is an important way to communicate, which has a wide impact on people's lives and learning. I suggest that we reasonably use digital communication tools to focus on the effects and quality of digital communication, advocate civilization and positive digital communication behaviors, promote cross -cultural exchanges, and also pay attention to and adapt to new forms and trends of digital communication. Through these efforts, we can better use digital communication, promote communication and communication, and promote the development of individual and society.

Interviewee 16

Digital communication, as a way of communication, has a huge impact on people's lives and learning. For digital communication, I have the following suggestions:

First, we should make full use of digital communication tools to improve communication efficiency. Through email, instant chat, social media and other tools, we can communicate and interact with others anytime, anywhere. We should learn to use these tools reasonably to ensure accurate and timely information transmission. At the same time, we must also pay attention to the effective use of digital communication tools to carry out teamwork and collaboration to improve work efficiency and quality.

Secondly, we need to maintain the quality of communication of digital communication. Although digital communication is fast and convenient, information transmission is easy to distort or cause misunderstandings. Therefore, we should pay attention to the clarity and accuracy of communication to avoid ambiguity. In terms of education, teachers should encourage students to ask questions and answer doubts to ensure the correctness and integrity of information transmission.

Third, we should properly handle the balance of digital communication and face -to -face communication. Although digital communication provides convenient and fast communication channels, face -to -face communication still plays an important role in interpersonal relationships and team collaboration. Important decisions or sensitive discussions often need to be directly contacted and communicated. Therefore, we should find a balance between digital communication and face -to -face communication, and choose the appropriate communication method according to the actual situation.

Finally, we should pay attention to the security and privacy protection of digital communication. In digital communication, information security and privacy protection are very important. We should effectively take the protection of personal information and take necessary security measures to avoid personal privacy leakage and information are not used properly. In addition, educational institutions and enterprises should strengthen the management and training of digital communication security to ensure the confidentiality and integrity of communication data.

In general, digital communication, as a way of communication, has played an important role in people's lives and learning. I suggest that we make full use of digital communication tools to improve communication efficiency, maintain the

quality of communication of digital communication, properly handle the balance of digital communication and face -to -face communication, and focus on the security and privacy protection of digital communication. Through these efforts, we can better use digital communication, promote the convenience and quality of information transmission and communication, and promote the collaboration and development of individuals and teams.

Interviewee 17

Digital communication not only changed the way we communicate, but also greatly affected our lives and learning. As school management, we know the importance of students and faculty and staff.

First of all, schools should ensure that a stable and high -speed digital communication environment should be provided to meet the daily needs of teachers and students. Whether it is real -time interaction in the classroom or remote learning, strong network support is required.

Secondly, management should formulate clear digital communication roles and strengthen the network security education of teachers and students. With the popularization of digital communication and increasingly prominent information security issues, we must ensure that the personal information of teachers and students is not leaked or abused.

In addition, the training of digital communication tools is also essential. Many teachers and students may not be familiar with new communication tools. Therefore, the school should carry out relevant training activities on a regular basis to help them better use these tools to improve their efficiency of teaching and learning.

Finally, management should encourage teachers and students to actively explore new applications of digital communication and continuously expand their possibilities in teaching and learning. Only in this way can we truly use the potential of digital communication and inject new vitality into the development of the school.

Interviewee 18

In today's society, digital communication has become an indispensable part of our lives and learning. It not only changed the way we communicate, but also greatly improved the efficiency and scope of information transmission. As a school

management, we need to carefully consider how to cope with the challenges and opportunities brought by digital communication to better serve students.

First, schools should ensure that a stable and high-speed digital communication environment should be provided. With the popularization of digital communication, teachers and students' demand for the network is getting higher and higher. Schools need to increase investment and provide high-quality network services to meet the daily needs of teachers and students.

Secondly, schools should strengthen the education and training of digital communication. Many teachers and students may not be familiar with digital communication. Therefore, schools should carry out relevant education and training activities to help them better use digital communication tools to improve their efficiency of teaching and learning.

In addition, schools should formulate clear digital communication roles and guidelines. With the popularization of digital communication, the problem of information security and privacy protection has become more and more prominent. The school needs to formulate relevant roles and regulations, standardize the behavior of teachers and students in digital communication, and strengthen publicity and education, and improve their awareness of safety.

Finally, schools should encourage teachers and students to actively explore new applications of digital communication. Digital communication technology has continued to develop, and new application scenarios have also emerged. Schools should encourage teachers and students to try new digital communication tools and methods to continuously expand their possibilities in teaching and learning.

In short, digital communication is of great significance for people's lives and learning. As school management, we need to take effective measures to cope with the challenges and opportunities brought by digital communication to better serve students.

Interviewee 19

In my opinion, digital communication, as a way of communication, is profoundly affecting people's lives and learning. For this, I have the following suggestions:

First, we should use digital communication tools reasonably. Digital communication provides many convenient and fast tools, such as emails, instant communication applications and social media. We should make full use of these tools to improve the efficiency and quality of communication, and interact with others anytime, anywhere. But at the same time, we must also pay attention to moderate use to avoid indulging in digital communication and affect learning and interpersonal relationships.

Secondly, we should pay attention to the communication ability of digital communication. Although digital communication is fast and convenient, it is also easy to cause problems that are inaccurate or misunderstood in information. In order to effectively conduct digital communication, we should cultivate good communication skills, such as clearly expressing meaning, good at listening and timely feedback. Only by mastering these basic communication skills can we better use digital communication to communicate effectively with others.

Third, we need to protect the privacy and security of digital communication. In digital communication, personal information and sensitive data often involve privacy and security issues. Therefore, we should take necessary security measures, such as setting up strong passwords, paying attention to the use of public Wi-Fi to protect the security of personal information. Education institutions and students also need to strengthen education and training in digital communication security and improve everyone's awareness of safety.

Finally, we should maintain the balance between digital communication and face -to -face communication. Although digital communication brings a lot of convenience, face -to -face communication is still a vital part of interpersonal relationships and learning. Through face -to -face communication, we can better understand and transmit emotions, establish closer relationships and in -depth cooperation. Therefore, we should find a balance between digital communication and face -to -face communication, and flexibly select the appropriate communication method according to the situation and needs.

In short, digital communication, as a way of communication, has a wide range of impact on people's lives and learning. In order to better cope with the

challenges and opportunities of digital communication, we should use digital communication tools reasonably, focus on the cultivation of communication skills, protect the privacy and security of communication, and also maintain the balance between digital communication and face -to -face communication. Through these efforts, we can better use digital communication to create more opportunities and possibilities for learning and communication.

Interviewee 20

In my opinion, digital communication, as a way of communication, has profoundly affected people's lives and learning. For digital communication, I have the following suggestions:

First, we should fully understand the importance of digital communication. Digital communication provides convenient and efficient communication methods, which can quickly convey information, share knowledge, and promote cooperation. We should be aware of the positive impact of digital communication on school management and education development, actively embrace digital communication, and incorporate them into the digital leadership model of school management.

Secondly, we should pay attention to the quality and effect of digital communication. Although digital communication brings a lot of convenience, it is also prone to problems such as information distortion, misunderstanding or information leakage. Therefore, when using digital communication tools, we should pay attention to the accuracy, clarity and appropriateness of communication content. In education, we should encourage students to cultivate good digital communication skills, such as writing ability, information identification ability, etc. to improve the quality and effect of digital communication.

Third, we need to pay attention to the balance between digital communication and interpersonal relationships. Although digital communication is convenient and fast, it cannot completely replace face -to -face communication and communication. We should be aware that digital communication cannot replace the establishment and maintenance of intimacy, as well as the importance of emotional expression and non -language communication in face -to -face communication. Therefore, it is balanced between digital communication and face -to -face

communication, and choose the appropriate communication method when appropriate.

Finally, we need to pay attention to the compliance and security of digital communication. Digital communication involves sensitive issues such as personal privacy and information protection. We should understand and abide by relevant laws and regulations to ensure the compliance of digital communication behavior. At the same time, we should also pay attention to the protection of personal information, strengthen the study and training of password security, and prevent network fraud, and improve everyone's awareness of security.

In short, digital communication has become an important way of communication that affects people's lives and learning. I suggest that we fully understand the importance of digital communication, focus on the quality and effect of digital communication, balance digital communication and face-to-face communication, and pay attention to the compliance and security of digital communication. Through these efforts, we can better use digital communication to promote the innovation and development of school management and improve the quality and efficiency of education.

Interviewee 21

In my opinion, digital communication is an important way of communication, and it always affects people's lives and learning. For digital communication, I have the following suggestions:

First of all, we should make full use of digital communication tools and platforms, such as social media, emails, instant messaging tools, etc. These tools can help us communicate quickly and conveniently with others, and are not limited by time and space. Individuals should be proficient in using these tools to strengthen exchanges and cooperation with others.

Secondly, individuals should pay attention to words and deeds when using digital communication tools. Although digital communication can pass information quickly, it is also easy to cause misunderstandings and conflicts. Individuals should pay attention to civilized terms, respect the point of view of others, and avoid fierce and conflict expression methods. At the same time, individuals should pay attention

to network security and protect their privacy and personal information.

In addition, digital communication can also provide more opportunities and resources for learning. Through online learning platforms and educational resource websites, individuals can obtain rich learning materials and courses anytime, anywhere. Individuals should be good at using these resources to improve their knowledge and skills.

However, we should also pay attention to the negative effects of digital communication. Excessive relying on digital communication may lead to the disconnection of individuals from real life, affecting interpersonal communication and communication skills. Therefore, when using digital communication tools, individuals should pay attention to balance and maintain face -to -face communication and interaction with others.

Finally, schools should incorporate digital communication into the education system to cultivate students' ability to correctly use digital communication. Students should understand the characteristics and specifications of digital communication, learn to correctly express and understand information, and cultivate good network literacy and communication skills.

In short, digital communication is an important way to communicate, and it always affects people's lives and learning. We should make full use of digital communication tools to strengthen exchanges and cooperation with others. At the same time, individuals should also pay attention to words and deeds to protect network security and personal privacy. Schools should strengthen the education of digital communication and cultivate students' ability to correctly use digital communication. By using digital communication reasonably, we can better achieve the goals of information transmission and knowledge acquisition.

Interviewee 22

Digital communication, as a way of communication, undoubtedly affects people's lives and learning at all times. For digital communication, I have the following suggestions:

First, we should make full use of digital communication tools to improve communication efficiency and quality. From email to instant messaging applications,

digital communication medium has become an important tool for people's daily communication. We should be good at using these tools to communicate and interact with others anytime, anywhere. At the same time, when using digital communication tools, we must also pay attention to the vital point, that is, paying attention to the accuracy and clarity of information to avoid misunderstanding and mistakes due to inadequate information.

Secondly, we should pay attention to the quality of communication of digital communication. Although digital communication can accelerate the speed of communication, it sometimes brings the problem of semantic ambiguity or information conflict. In order to effectively communicate digitized, we need to cultivate good writing skills and expression skills. Especially in school education, encouraging students to carry out diversified written exchanges can promote their documents writing and logical thinking ability, and improve the quality of communication of digital communication.

Third, we need to balance the relationship between digital communication and face -to -face communication. Although digital communication provides a fast and convenient way to communicate, face -to -face communication is still an important way for interpersonal relationships and in -depth communication. We cannot fully rely on digital communication to meet the needs of communication. In school management, leaders should take the initiative to communicate face -to -face exchanges and feedback with faculty and staff to create a positive working atmosphere. At the same time, in education, we must also encourage students to actively participate in substantive social activities and cultivate their ability to communicate face -to -face.

Finally, we need to pay attention to the security and privacy protection of digital communication. In digital communication, personal privacy leaks and network security issues are common. Therefore, in order to protect the information security of ourselves and others, we should strengthen the cultivation of network security awareness. Education institutions and school managers should also strengthen their awareness of digital communication security management, and take corresponding measures to protect the information security of teachers and students.

In summary, digital communication is an important way of communication that affects people's lives and learning. I suggest that we make full use of digital communication tools to improve the efficiency and quality of communication, focus on the cultivation ability of digital communication, balance the relationship between digital communication and face-to-face communication, and strengthen the sense of security and privacy protection of digital communication. Through these efforts, we can better cope with the challenges of the digital era, improve communication efficiency and quality, and promote the outstanding development of school management.

Interviewee 23

In today's society, digital communication has penetrated all aspects of our lives and learning. It not only changed the way we communicate, but also greatly affected our way of thinking and behavior. As school management, we know the importance and influence of digital communication. Therefore, we need to take effective measures to cope with this trend and provide students with better learning experience and development opportunities.

First of all, schools should strengthen the infrastructure construction of digital communication. Providing stable and high-speed network services is the basic guarantee for digital communication. Schools need to increase investment, upgrade network equipment, and optimize the network environment to meet the growing needs of teachers and students.

Secondly, formulating clear digital communication roles and guidelines is necessary. With the popularization of digital communication, the problem of information security and privacy protection has become more and more prominent. The school needs to formulate relevant roles and regulations, standardize the behavior of teachers and students in digital communication, and strengthen publicity and education, and improve their awareness of safety.

In addition, it is also important to encourage teachers and students to actively explore new digital communication. Digital communication technology has continued to develop, and new application scenarios have also emerged. Schools should encourage teachers and students to try new digital communication tools and

methods, use their creativity and imagination, and continuously expand the possibility of digital communication in teaching and learning.

Finally, it is essential to strengthen the training and exchanges of digital communication. Schools can regularly carry out training activities for digital communication to help teachers and students master the skills and skills of digital communication, and improve their information literacy and digital learning ability. At the same time, the school can also build a communication platform to promote communication and cooperation between teachers and students, and share the experience and experience of digital communication.

In short, digital communication is of great significance for people's lives and learning. As school management, we need to take effective measures to cope with the challenges and opportunities brought by digital communication to better serve students.

Interviewee 24

In my opinion, digital communication is an important way of communication, and it always affects people's lives and learning. The development of digital communication has brought us a broader communication channel and more convenient communication methods. For this, I have the following suggestions:

First of all, we should make full use of digital communication tools and platforms, such as social media, emails, instant messaging tools, etc. These tools provide us with opportunities to communicate quickly and conveniently with others. We can share with friends through social media, work with colleagues through emails with colleagues, and communicate with teachers or students through instant messaging tools. Individuals should be proficient in the use of these tools to improve communication efficiency and quality.

Secondly, individuals should pay attention to words and deeds when using digital communication tools. Although digital communication can pass information quickly, it is also easy to cause misunderstandings and conflicts. We should pay attention to civilized terms, respect the views of others, and avoid using aggressive language and expression. In addition, individuals should also pay attention to network security, protect their privacy and personal information, and avoid network fraud and

violations.

In addition, digital communication also provides more opportunities and resources for learning. Through online learning platforms and education resource websites, we can get rich learning materials and courses anytime, anywhere. Individuals should be good at using these resources to broaden their knowledge and improve their learning ability. At the same time, digital communication also provides students with a platform for academic exchanges and cooperation with teachers and students to promote learning interaction and sharing.

However, we should also pay attention to the negative effects of digital communication. Excessive relying on digital communication may lead to the disconnection of individuals from real life, affecting interpersonal communication and communication skills. Therefore, when using digital communication tools, individuals should pay attention to balance and maintain face -to -face communication and interaction with others. Especially for students, we should cultivate good social ability and learn to communicate and cooperate with others.

Finally, the school also played an important role in digital communication. Schools should strengthen the education of digital communication and cultivate students' consciousness and skills to correctly use digital communication. Students need to understand the norms and etiquette of digital communication, learn to express and understand information correctly, and cultivate good network literacy and communication skills. Schools can also use digital communication tools to communicate with parents to promote cooperation and common development between schools and families.

In short, digital communication is an important way to communicate, and it always affects people's lives and learning. We should make full use of digital communication tools to improve communication efficiency and quality. When using digital communication tools, we should pay attention to words and deeds to protect network security and personal privacy. Schools should strengthen the education of digital communication and cultivate students' ability to correctly use digital communication. By using digital communication reasonably, we can better achieve the goals of information transmission and knowledge acquisition.

In summary, around the research theme of model for disseminating Digital communication of Digital leadership development for school administrators in Guangdong, the results are based on the responses of 24 respondents, Digital communication consisted of 5 guideline, as follows: 1) Digital communication equipment input and resource provision; 2) The formulation of digital communication roles and specifications; 3) The security and privacy protection of digital communication; 4) Education and training of digital communication; 5) Evaluation and optimization of digital communication applications.

3. In your opinion, digital skills are important for individuals in education, career development and life, in addition to being able to improve efficiency, but also create value, How about your suggestions for digital knowledge and skills?

Interviewee 1

Digital skills have become crucial in today's society, they not only play a key role in education, career development and personal life, but also an important force for social progress and development. In my opinion, digital skills not only improve personal efficiency, but also create value and provide strong support for the overall development of individuals.

In the field of education, digital skills have become a necessary and essential quality for students. School management should actively promote digital education and encourage students to make use of digital tools for independent, enquiry and collaborative learning. At the same time, management should also focus on training teachers in digital skills and improving their digital teaching abilities, so as to better guide students to master digital skills.

In terms of career development, digital skills are equally important. With the digital transformation of various industries, talents with digital skills will be more competitive. Therefore, school management should strengthen cooperation with enterprises to understand their needs for digital talents, and target digital skills training to help students better adapt to the needs of the future workplace.

In personal life, digital skills can also bring a lot of convenience. From online shopping, online payment to smart home, digital skills have permeated every aspect of our lives. School management should guide students to correctly understand the value of digital skills in their lives and develop their ability to use digital skills to solve problems.

For the suggestion of digital knowledge and skills, I think school management should take the following measures: first, develop a comprehensive digital skills training programme to ensure that both teachers and students receive systematic training. Secondly, strengthen the construction of digital facilities to provide the necessary hardware and software support for digital skills training. Finally, create a favourable digital learning atmosphere and encourage students to actively participate in digital activities to improve their digital literacy.

In conclusion, the importance of digital skills for individuals in education, career development and life cannot be overstated. School management should fully recognise this and take active steps to promote digital skills training to provide strong support for the overall development of teachers and students.

Interviewee 2

Digital skills have become crucial in today's society, not only do they play a key role in education, professional development and personal life, but they also play an important role in advancing society and creating value. In my opinion, the significance of digital skills lies not only in improving efficiency, but also in the endless possibilities for personal growth and development.

Regarding the importance of digital skills, firstly, in the field of education, digital skills have become a necessary and essential quality for students. With the popularity of online courses, digital resources and distance learning, students need to master how to use digital tools for independent, inquiry and collaborative learning. School management should actively promote digital education and provide students with abundant digital learning resources and practical opportunities.

In terms of career development, digital skills are equally important. With the digital transformation of various industries, talents with digital skills will be more competitive. Therefore, school management should strengthen co-operation with

enterprises to understand their needs for digital skills, and target digital skills training to help students better adapt to the needs of the future workplace.

In personal life, digital skills can also bring a lot of convenience. From online shopping, online payment to smart home, digital skills have permeated every aspect of our lives. School management should guide students to correctly understand the value of digital skills in their lives and develop their ability to use digital skills to solve problems.

For the suggestion of digital knowledge and skills, I think school management should take the following measures: first, develop a comprehensive digital skills training programme to ensure that both teachers and students receive systematic training. Secondly, strengthen the construction of digital facilities to provide the necessary hardware and software support for digital skills training. Finally, create a favourable digital learning atmosphere and encourage students to actively participate in digital skills practice activities to improve their digital literacy.

In conclusion, the importance of digital skills for individuals in education, career development and life cannot be overstated. School management should fully recognise this and take active steps to promote digital skills training to provide strong support for the all-round development of teachers and students.

Interviewee 3

The importance of digital skills in today's society cannot be overstated, not only do they play a key role in education and career development, but they also have a profound impact on our daily lives. Digital skills can increase personal efficiency, provide more possibilities for problem solving and create more value.

I have the following suggestions for digital knowledge and skills. Firstly, continuous learning is key. As technology continues to evolve, we need to constantly update our digital knowledge and skills. Second, hands-on practice is also important. Theoretical knowledge is fundamental, but true mastery needs to be achieved through hands-on practice. Finally, keep an open and curious mind. The digital world is ever-changing, and we need to dare to experiment and explore, constantly expanding the boundaries of our digital skills.

School management has an important role to play in promoting digital skills. They should provide students with adequate digital learning resources and hands-on opportunities, and encourage them to actively explore and learn digital skills. At the same time, management also needs to pay attention to the security and privacy protection of digital skills to ensure the safety of students' personal information in the learning process.

Interviewee 4

In my opinion, digital skills are of great significance to individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create more value. For this, I have the following suggestions:

First, we should strengthen the learning and grasp of digital knowledge. With the continuous progress of science and technology, digital knowledge has become part of our lives. Whether in education or career development, it is essential to master digital knowledge and skills. We should take the initiative to learn the use of digital tools, master basic skills such as network search, data analysis, and information processing, and improve our digital literacy.

Secondly, we need to continue to pay attention to the innovation and development of digital technology. Digital technology has been constantly updating and changing, and we must follow up and adapt to these changes in time. By paying attention to industry dynamics, participating in training and seminars, we have continuously improved their digital knowledge and skills. At the same time, the development of new digital skills, such as artificial intelligence, big data analysis, etc. to meet future professional needs.

Third, we should actively use digital knowledge and skills to create value. Digital skills are not only applied to daily life, but also can create value in education and career development. For example, we can use digital skills innovation education to provide more diversified learning resources to promote the development of students' creativity and innovative ability. In career development, we can improve work efficiency, solve problems, and provide innovative solutions through digital tools.

Finally, we should actively share and spread digital knowledge and skills. The development of digital skills requires a common effort of society. We can help more people to improve their digital knowledge and skills by sharing experience, organizing training, and guiding others. By sharing knowledge and cooperation with each other, we can continuously promote the application and development of digital technology.

In short, digital knowledge and skills are of great significance to individuals in education, career development and life. I suggest that we should strengthen the learning and mastery of digital knowledge, focus on the innovation and development of digital technology, use digital knowledge and skills to create value, and actively share and spread digital knowledge and skills. Through these efforts, we can better cope with the challenges of the digital era and create more opportunities and value.

Interviewee 5

In today's society, digital skills have become one of the necessary skills for everyone. Whether it is education, career development, or daily life, digital skills play an important role. Digital skills can not only improve our efficiency, but also create value, bring more opportunities to our personal development.

First of all, we need to maintain a persistent and open attitude for digital knowledge and skills. With the continuous progress of technology, digital knowledge and skills are constantly updating and iterating. Therefore, we need to continue to learn new techniques, knowledge and new skills to maintain our competitiveness and adaptability. At the same time, we also need to maintain curiosity and exploration spirit, dare to try new digital tools and applications, and continue to expand our skills areas.

Secondly, practical operations are the key to mastering digital knowledge and skills. Theoretical knowledge is the foundation, but the real mastery needs to be achieved through practical operations. Therefore, we need to do more practical operations and practice, and continue to practice and consolidate our skills. Only in this way can we truly master digital knowledge and skills in practice, and can flexibly use them to solve practical problems.

Finally, we also need to pay attention to the safety and privacy protection of digital skills. In the era of digitalization, information security and privacy protection have become more and more important. We need to understand and master relevant security knowledge and skills to protect our personal information and data security. At the same time, we also need to abide by relevant laws and regulations and moral norms, and do not infringe on the rights and privacy of others.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 6

In my opinion, digital skills are of great significance for individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create more value. For this, I have the following suggestions:

First, we should pay attention to the learning and application of digital knowledge. In the era of information explosion today, digital knowledge has penetrated all aspects of our daily life. Whether in school or in the workplace, mastering the foundation's digital knowledge has become a necessary ability. Therefore, we should actively invest in learning and use digital tools, familiar with basic skills such as network search and data processing, and improve our digital literacy.

Secondly, we need to pay attention to the development trend of digital technology. Digital technology has been constantly evolving and updating, and new applications and tools have emerged endlessly. We must keep alert, follow up and adapt to these changes in time. By participating in training and participating in industry exchanges, we can continuously improve our digital knowledge and skills. At the same time, we also need to pay attention to the combination of digital technology and other fields, such as artificial intelligence and education, virtual reality and vocational training, in order to apply digital knowledge and skills to reality to create more value.

Third, we should actively play the creativity of digital skills. Digital knowledge and skills are not only applied tools, but also to solve problems and create value. We can use digital tools and platforms to carry out innovative teaching practices, provide diversified learning resources, and promote students' independent learning and innovation ability. In the workplace, we can use digital skills to solve practical problems, promote improvement of work efficiency, and provide innovative solutions.

Finally, we should encourage sharing and disseminating digital knowledge and skills. The development of digital skills requires a social environment that work together and cooperate. We should actively share our experience and learning, organize training and exchange activities to help others improve digital knowledge and skills. Through sharing and mutual assistance, we can jointly promote the widespread application of digital technology in education, career development and life.

In general, digital skills are of great significance to individuals in education, career development and life. I suggest that we should pay attention to the learning and application of digital knowledge, focus on the development trend of digital technology, give full play to the creativity of digital skills, and encourage sharing and disseminating digital knowledge and skills. Through these efforts, we can better adapt to the needs of the digital era, improve our competitiveness, and create more value.

Interviewee 7

Digital skills have become crucial in today's society. They not only play key roles in education, career development and personal life, but also play an important role in promoting social progress and creating value. In my opinion, the significance of digital skills is that it can provide individuals with more opportunities and possibilities, enabling people to better cope with the environment and challenges of rapid changes.

I have the following suggestions for digital knowledge and skills. First of all, we need to continue to learn and master new digital skills to meet the rapidly changing working environment and market demand. Secondly, we need to cultivate critical thinking and the ability to solve problems in order to better cope with complex challenges and problems. Finally, we need to pay attention to the security

and privacy protection of digital skills to ensure the security of personal information and data.

School management plays an important role in promoting digital skills. They should provide students with sufficient digital learning resources and practical opportunities, and encourage them to actively explore and learn digital skills. At the same time, management also needs to pay attention to the safety and privacy protection of digital skills to ensure the safety of students' personal information during the learning process.

Interviewee 8

In my opinion, digital skills are of great significance for individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create more value. I have the following suggestions for digital knowledge and skills:

First, we should take the initiative to learn and master digital knowledge. Digitalization has penetrated into our daily life, and the understanding and application of digitalization have become necessary. We can enhance our digital skills by participating in training courses, self-study, or communicating with experts. Mastering basic digital knowledge, such as email, Internet search, social media use, etc., will help us better adapt to the digital era.

Secondly, we should pay attention to the application of digital skills in education. Digital technology provides many new opportunities and methods for education. We can use online learning platforms, virtual laboratories, and learning applications to expand educational resources and provide students with opportunities for independent learning and personalized teaching. In addition, digital skills can also change teaching methods, such as using multimedia teaching resources and interactive classroom activities to stimulate students' learning interest and participation.

Third, digital knowledge and skills are critical to occupational development. Whether in the traditional industry or digital field, digital skills are an important part of competitiveness. We can improve our competitiveness in the workplace through learning programming, data analysis, network security and other aspects. In addition,

digital knowledge and skills have enabled us to flexibly cope with changes in workplace and actively adapt to the development of new technologies and working methods.

Finally, we should pay attention to the value of digital knowledge and skills. Digital knowledge and skills are not only to improve efficiency, but also to create new value. We can find new business opportunities and solutions through the combination of innovative thinking and digital technology. In addition, we can use digital skills to cooperate and exchange with others to solve problems and create value.

In summary, digital skills are of great significance for individuals in education, career development and life. I suggest that we take the initiative to learn and master digital knowledge, focus on the application of digital skills in education, apply digital knowledge and skills to career development, and pay attention to the creation value of digital knowledge and skills. Through these efforts, we can better meet the needs of the digital era, enhance personal competitiveness, and create more value for individuals and society.

Interviewee 9

In today's society, digital skills are self-evident in the importance of individuals in education, career development, and life. With the advancement of technology, digital skills have become the basic requirements of many industries. Digital skills can not only improve our work efficiency, but also create more opportunities and value for us.

First, continuous learning is the key. Digital technology is changing with each passing day, we should maintain the exploration and learning of new technologies and new knowledge. Schools and companies should provide relevant training and courses to help employees keep up with the pace of the times. Individuals should also consciously invest in their own learning and continuously improve their digital skills.

Secondly, practical operations are also important. Theoretical knowledge is the foundation, but the real mastery needs to be achieved through practical operations. We must dare to try new tools and techniques to improve our skills

through actual operation.

In addition, digital skills also have great potential in terms of creative value. We should actively use digital skills to solve practical problems and improve work efficiency and quality. At the same time, digital skills can also help us discover new business opportunities and market space.

Finally, we also need to pay attention to the safety and privacy protection of digital skills. In the era of digitalization, information security and privacy protection have become more and more important. We need to understand and master relevant security knowledge and skills to protect our personal information and data security. At the same time, we also need to abide by relevant laws and regulations and moral norms, and do not infringe on the rights and privacy of others.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 10

In my opinion, digital skills are of great significance for individuals in education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create more value. For this, I have the following suggestions:

First, we should pay attention to the learning and application of digital knowledge. In the era of information explosion today, digital knowledge has penetrated all aspects of our daily life. Whether in school or in the workplace, mastering the foundation's digital knowledge has become a necessary ability. Therefore, we should actively invest in learning and use digital tools, familiar with basic skills such as network search and data processing, and improve our digital literacy.

Secondly, we need to pay attention to the development trend of digital technology. Digital technology has been constantly evolving and updating, and new applications and tools have emerged endlessly. We must keep alert, follow up and adapt to these changes in time. By participating in training and participating in industry

exchanges, we can continuously improve our digital knowledge and skills. At the same time, we also need to pay attention to the combination of digital technology and other fields, such as artificial intelligence and education, virtual reality and vocational training, in order to apply digital knowledge and skills to reality to create more value.

Third, we should actively play the creativity of digital skills. Digital knowledge and skills are not only applied tools, but also to solve problems and create value. We can use digital tools and platforms to carry out innovative teaching practices, provide diversified learning resources, and promote students' independent learning and innovation ability. In the workplace, we can use digital skills to solve practical problems, promote improvement of work efficiency, and provide innovative solutions.

Finally, we should encourage sharing and disseminating digital knowledge and skills. The development of digital skills requires a social environment that work together and cooperate. We should actively share our experience and learning, organize training and exchange activities to help others improve digital knowledge and skills. Through sharing and mutual assistance, we can jointly promote the widespread application of digital technology in education, career development and life.

In general, digital skills are of great significance to individuals in education, career development and life. I suggest that we should pay attention to the learning and application of digital knowledge, focus on the development trend of digital technology, give full play to the creativity of digital skills, and encourage sharing and disseminating digital knowledge and skills. Through these efforts, we can better adapt to the needs of the digital era, improve our competitiveness, and create more value.

Interviewee 11

Digital skills play a vital role in today's society, especially in education, career development, and daily life. In my opinion, digital skills not only improve efficiency, but also bring great value.

I have the following suggestions for digital knowledge and skills.

First of all, maintaining a continuous learning attitude is the key. With the rapid development of technology, new digital skills have emerged. We need to

always be curious and actively learn new digital knowledge and skills to adapt to the changing environment.

Secondly, practical operations are equally important. Theoretical knowledge is the foundation, but the real mastery needs to be achieved through practical operations. We should be brave to try new digital tools and techniques, and improve our skills through actual operation.

In addition, we should pay attention to the safety and privacy protection of digital skills. In the digital era, the risk of information security and privacy leakage has also increased. We need to understand and master relevant security knowledge and skills to ensure the security of personal information and data.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 12

Digital skills are of great significance in the education, career development and life of today's society. In addition to improving efficiency, digital knowledge and skills can also create value. For individuals, I think the following points are suggestions:

First, continue to learn and update digital knowledge. With the continuous advancement of technology, digital skills are constantly evolving. Individuals should maintain curiosity and curiosity, and constantly update their digital knowledge through participating in training courses and online learning platforms.

Second, be good at using digital tools and platforms. The application of digital skills requires the help of various digital tools and platforms, such as office software, data analysis tools, social media, etc. Individuals should learn to use these tools and be good at using them to solve problems, improve work efficiency and communication skills.

In addition, we must strengthen information literacy and data analysis capabilities. A large amount of information in the digital era poured into our lives, and individuals need to have the ability to screen and evaluate information in order to obtain accurate and reliable knowledge. At the same time, data analysis capabilities

are also very important. It can help individuals find laws and trends from massive data and make more wise decisions.

Finally, we must pay attention to network security and privacy protection. With the in -depth application of digitalization, personal information is more likely to be threatened. Therefore, individuals need to learn to protect their privacy, pay attention to network security, avoid leaking personal information and suffering from network attacks.

In short, digital knowledge and skills are of great significance to personal education, career development and life. Continue learning and updating digital knowledge, good at using digital tools and platforms, strengthening information literacy and data analysis capabilities, focusing on network security and privacy protection. These are important suggestions for individuals to improve their own ability in the digital era.

Interviewee 13

Based on school management digital leadership development models, I have the following suggestions for network environment management and digital networks:

First, formulate clear network management strategies and policies. School management should formulate detailed network management policies and operation processes, clarify the allocation and use of network resources to ensure the efficient operation of the network environment. At the same time, the establishment of a cross -departmental network management team is responsible for the monitoring, maintenance and upgrading of network equipment to ensure the reliability and stability of the network.

Second, pay attention to network security management and protection measures. Cyber security is a crucial part of network environment management. School management should establish a comprehensive network security strategy, including measures such as access control, data encryption, and invasion testing. At the same time, strengthen the training of network security awareness of teachers and students, and conduct regular network security drills to improve the school's ability to cognition and respond to network security.

Third, conduct network performance monitoring and optimization. The reliability and stability of the network environment are important aspects of school network services. School management should implement network performance monitoring systems, timely discover and solve network bottlenecks and faults, and conduct a reasonable planning of network bandwidth to ensure that the quality of the network can meet the needs of teachers and students of the school, avoid network congestion and delay.

In addition, strengthen the maintenance and update of network devices. Network devices are a key component to support the operation of digital networks. School management should check and maintain network equipment regularly, and timely software and hardware upgrades and vulnerability repair should be performed in time to ensure the stable operation and security of the equipment. At the same time, establish a reasonable equipment renewal strategy, update and upgrade the equipment in a timely manner according to the development of network technology and the changes in school needs.

Finally, actively promote the integration of digital technology and network environment. School management should actively apply emerging digital technologies, such as cloud computing, big data analysis, the Internet of Things, etc. to enhance the effectiveness and flexibility of network management. For example, using cloud computing to provide flexible resource management, use big data analysis to predict network traffic, and provide teachers and students with a better network experience.

In general, based on the digital leadership development model of school management, I suggest that the school management formulates a clear network management strategy and policy, pay attention to network security management and protection measures, conduct network performance monitoring and optimization, strengthen the maintenance and update of network equipment, actively promote the integration of digital technology and network environment. Through the implementation of these suggestions, school management can better manage and operate digital networks, provide stable, secure and efficient network services, and meet the needs of teachers and students for the network.

Interviewee 14

Digital skills are of great significance in personal education, career development and life. In addition to improving efficiency, digital knowledge and skills can create more value. I have the following suggestions for digital knowledge and skills: First, we should take the initiative to learn and master digital knowledge and skills. With the development of science and technology, digitalization has become an indispensable part. We should actively pursue digital knowledge, including the use of basic operations, network applications, data processing and information security of electronic equipment, and apply it to education, work and life. Secondly, we need to constantly update and enhance digital knowledge and skills. Digital technology is constantly improving and evolving, and we must keep up with this step and adapt to the emergence of new technologies. By participating in training, participating in online courses and communication with industry experts, we can continuously learn and improve digital knowledge and skills. Finally, we should be good at creating value and skills to create value. Digital skills can not only improve work efficiency, but also create more opportunities and value. We can conduct creative expressions and digital platforms through digital media to promote personal education, occupation and life development. In general, digital skills play an important role in personal education, career development and life. I suggest that we actively learn and master digital knowledge and skills, continue to update and improve these skills, and be good at using digital knowledge and skills to create value. Through these efforts, we can better adapt to the needs of the digital era, improve personal competitiveness, and achieve greater success in education, occupation and life.

Interviewee 15

Digital skills have become crucial in today's society, and have a profound impact on personal education, career development, and daily life. In my opinion, digital skills have not only improved efficiency, but also created huge value.

First of all, it is crucial to continue to learn and master new digital skills. With the rapid progress of science and technology, new digital tools and platforms are constantly emerging. We need to always maintain curiosity and actively learn new knowledge and skills to adapt to the changing environment.

Secondly, practical operations are equally critical. Theoretical knowledge is the foundation, but the real mastery needs to be achieved through practical operations. We should be brave to try new digital tools and techniques, and continuously improve our skills through actual operation.

In addition, we need to pay attention to the safety and privacy protection of digital skills. In the digital era, the risk of information security and privacy leakage has also increased. We need to understand and master relevant security knowledge and skills to ensure the security of personal information and data.

At the same time, we should also strengthen the training and publicity of digital skills. Schools can regularly carry out digital skills training courses and practical activities to help students and faculty members better master digital skills and improve their information literacy and digital learning ability.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 16

Digital skills are of great significance in personal education, career development and life. In addition to improving efficiency, digital knowledge and skills can also create value. For digital knowledge and skills, I have the following suggestions:

First, continue to learn and update digital knowledge. With the rapid development of technology, digital knowledge is constantly evolving. Individuals should maintain their learning attitude and continue to update their digital knowledge by participating in training courses and online learning platforms. This can help individuals adapt to the rapidly changing technical environment and enhance their competitiveness.

Second, be good at using digital tools and platforms. The application of digital knowledge and skills requires the help of various digital tools and platforms, such as office software, data analysis tools, social media, etc. Individuals should learn to use these tools and be good at using them to solve problems, improve work

efficiency and communication skills. This can help individuals better meet the needs of digital work and life.

In addition, focus on the cultivation of information literacy and data analysis capabilities. In the era of digitalization, a large amount of information poured into our lives, and individuals need to have the ability to screen and evaluate information to gain accurate and reliable knowledge. At the same time, data analysis capabilities are also very important. It can help individuals find laws and trends from massive data and make more wise decisions.

Finally, pay attention to network security and privacy protection. With the widespread application of digitalization, personal information is more vulnerable to threatening. Individuals need to learn to protect their privacy, pay attention to network security, avoid leaking personal information and suffering from network attacks.

In short, digital knowledge and skills are of great significance to personal education, career development and life. Continue learning and updating digital knowledge, good at using digital tools and platforms, strengthening information literacy and data analysis capabilities, focusing on network security and privacy protection. These are important suggestions for individuals to improve their own ability in the digital era. Through continuous learning and application of digital knowledge and skills, individuals can better adapt to and create the social environment of value in the digital era.

Interviewee 17

In today's digital era, digital skills have become an indispensable part of personal development. Whether it is education, occupation or daily life, digital skills play an important role. In my opinion, digital skills have not only improved efficiency, but also created great value for individuals.

I have the following suggestions for digital knowledge and skills. First, continuous learning is the key. With the continuous renewal of digital technology, we need to keep learning at all times and master the latest digital knowledge and skills. Secondly, practical operations are equally important. Theoretical knowledge is the foundation, but the real mastery needs to be achieved through practical operations.

We should be brave to try new digital tools and techniques, and improve our skills through actual operation.

In addition, we need to pay attention to the safety and privacy protection of digital skills. In the digital era, the risk of information security and privacy leakage has also increased. We need to understand and master relevant security knowledge and skills to ensure the security of personal information and data.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 18

Digital skills are of great significance to individuals in education, career development and life. In addition to improving efficiency, they can also create more value. I have the following suggestions for digital knowledge and skills:

First, we should pay attention to the learning and application of digital knowledge. Digitalization has run through all fields, and it is essential to master digital knowledge. We should take the initiative to learn the use of digital tools and platforms, be familiar with basic skills such as Internet search, data analysis, programming, and improve the digital literacy of teachers in education, so that they can better use digital technology for teaching.

Secondly, we need to constantly update and enhance digital knowledge and skills. Digital technology is constantly developing, and new applications and tools have emerged endlessly. We should maintain the state of learning, follow up the development trend of digital technology, and continuously update our digital knowledge and skills by participating in training and participating in community exchanges.

Third, we should be good at creating digital knowledge and skills. Digital skills can not only improve work efficiency, but also create more opportunities and value for individual education, occupation and life. We can use digital technology for innovation practice, such as online teaching, remote collaboration, etc. to broaden the space for education and career development. At the same time, in life, we can

also use digital skills to create more convenience and possibilities, such as online shopping and social media marketing.

Finally, we should emphasize the cross -disciplinary nature of digital knowledge and skills. Digital skills are applied in various fields, not only limited to computer science. We should encourage the integration of cross disciplines to combine digital knowledge and skills with other disciplines, such as digital art, digital marketing, etc., so as to create more innovation and development opportunities.

In general, digital skills are of great significance to personal education, career development and life. I suggest that we attach importance to the learning and application of digital knowledge, constantly update and enhance these knowledge and skills, be good at creating value and skills to create value, and emphasize the interdisciplinary nature of these knowledge and skills. Through these efforts, we will be able to better adapt to the needs of the digital era, improve our competitiveness, and create more opportunities and value for our education, occupation and life.

Interviewee 19

Digital skills are of great significance for individuals in education, career development and life. It can not only improve efficiency, but also create value. In the school management digital leadership development model, I have the following suggestions for digital knowledge and skills:

First, individuals should actively learn and master digital knowledge. With the rapid development of information technology, digitalization has become the cornerstone of modern society. Whether in education and career development, individuals need to have certain digital knowledge. Therefore, individuals should take the initiative to participate in digital training and learning courses to continuously improve their digital skills.

Secondly, individuals should flexibly use digital skills to improve work efficiency. Digital skills can help individuals get more quickly and process information, and complete various tasks more efficiently. For example, mastering the use of office software can improve the efficiency of document processing and data analysis, and mastering online collaboration tools can promote team cooperation and communication. Individuals can apply digital skills to practical work through learning

and practice, and improve their work efficiency and performance.

In addition, digital knowledge and skills can also create value. In career development, individuals can use digital skills to develop new business opportunities and employment opportunities. For example, by mastering e-commerce knowledge and skills, individuals can open their own online stores on the Internet to create their own brand value. At the same time, in the field of education, individuals can create more teaching resources and teaching methods through digital skills to provide better education services.

Finally, individuals should also pay attention to the continuous learning and update of digital skills. Due to the rapid development of technology, digital skills are constantly evolving and updating. Individuals should maintain their learning attitude and learn about new digital technology and tools with the times. By participating in training, seminars and online learning, individuals can continuously improve their digital skills and meet social changes and needs.

All in all, digital knowledge and skills are of great significance for individuals in education, career development and life. Individuals should actively learn and master digital knowledge, flexibly use digital skills to improve work efficiency, and be good at creating value. At the same time, individuals should also pay attention to the continuous learning and update of digital skills to adapt to social changes and development. By continuously enhancing digital knowledge and skills, individuals can gain more opportunities and success in learning, work and life.

Interviewee 20

In today's digital era, digital skills have become an indispensable part of personal development. Digital skills play an important role in education, career development, and life. In addition to improving efficiency, it can also create value.

I have the following suggestions for digital knowledge and skills. First, continuous learning is the key. With the continuous renewal of digital technology, we need to keep learning at all times and master the latest digital knowledge and skills. Schools can regularly carry out digital skills training courses to help students and faculty members continue to update their knowledge and skills reserves.

Secondly, practical operations are equally important. Theoretical knowledge

is the foundation, but the real mastery needs to be achieved through practical operations. We should be brave to try new digital tools and techniques, and improve our skills through actual operation. Schools can provide practical opportunities, such as carrying out digital projects and organizational skills competitions, and encourage teachers and students to apply their knowledge to reality.

In addition, the problem of security and privacy protection of digital skills is equally important. In the digital era, the risk of information security and privacy leakage has also increased. We need to understand and master relevant security knowledge and skills to ensure the security of personal information and data. Schools can strengthen network security education, improve the safety awareness of teachers and students, and formulate relevant roles and regulations to standardize digital behaviors.

In short, digital skills are of great significance for individuals in education, career development and life. We need to seriously treat the learning and practice of digital knowledge and skills, and continuously improve our competitiveness and adaptability.

Interviewee 21

Digital skills are of great significance in personal education, career development and life. In addition to improving efficiency, it can also create value. Based on school management digital leadership development models, I have the following suggestions for digital knowledge and skills:

First, individuals should take the initiative to learn and master digital knowledge. Digitalization has become the foundation of modern society, and education is an important way to cultivate personal digitalization. Schools should strengthen digital education and provide students with systematic digital courses and training. At the same time, individuals should continue to improve their digital knowledge and skills through independent learning and practice.

Secondly, individuals should be good at using digital skills to improve work efficiency. Digital skills can help individuals get more quickly and process information and improve work efficiency. Individuals can use digital tools and platforms, such as office software, data analysis tools, etc. to optimize workflow and improve work

efficiency. In addition, individuals can also conduct efficient communication and cooperation with others through digital skills to promote the team's collaboration and innovation.

In addition, digital knowledge and skills can also create value. In career development, individuals can use digital skills to develop new business opportunities and employment opportunities. For example, mastering e-commerce knowledge and skills can start a business or open personal brands on the Internet, thereby achieving the creation of economic value. At the same time, in the field of education, individuals can create more teaching resources and teaching methods through digital skills to provide better education services.

Finally, individuals should also pay attention to the continuous learning and update of digital skills. Due to the rapid development of technology, digital skills are constantly evolving. Individuals should actively participate in training, seminars and online learning, and constantly learn and update their digital knowledge and skills. This can continuously adapt to new digital tools and technologies to improve personal competitiveness and adaptability.

In summary, digital skills are of great significance for individuals in education, career development and life. Individuals should take the initiative to learn and master digital knowledge, and be good at using digital skills to improve work efficiency. At the same time, individuals can also create value through digital skills and find new opportunities in career development. In addition, individuals should pay attention to the continuous learning and updates of digital skills to adapt to the rapidly changing digital environment. By continuously enhancing digital knowledge and skills, individuals can get more opportunities and achievements in learning, work and life.

Interviewee 22

Digital skills are of great significance in personal education, career development and life. It can not only improve efficiency, but also create more value. I have the following suggestions for digital knowledge and skills:

First, we should pay attention to the learning and cultivation of digital knowledge. In the digital age, mastering digital tools and skills has become a

necessary literacy. We should take the initiative to learn and be familiar with the use of digital tools, including email, cloud collaboration platform, data analysis tools, etc. In particular, educators need to pay attention to and improve their digital literacy in order to better use digital technology to carry out teaching and management.

Secondly, constantly update and improve digital knowledge and skills. Digital technology is constantly developing, and new applications and tools are emerging. We should always maintain the state of learning and understand the latest trends and changes of digital technology. Through participating in training, seminars and other activities, we will communicate and cooperate with colleagues to continuously improve our digital knowledge and skills. Only by continuous learning and updating can we keep up with the pace of the times and adapt to change.

Third, be good at transforming digital knowledge and skills into practical applications and creating value. Digital knowledge and skills are not only to improve work efficiency, but also to create more value. In education, we can use digital technology to change the teaching method to create a richer and diverse educational experience; in career development, we can use the digital platform for self-brand building and innovative practice; in life, we can use digital skills to simplify life in life. Provide convenience and promotion of social. Only by combining digital knowledge with practical applications can we truly exert its potential.

Finally, promote the sharing and cooperation of digital knowledge and skills. The learning and application of digital knowledge and skills require a common platform, and we should encourage cross-disciplinary cooperation and sharing. By establishing and participating in cross-border cooperation mechanisms such as digital knowledge and skills, such as communities, seminars and other cross-border cooperation mechanisms, we will strengthen exchanges and sharing of digital knowledge and skills, thereby jointly promoting the development of the digital era.

In summary, digital skills are of great significance to personal education, career development and life. We should pay attention to the learning and training of digital knowledge, continuously update and enhance digital knowledge and skills, be good at transforming it into practical applications and creating more value, and at the same time promote the sharing and cooperation of digital knowledge and skills.

Through these efforts, we will be able to better adapt to and cope with the challenges of the digital era and achieve personal development and success.

Interviewee 23

Digital skills are of great significance in personal education, career development and life. In addition to improving efficiency, it can also create value. Based on school management digital leadership development models, I have the following suggestions for digital knowledge and skills:

First, individuals should take the initiative to learn and master digital knowledge. Digitalization has become the foundation of modern society, and education is an important way to cultivate personal digitalization. Schools should strengthen digital education and provide students with systematic digital courses and training. At the same time, individuals should continue to improve their digital knowledge and skills through independent learning and practice.

Secondly, individuals should be good at using digital skills to improve work efficiency. Digital skills can help individuals get more quickly and process information and improve work efficiency. Individuals can use digital tools and platforms, such as office software, data analysis tools, etc. to optimize workflow and improve work efficiency. In addition, individuals can also conduct efficient communication and cooperation with others through digital skills to promote the team's collaboration and innovation.

In addition, digital knowledge and skills can also create value. In career development, individuals can use digital skills to develop new business opportunities and employment opportunities. For example, mastering e-commerce knowledge and skills can start a business or open personal brands on the Internet, thereby achieving the creation of economic value. At the same time, in the field of education, individuals can create more teaching resources and teaching methods through digital skills to provide better education services.

Finally, individuals should also pay attention to the continuous learning and update of digital skills. Due to the rapid development of technology, digital skills are constantly evolving. Individuals should actively participate in training, seminars and online learning, and constantly learn and update their digital knowledge and skills.

This can continuously adapt to new digital tools and technologies to improve personal competitiveness and adaptability.

In summary, digital skills are of great significance for individuals in education, career development and life. Individuals should take the initiative to learn and master digital knowledge, and be good at using digital skills to improve work efficiency. At the same time, individuals can also create value through digital skills and find new opportunities in career development. In addition, individuals should pay attention to the continuous learning and updates of digital skills to adapt to the rapidly changing digital environment. By continuously enhancing digital knowledge and skills, individuals can get more opportunities and achievements in learning, work and life.

Interviewee 24

In today's digitalization, the impact of digital skills on individuals in education, career development, and life is becoming more and more significant. In my opinion, digital skills have not only improved efficiency, but also created great value for individuals. Based on school management digital leadership development models, I have the following suggestions for digital knowledge and skills:

First, schools should pay attention to cultivating students' digital literacy. During the education process, students should strengthen their understanding and mastery of digital tools and technology, and improve their information acquisition, processing and expression ability. Schools can offer related courses to provide digital skills training and practical opportunities to help students better meet the learning requirements of the digital era.

Secondly, teachers are encouraged to use digital technology to improve the quality of teaching. Teachers are students' guides and educators, and their digital skills levels have a vital impact on students. Schools should support teachers 'learning and application digital technologies, such as developing digital teaching, making digital resources, etc. to improve teaching effects and meet students' learning needs.

In addition, strengthen the digital leadership training of school management. Management plays a key role in the digital transformation of schools. Through

training, we can improve the management of digital thinking, strategic planning and organizational coordination of management, so that they can better lead the school's digital development.

Finally, establish a digital campus culture and promote digital exchanges and cooperation between teachers and students. The school should create a positive digital campus environment, encouraging teachers and students to interact, share and learn on the digital platform. By establishing a digital exchange platform and carrying out digital activities, it will promote cooperation and common growth among teachers and students.

In short, digital skills are of great significance for individuals in education, career development and life. Based on school management digital leadership development models, we need to start from multiple aspects to focus on cultivating students' digital literacy, encourage teachers to use digital technology to improve teaching quality, strengthen digital leadership training in management, and establish digital campus culture. Through the implementation of these measures, we can better cope with the challenges and opportunities in the digital era, and provide students with better education and development opportunities.

In summary, around the research theme of model for promoting Digital Knowledge and skills of Digital leadership development for school administrators in Guangdong, the results are based on the responses of 24 respondents, Digital Knowledge and skills consisted of 5 guideline, as follows: 1)The learning and continuous update of digital skills; 2)Practice and application of digital skills; 3)Safety and privacy protection of digital skills; 4)Information literacy and data analysis ability; 5)Training and publicity of digital skills.

.4. In your opinion, the goal of network environment management is to optimise the use of network resources and to improve the reliability, stability and security of the network to meet the needs of the organisation or the users, How about your suggestions for Network environmental administration and digital networking ?

Interviewee 1

In my opinion, the goal of network environment management is to optimise the utilisation of network resources and improve the reliability, stability and security of the network to meet the needs of organisations or users. I have the following suggestions for network environment management and digital networks:

First, establish a sound network planning and management mechanism. Network environment management requires clear goals and plans, including network architecture design, equipment selection and configuration, and network security strategies. Schools should develop comprehensive network planning to ensure that network resources can effectively support the needs of educational teaching and school management. At the same time, establish a sound network management mechanism, including network monitoring, troubleshooting and maintenance, to ensure stable network operation.

Second, strengthen network security and data protection. There are various security risks and threats in the network environment, such as network attacks and data leakage. Schools should establish perfect network security strategies and measures, including network firewalls, intrusion detection systems, access control, etc., to protect the network and user data security. In addition, schools should strengthen network security education and training for teachers and students to improve their network security awareness and preventive capabilities.

Third, optimise the use and management of network resources. The development of digital networks makes schools have rich educational resources and online learning platforms. Schools should make full use of digital networks to provide diversified teaching resources and learning opportunities and promote interaction and cooperation between teachers and students. At the same time, schools should also strengthen the management of network bandwidth, storage space and other resources to ensure that the network resources can meet the needs of education and teaching and be reasonably allocated to various departments and users.

In conclusion, schools should actively promote digital education and innovative practices. Digital networks bring more possibilities and opportunities for education. Schools can innovate teaching methods and forms and provide

personalised learning experiences and support through digital technologies and tools. At the same time, schools can also expand students' learning resources and practical opportunities through online education platforms and virtual laboratories, etc. to promote their all-round development.

Finally, schools should establish partnerships with relevant organisations and enterprises to jointly promote the management of online environments and the development of digital networks. Through co-operation with external partners, schools can obtain more resources and support to jointly solve the challenges and problems in network environment management.

In conclusion, the goal of network environment management is to optimise the use of network resources and improve the reliability, stability and security of the network. To this end, schools should establish a sound network planning and management mechanism, strengthen network security and data protection, optimise the utilisation and management of network resources, actively promote digital education and innovative practices, and establish cooperative relationships with relevant institutions and enterprises. Through these measures, schools can better utilise the role of digital networks, enhance the quality of education and teaching, and promote the all-round development of students.

Interviewee 2

Network environment management is particularly important in today's digital age. For school management, the goal of network environment management is to optimise the use of network resources and to improve the reliability, stability and security of the network to meet the needs of the organisation or users.

To address this goal, I have the following suggestions:

First, continuously invest resources in network upgrading and optimisation. With the increase in the number of users and the complexity of applications, schools need to continuously invest resources in upgrading and optimising network equipment. This includes measures such as upgrading hardware equipment, optimising network architecture, and upgrading bandwidth to ensure the reliability and stability of the network.

Second, establish a sound network management system and security

prevention system. Schools should formulate a strict management system to regulate network usage and prevent unauthorised access and malicious attacks. At the same time, network security precautions should be strengthened, and security holes should be scanned and repaired on a regular basis to ensure the security of the network.

In addition, it is also necessary to strengthen the monitoring and maintenance of network resources. The school should establish a perfect monitoring system to monitor the network operation in real time, and find and solve network failures in time. Regular network maintenance is carried out to clean up network rubbish and viruses to ensure the normal operation of the network.

Finally, improving the digital literacy and network security awareness of teachers and students is also key. Schools should strengthen digital literacy education and improve teachers' and students' knowledge and understanding of network security. By carrying out network security publicity activities and offering relevant courses, teachers and students can enhance their network security awareness and skills.

In conclusion, network environment management is one of the core contents of school management in the digital era. Through the implementation of measures such as continuously investing resources in network upgrading and optimisation, establishing a sound network management system and security prevention system, strengthening the monitoring and maintenance of network resources, as well as improving the digital literacy and network safety awareness of teachers and students, we can better meet the needs of organisations or users, and provide a strong safeguard for the digital development of schools.

Interviewee 3

In my opinion, the goal of network environment management is to optimise the utilisation of network resources and to improve the reliability, stability and security of the network to meet the needs of the organisation or users. I have the following suggestions for network environment management and digital networks:

First, establish a sound network management strategy and control mechanism. Organisations should define the objectives and principles of network environment management and formulate corresponding management strategies,

including network usage policies, access control policies, data security policies, etc. At the same time, it is necessary to establish a set of perfect network monitoring system to discover and solve network problems in a timely manner and guarantee the reliability and stability of the network.

Second, strengthen network security management and protection measures. Network security threats are increasing, and organisations should pay attention to network security management and strengthen security measures such as user authentication, data encryption, intrusion detection and prevention in the network environment. In addition, it is necessary to strengthen the cultivation of network security awareness of employees, regularly organise network security training, improve employees' knowledge of network security risks, and reduce the existence of security loopholes.

Third, optimise the use of network resources and performance management. The network is a limited resource, and organisations should reasonably plan and manage resources such as network bandwidth and storage space to ensure their effective use. In addition, network performance management should be carried out to adjust network configuration and optimise network performance in a timely manner by monitoring and analysing network performance indicators, so as to improve users' network experience.

In addition, the combination of network environment management and digital technology is emphasised. With the advent of the digital era, network environment management needs to be combined with emerging digital technologies, such as cloud computing, big data and artificial intelligence. It is recommended that organisations actively explore and apply these digital technologies to enhance the intelligence of network environment management and improve the efficiency and security of network resources.

Finally, promote cooperation and sharing. Network environment management involves coordination and cooperation among multiple parties, and it is recommended that partnerships with vendors and partners be strengthened to jointly address issues and challenges in network environment management. In addition, cross-border cooperation and sharing can be promoted through participation in

industry organisations and sharing of network management experience to jointly promote the development of network environment management.

In conclusion, the goal of network environment management is to optimise the use of network resources and improve the reliability, stability and security of the network. I suggest establishing sound network management strategies and control mechanisms, strengthening network security management and protection measures, optimising the utilisation of network resources and performance management, and emphasising the integration of network environment management with digital technologies. At the same time, we should promote co-operation and sharing, and work together to solve the problems and challenges in network environment management, so as to promote the development of network environment management. Through these efforts, we will be able to better respond to the needs and changes in network environment management, achieve optimal utilisation of network resources, and enhance network security and reliability.

Interviewee 4

In my opinion, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizations or users. I have the following suggestions for network environment management and digital networks:

First, establish a comprehensive network management strategy and control mechanism. The organization should clarify the goals and principles of network environment management, and formulate corresponding network management strategies, including network use policies, access control strategies, and data security strategies. At the same time, a effective network monitoring system needs to be established to discover and solve network problems in time to ensure the reliability and stability of the network.

Second, strengthen network security management and protection measures. Cyber security threats are increasing. Organization should attach importance to network security management and strengthen security measures such as user identity authentication, data encryption, invasion detection and prevention in the network environment. At the same time, strengthen the education awareness of employees,

regularly organize network security training, improve employees' ability to understand and respond to network security risks, and reduce the existence of potential security vulnerabilities.

Third, optimize the use and performance management of network resources. The network resources are limited. The organization should reasonably plan and manage resources such as network bandwidth and storage space to ensure that it is effective and efficient. At the same time, network performance management should be carried out. By monitoring and analyzing network performance indicators, timely adjust the network configuration and optimize network performance, and improve the user's network experience.

Finally, promote the combination of network environment management and digital technology. With the development of digitalization, digital technology plays an important role in network environment management. It is recommended to actively apply emerging digital technologies, such as cloud computing, the Internet of Things, and big data analysis to improve the efficiency and security of network environment management.

In summary, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network. I recommend establishing a comprehensive network management strategy and control mechanism, strengthening network security management and protection measures, optimizing the use and performance management of network resources, and promoting the combination of network environment management and digital technology. Through these efforts, we can better meet the needs of organizations and users and ensure the healthy development of the network environment.

Interviewee 5

network environment is an indispensable part of the digital era. Especially for school management, optimizing the use of network resources and improving the reliability, stability and security of the network is a vital goal. The following are some suggestions on network environment management and digital networks:

First, regularly check and maintain network hardware equipment. This includes status monitoring, fault investigation and preventive maintenance of routers,

switches, servers and other equipment to ensure its normal operation.

Secondly, strengthen network security measures. With the increase of network attacks, network security issues are becoming increasingly serious. Schools should establish measures such as firewalls, update security patches, and implement user identity certification to prevent malicious invasion and data leakage.

In addition, reasonable planning network architecture is also the key. The school should design an efficient network topology structure according to actual needs to avoid network bottlenecks and redundancy, and ensure that data transmission is smooth.

Finally, strengthen the education and training of the digital network. The school should provide digital network -related training courses to improve teachers and students' understanding and digital literacy of network security, so that they can better use the digital network.

In short, network environmental management is a long and continuous task. Through the inspection and maintenance of hardware equipment, the strengthening of network security measures, the reasonable planning of the network structure, and the efforts of the education and training of the digital network, we can better manage the network environment and ensure its reliability, stability and security, so as to use it in order to use it to ensure that its reliability, stability and security are used in order Meet the needs of organizational or users.

Interviewee 6

The goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizational or users. In the school management digital leadership development model, I have the following suggestions for network environment management and digital networks:

First, establish a sound network management strategy and mechanism. The school should formulate a clear network use policy to clarify the distribution and use roles of network resources to ensure the reasonable use of network resources. At the same time, the school should also establish a network management team to be responsible for the configuration and maintenance of network equipment, monitor

the operating status of the network, and deal with network failures and security threats in a timely manner.

Second, strengthen network security protection. Cyber security is an important issue in the digital environment. The school should take a series of measures to protect network security. This includes the establishment of security measures such as firewalls, invasion detection systems and data encryption, and strengthening security awareness training for network users. In addition, the school should conduct regular network security drills and risk assessments to discover and solve potential security hazards in a timely manner.

Third, optimize the use and management of network resources. Digital networks provide a wealth of education resources and learning platforms for the school. The school should plan and manage these resources reasonably. Through technical means, schools can realize the scheduling and optimization of network traffic to ensure the reasonable distribution of network bandwidth. At the same time, schools can also establish an online education platform and resource library to facilitate teachers and students to obtain and share teaching resources, improve teaching effects and learning quality.

In addition, the school should establish a partnership with relevant institutions and enterprises to jointly promote the development of network environmental management and digital networks. Through cooperation, schools can get more resources and support to improve the quality and reliability of network services. At the same time, the school can also learn from the network management experience and best practice of other organizations, and continuously improve and innovate the network environmental management model.

In short, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network. To this end, schools should establish a sound network management strategy and mechanism, strengthen network security protection, optimize the use and management of network resources, and establish a partnership with relevant institutions and enterprises. Through these measures, schools can better meet the needs of users, provide a stable and reliable network environment, and support the

development of digital leadership in school management.

Interviewee 7

In my opinion, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizations or users. I have the following suggestions for network environment management and digital networks:

First, establish a comprehensive network management strategy and control mechanism. Organizations should formulate clear network management policies and roles and regulations to ensure the reasonable allocation and use of network resources. At the same time, establish a set of effective network monitoring and management systems, discover and solve network problems in time, and improve the reliability and stability of the network.

Second, pay attention to network security management and protection measures. Cyber security is an important aspect of network environmental management. The organization should strengthen the management and monitoring of network security, and set up appropriate access control measures, encryption mechanisms, and invading detection and prevention systems. In addition, strengthen employee network security education and training, improve employees' awareness of network security, and prevent network threats and attacks.

Third, optimize network performance and bandwidth management. Network environment management needs to pay attention to the performance and bandwidth of the network. The organization should carry out effective bandwidth planning and management, reasonably distribute bandwidth resources, and ensure the normal development of various network services. In addition, through network performance monitoring and optimization, improve users' Internet experience and improve the availability and response speed of the network.

In addition, strengthen the maintenance and update of network devices. Network environment management needs to pay attention to the health of network equipment. The organization should formulate a regular maintenance plan for network equipment, including inspection, backup and upgrading of equipment, to ensure the stable operation and reliability of the equipment.

Finally, promote the combination of digital technology and network environment management. Digital technology plays an important role in network environment management. Organizations should actively apply emerging digital technologies, such as cloud computing, big data, artificial intelligence, etc. to optimize the use of network resources and the management of the network environment. Through the application of digital technology, the efficiency of network management and the accuracy of decision-making can be improved.

In summary, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network. I recommend establishing a comprehensive network management strategy and control mechanism, focusing on network security management and protection measures, optimizing network performance and bandwidth management, strengthening the maintenance and updating of network equipment, and promoting the combination of digital technology and network environment management. Through these efforts, we can better meet the needs of organizations or users, establish a secure and reliable network environment, and provide high-quality digital services for school management and users.

Interviewee 8

In today's digitalization, network environmental management is particularly important. In my opinion, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizations or users. In order to achieve these goals, I have the following suggestions:

First, formulate a complete network management system and specifications. The school should formulate clear network use regulations, standardize the behavior of teachers and students in the network environment, and ensure the reasonable use of network resources. At the same time, establish a network fault emergency plan to improve the rapid response and recovery capacity of network failure.

Second, strengthen the maintenance and upgrade of network equipment. Regularly inspect, maintain and upgrade network equipment to ensure the normal operation of the equipment. For old or faulty equipment, replace or repair in time to

avoid network interruption caused by equipment failure.

In addition, cybersecurity protection measures are implemented. Schools should establish safety measures such as firewalls and virus protection to prevent malicious attacks and virus invasion. At the same time, regular security vulnerabilities scan and repair to ensure the security of the network.

Finally, strengthen the education and training of the digital network. By carrying out the digital network -related training courses and lectures, we can improve the understanding and digital literacy of teachers and students, so that they can better use the digital network. At the same time, teachers and students are encouraged to participate in network security practice activities to improve their network security awareness and skills.

In short, network environmental management is a long and continuous task. Based on school management digital leadership development models, we need to start from the aspects of system construction, equipment maintenance, safety protection and education and training to provide strong support for the school's network environment management. Through the implementation of these measures, we can better meet the needs of organizations or users, and provide solid guarantees for the digital development of the school.

Interviewee 9

In today's digitalization, network environmental management is essential for schools. The goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizational or users. In order to achieve these goals, I have the following suggestions:

First, formulate a scientific and reasonable network planning. Schools should formulate appropriate network architecture and solutions according to their own needs and scale. Ensure the high availability and redundancy capabilities of network equipment to meet the growing network needs.

Second, strengthen network security management. Implement strict security strategies and measures, including firewall configuration, access control, virus protection, etc. to ensure that the network is free of malicious attacks and illegal

access. At the same time, regular security vulnerabilities scan and repair to improve the security of the network.

Third, establish a comprehensive network management system. Formulate systems such as network use regulations, equipment management processes, fault treatment mechanisms, etc., and standardize behavior and management processes in the network environment. Ensure that relevant personnel clarify their responsibilities and operating norms, and improve the efficiency and quality of network management.

In addition, strengthen the maintenance and management of network equipment. Establish a mechanism for regular inspections, maintenance and maintenance to ensure the normal operation of network equipment. Discover and solve potential network failures and problems in time to avoid affecting normal network use.

Finally, improve the awareness of digital literacy and network security of teachers and students. By carrying out digital literacy education and network security publicity activities, teachers and students' awareness and awareness of network security. Let them understand how to correctly use network resources, identify network security risks, and respond to network threats.

In short, based on the digital leadership development model of school management, we need to start from scientific planning, safety management, system construction, equipment maintenance and improvement of digital literacy to provide strong support for the school's network environment management. Through the implementation of these measures, we can better meet the needs of organizations or users, and provide solid guarantees for the digital development of the school.

Interviewee 10

In my opinion, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizations or users. For network environmental management and digital networks, I have the following suggestions:

First, establish a sound network management framework and strategy. Organization should formulate detailed network management policies and operation processes, clarify the allocation and use of network resources to ensure the efficient

operation of the network environment. At the same time, the establishment of a cross-departmental network management team is responsible for the monitoring, maintenance and upgrading of network equipment to ensure the reliability and stability of the network.

Second, pay attention to network security management and protection measures. Cyber security is a crucial part of network environment management. Organizations should establish a comprehensive network security strategy, including measures such as access control, data encryption, and intrusion detection. At the same time, strengthen the training of employees' network security awareness and conduct regular network security drills to improve the entire organization's ability to cognition and response to network security.

Third, conduct network performance monitoring and optimization. The reliability and stability of the network environment are important aspects of user experience. Organizations should implement network performance monitoring systems, timely discover and solve network bottlenecks and faults, and optimize the network. In addition, the planning of network bandwidth reasonably to ensure that the distribution of bandwidth can meet the needs of users and avoid network congestion and delay.

In addition, strengthen the maintenance and update of network devices. Network devices are a key component to support the operation of digital networks. The organization should check and maintain network equipment regularly, and promptly upgrade software and hardware and vulnerability to ensure the stable operation and security of the equipment.

Finally, promote the integration of digital technology and network environment. Digital development provides new opportunities and challenges for network environment management. Organizations should actively apply emerging digital technologies, such as cloud computing, big data analysis, artificial intelligence, etc. to enhance the effectiveness and flexibility of network management. For example, using big data analysis to predict network traffic and provide more flexible resource management through cloud computing.

In general, the goal of network environmental management is to optimize the use of network resources and improve reliability, stability and security. It is recommended to organize a sound network management framework and strategy, focus on network security management and protection measures, monitor and optimize network performance, strengthen the maintenance and update of network equipment, and promote the integration of digital technology and network environment. Through these suggestions, we can better manage and operate digital networks, provide high -quality network services, and meet the needs of organizations and users.

Interviewee 11

In the digital era, network environmental management has become an important issue that school management must face. In my opinion, the core goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizational or users. For this goal, I have the following suggestions:

First of all, implement refined management and make reasonable allocation of network resources. The school should establish a comprehensive network management system to clarify the responsibilities and authority of various departments and users. Through reasonable bandwidth allocation, IP address management, and equipment monitoring, ensure the effective use of network resources and avoid waste and conflict.

Secondly, strengthen network security protection and ensure the stable operation of the network. The school should establish a multi -level safety protection system, including the firewall, invasion detection system, and data encryption. Regular security vulnerabilities scan and repair to improve the ability of network resistance to attack. At the same time, strengthen the prevention of virus and malware to ensure the safe and stable operation of network equipment.

Third, promote the innovation and development of network technology. The school should pay attention to the latest developments of network technology, actively introduce new technologies, new applications, and improve the management level of the network environment. For example, the use of cloud computing, Internet

of Things, big data and other technologies to achieve more efficient network management and data analysis.

Finally, improve the awareness of digital literacy and network security of teachers and students. Schools should strengthen digital literacy education and cultivate the ability to correctly use network resources for teachers and students. At the same time, we will carry out network security promotion activities to raise teachers and students' awareness and prevention awareness of network security. Through these measures to reduce network risks and ensure the school's network security.

In short, based on the digital leadership development model of school management, we need to start with fine management, security protection, technological innovation, and improved digital literacy to comprehensively improve the management level of the network environment. Through the implementation of these measures, we can better meet the needs of organizations or users, and provide solid guarantees for the digital development of the school.

Interviewee 12

Based on school management digital leadership development models, I have the following suggestions for network environment management and digital networks:

First, formulate a scientific and reasonable network planning. Schools should formulate appropriate network architecture and solutions according to their own needs and scale. Ensure the high availability and redundancy capabilities of network equipment to meet the growing network needs. At the same time, we can reasonably plan network bandwidth and IP address resources to ensure the smooth and security of the network operation.

Second, strengthen network security management. Implement strict security strategies and measures, including firewall configuration, access control, virus protection, etc. to ensure that the network is free of malicious attacks and illegal access. Establish a complete security audit mechanism, record and analyze network behavior, and timely discover and dispose of security threats.

Third, establish a comprehensive network management system. Formulate systems such as network use regulations, equipment management processes, fault treatment mechanisms, etc., and standardize behavior and management processes in the network environment. Ensure that relevant personnel clarify their responsibilities and operating norms, and improve the efficiency and quality of network management.

At the same time, strengthen the maintenance and management of network equipment. Establish a mechanism for regular inspections, maintenance and maintenance to ensure the normal operation of network equipment. Discover and solve potential network failures and problems in time to avoid affecting normal network use. Strengthen cooperation and communication with equipment suppliers to ensure timely technical support and solutions.

Finally, improve the awareness of digital literacy and network security of teachers and students. By carrying out digital literacy education and network security publicity activities, teachers and students' awareness and awareness of network security. Let them understand how to correctly use network resources, identify network security risks, and respond to network threats.

In short, based on the digital leadership development model of school management, we need to start from scientific planning, safety management, system construction, equipment maintenance and improvement of digital literacy to provide strong support for the school's network environment management. Through the implementation of these measures, we can better meet the needs of organizations or users, and provide solid guarantees for the digital development of the school.

Interviewee 13

Digital computing development involves knowledge of computer science, which is of great significance for school management. I have the following suggestions for the creation of digital computing:

First, strengthen the learning and understanding of the basic knowledge of computer science. School management should actively enhance the understanding of the basic knowledge of computer science, including computer architecture, data structure and algorithm, programming language, etc. In -depth research on these fields can help school management to better understand and apply the principles

and technologies of digital calculation.

Second, pay attention to the trend and application of emerging technologies. The development of digital computing is changing with each other. School management should pay attention to the trend of emerging technologies, such as artificial intelligence, big data analysis, cloud computing, etc., and master its application methods in the field of education. Understand the characteristics and advantages of these emerging technologies, and introduce them into the management and education of the school, which can improve the level and effect of digital computing.

Third, promote the professional development and training of teachers. Provide teachers with related training and professional development opportunities, so that they can master the principles and technologies of digital computing, and integrate them into education practice. This can be achieved by holding special lectures, training courses or invitation experts.

In addition, establish a cooperation and exchange platform to promote interaction and cooperation between teachers and students. School management can encourage teachers and students to participate in digital computing projects and promote their cooperation and exchanges. To solve the actual problems through joint cooperation, it can enhance the understanding and application of digital computing by teachers and students.

Finally, pay attention to the establishment of the evaluation and feedback mechanism. School management should establish an evaluation and feedback mechanism to understand the effects and problems of digital computing creation in a timely manner, thereby continuously improved and optimized the implementation plan for digital computing. This can be achieved by regular evaluation and investigation, feedback from teachers and students.

Overall, digital computing development is of great significance to school management. I recommend paying attention to the learning and understanding of the basic knowledge of computer science, focusing on the trend and application of emerging technologies, promoting teachers' professional development and training, establishing cooperation and exchange platforms, and focusing on the establishment

of evaluation and feedback mechanisms. Through these measures, school management can better promote the development of digital computing, improve the management and education level of schools, and promote the entire school to move into digital transformation.

Interviewee 14

In my opinion, digital computing development is very important in school management leadership models, it involves knowledge in the field of computer science. For digital computing creation, I have the following suggestions:

First of all, it is recommended that school management pay attention to students' basic education of computer science and provide corresponding courses. Students should master the basic principles and concepts of computer science, including programming languages, data structures and algorithms. By cultivating students' basic knowledge of computer science, they can provide a solid foundation for them to participate in the development and innovation of digital computing in the future.

Secondly, school management should actively promote the professional development of teachers. Teachers are promoters and leaders of digital computing creation. They need to continue to learn and update their computer science knowledge and skills. School management can help teachers enhance computer scientific backgrounds and improve digital computing capabilities through organizing related training courses, special seminars and academic exchanges activities.

Third, encourage schools with external resources such as enterprises and scientific research institutions to promote the creation of digital computing. School management can establish cooperative relationships and carry out cooperation projects, internship opportunities and research cooperation with external units. Such cooperation can provide opportunities related to practical applications for teachers and students of the school, and deepen their ability to understand digital computing.

In addition, school management should pay attention to emerging technologies and trends, and timely update and adjust the creation content of digital calculations. With the continuous innovation and development of technology, such as artificial intelligence, the Internet of Things, etc., school management must keep

up with the development of the times, and timely adjust the creation direction and content of digital calculations in a timely manner to ensure that students come into contact with cutting -edge scientific and technological knowledge and technical applications.

Finally, it is recommended that school management build a student innovation practice platform to encourage students to participate in innovative practice activities for digital computing. Cultivate students' creative thinking and practical ability, can be carried out by organizing programming competitions, scientific and technological exhibitions, maker activities and other methods. Such a practical platform can stimulate students' interest and creativity, and promote their in -depth study and exploration in the field of digital computing.

In summary, I suggest that school management focuses on the basic education of computer science, promotes the professional development of teachers, cooperates with external resources, pays attention to emerging technologies and trends, and builds a student innovation practice platform. Through the implementation of these suggestions, the school can provide students with more comprehensive and in -depth digital computing creation education, cultivate students with computer science knowledge and skills, and promote the digital development of schools.

Interviewee 15

In this interview, I will share suggestions for digital computing creation in the school management leadership model.

First of all, I suggest that school management should incorporate digital calculations into the overall development strategy. Digital computing is an inevitable trend of the development of today's era. For schools, having strong digital computing capabilities can provide strong support for improving teaching quality and management efficiency. Therefore, school management should consider digital computing as an important strategic direction, formulate specific development plans and goals, and ensure sufficient resource investment.

Secondly, schools should pay attention to cultivating and introducing talents with digital skills. Digital computing creation requires a team with related skills and knowledge to promote and implement. The school should strengthen the digital skills training of existing faculty and employees, and actively introduce outstanding external talents, and establish a team that can be competent for digital computing. This team will be responsible for formulating specific plans for digital calculations, promoting the implementation process, and solving problems encountered during the process.

Third, schools should strengthen exchanges and cooperation with external partners. Digital calculation is a complex process that needs to learn and absorb external experience and resources. The school can establish cooperative relationships with the industry's leading technology companies and research institutions, and jointly carry out research and practice of digital computing. By communicating and cooperating with external partners, schools can get more technical support, industry dynamics and market trends, so as to better promote the process of digital computing.

Finally, schools should pay attention to the application and practice of digital computing. The ultimate purpose of digital calculation is to provide better support for school teaching and management. Therefore, the school should actively explore the possibility of digital computing in different scenarios in combination with its own actual situation. For example, using big data analysis to improve the quality of teaching, build an intelligent student management system, and promote online education. Through practical application and practice, schools can continuously optimize the digital calculation schemes and improve the implementation effect and value.

In short, based on school management leadership models, digital computing creation requires school management to have strategic vision and determination, pay attention to talent training and introduction, strengthen exchanges and cooperation with external partners, and pay attention to practical applications and practice. Through the implementation of these measures, schools can better promote the process of digital computing and lay a solid foundation for future development.

Interviewee 16

Based on school management digital leadership development models, network environment management and digital networks are very important for school management. My suggestions for this are as follows:

First, school management should formulate clear network management strategies and specifications. Establishing a clear network use policy can help ensure the reasonable distribution and effective use of network resources, while standardizing the behavior of students and faculty and staff on the Internet. This includes network access permissions, filtering and preventing network abuse of the content.

Second, strengthen network security management and protection measures. Cyber security is a crucial part of network environment management. School management should strengthen network security training, improve teachers and students' awareness of network security, and establish a sound security protection mechanism, including technical means such as firewalls, invasion detection systems and data encryption to ensure the security and integrity of the network.

Third, pay attention to the maintenance and update of network equipment. School management should ensure the normal operation and good state of network equipment, and regularly maintain and upgrade equipment to improve the reliability and performance of the network. In addition, update software patch and operating systems in a timely manner to ensure the security and compatibility of the network.

In addition, strengthen the cultivation of teachers and students. School management should actively promote teachers and students to strengthen their understanding of the Internet, and regularly organize network literacy training to enable teachers and students to master the basic knowledge and skills of the network use, understand network security knowledge and risks, and improve the efficiency and security of network use.

Finally, establish a monitoring and evaluation mechanism to continue to improve the network environment and services. School management should establish an effective network monitoring and evaluation mechanism, evaluate network performance, bandwidth demand and user satisfaction regularly, and timely discover

problems and take corresponding measures for improvement. In addition, school management should also maintain good cooperative relationships with network service providers, and timely track new technologies and trends to provide the school with the most advanced network services.

In general, network environmental management and digital networks are essential to school management. It is recommended that school management formulate a clear network management strategy and specification, strengthen network security management and protection measures, focus on the maintenance and update of network equipment, strengthen the training of teachers and students, establish a monitoring and evaluation mechanism, and continue to improve the network environment and services. Through the implementation of these suggestions, the school can establish a secure, stable and efficient digital network environment, provide high -quality network services, and promote the development of digital education.

Interviewee 17

Based on school management digital leadership development models, for network environment management and digital networks, I have the following suggestions:

First, establish a unified management network architecture. The school should design a clear and scalable network architecture to ensure the stable operation of network devices and the secure transmission of data. This includes reasonable planning network topology, IP address allocation, and network security strategies. Through unified management, the utilization of network equipment can be improved, maintenance costs are reduced, and data security and confidentiality can be ensured.

Second, strengthen network security protection. Cyber security is an important part of network environmental management. The school should take multi-level safety protection measures, including firewalls, invasion detection systems, data encryption, etc. to prevent malicious attacks and data leakage. At the same time, regular security vulnerabilities scan and repair to ensure the security of network equipment.

Third, establish a comprehensive network management system. The school shall formulate detailed systems such as network use regulations, equipment management processes, and fault treatment mechanisms to standardize behavior and management processes in the network environment. By clarifying the responsibilities and operating specifications of relevant personnel, the efficiency and quality of network management can be improved and network failure and security risks can be reduced.

Fourth, strengthen the maintenance and management of network equipment. The school should establish a mechanism for regular inspections, maintenance and maintenance to ensure the normal operation of network equipment. Discover and solve potential network failures and problems in time to avoid affecting normal network use. At the same time, optimize configuration and management of network devices to improve the operating efficiency and stability of the network.

Finally, improve the awareness of digital literacy and network security of teachers and students. A sense of digital literacy and network security is an important foundation for promoting digital campus construction. Schools should strengthen digital literacy education and cultivate the ability to correctly use network resources for teachers and students. At the same time, we will carry out network security promotion activities to raise teachers and students' awareness and prevention awareness of network security. Through these measures to reduce network risks and ensure the school's network security.

In short, based on the digital leadership development model of school management, we need to establish a unified management network structure, strengthen network security protection, establish a sound network management system, strengthen the maintenance and management of network equipment, and improve the digital literacy and network security of teachers and students and network security Start on consciousness and other aspects to comprehensively improve the management level of the network environment. Through the implementation of these measures, we can better meet the needs of organizations or users, and provide solid guarantees for the digital development of the school.

Interviewee 18

In terms of network environment management and digital network based on the development model of school management digital leadership, I have the following suggestions:

1) Establish a clear network management goal: School management should clarify the specific goals of network environment management, such as improving network stability, ensuring information security, and optimizing network resources allocation. This helps to ensure the normal operation of the network environment and provide strong support for education and teaching.

2) Establish a sound network management system: establish and improve network management systems, including network equipment management, network distribution, network failure processing, information security, etc. Through institutional specifications, the orderly management of the network environment is ensured.

3) Strengthen cybersecurity protection: For campus network security risks, take firewalls, invasion detection, data encryption and other methods to improve network security protection capabilities. At the same time, network security training is regularly conducted to improve the awareness of network security of teachers and students.

4) Optimize the distribution of network resources: According to teaching needs, we can reasonably plan network resources to ensure that teachers and students can smoothly obtain network resources. For the problem of network congestion during peak hours, technical means such as traffic control, load balancing, and other technical means can be adopted to improve network utilization.

5) Improve network hardware facilities: Increase investment in network hardware facilities, upgrade network equipment and lines, and improve network bandwidth and stability. This is essential for meeting the increasing demand for education and teaching.

6) Regular network maintenance and maintenance: Establish a regular network maintenance and maintenance system, check and maintain network equipment to ensure the normal operation of network facilities. At the same time, deal with network failures in a timely manner to reduce the impact of faults on

education and teaching.

7)Carry out network technology training and popularization: Strengthen network technology training for teachers and students to improve their network application capabilities. In addition, through organizational activities such as network security promotion, network security knowledge is popularized, and teachers and students' network literacy is improved.

8)Encourage innovation and collaboration: Encourage teachers and students to actively participate in the construction and management of the network environment, and make suggestions for improvement. Strengthen communication and collaboration between departments, and jointly promote the development of the digital network environment of the school.

9)Evaluation and feedback: Regularly evaluate network environmental management, collect feedback from teachers and students, and further optimize network environmental management strategies.

In short, school management should pay attention to the development of network environmental management and digital networks. By improving measures such as systems, strengthening security protection, and optimizing resource allocation, we create a good network environment for education and teaching. At the same time, encourage innovation and collaboration, improve the network literacy of teachers and students, and jointly promote the development of the digital network environment of the school.

Interviewee 19

In terms of network environment management and digital network based on the development model of school management digital leadership, I have the following suggestions:

1)Clarify the goal of network environment management: School management should clarify the goals of network environment management, including optimizing the use of network resources, improving network reliability, stability, and security to meet the needs of organization or users. This helps to ensure the normal operation of the network environment and provide strong support for education and teaching.

2)Formulate network environmental management strategies: According to actual needs, formulate a reasonable network environmental management strategy, including network equipment purchase, network architecture design, distribution of network resources, network security guarantee, etc.

3)Improve the network management system: Establish and improve the network environmental management system, including network equipment management, network failure processing, network resource allocation, information security, etc. Through institutional specifications, the orderly management of the network environment is ensured.

4)Strengthen cybersecurity protection: For campus network security risks, take firewalls, invasion detection, data encryption and other methods to improve network security protection capabilities. At the same time, network security training is regularly conducted to improve the awareness of network security of teachers and students.

5)Optimize network performance: Pay attention to network performance, and take technical means such as traffic control, load balancing and other technical methods for network congestion during peak hours to improve network utilization.

6)Improve network hardware facilities: Increase investment in network hardware facilities, upgrade network equipment and lines, and improve network bandwidth and stability. This is essential for meeting the increasing demand for education and teaching.

7)Carry out network technology training and popularization: Strengthen network technology training for teachers and students to improve their network application capabilities. In addition, through organizational activities such as network security promotion, network security knowledge is popularized, and teachers and students' network literacy is improved.

8)Encourage innovation and collaboration: Encourage teachers and students to actively participate in the construction and management of the network environment, and make suggestions for improvement. Strengthen communication and collaboration between departments, and jointly promote the development of the digital network environment of the school.

9)Evaluation and feedback: Regularly evaluate network environmental management, collect feedback from teachers and students, and further optimize network environmental management strategies.

In short, based on the digital leadership development model of school management, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organization or users. To achieve this goal, school management should pay attention to the development of network environmental management and digital networks. By improving measures such as systems, strengthening security protection, and optimizing resource allocation, we create a good network environment for education and teaching. At the same time, encourage innovation and collaboration, improve the network literacy of teachers and students, and jointly promote the development of the digital network environment of the school.

Interviewee 20

In terms of network environmental management based on school management digital leadership development models, I think the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organizations or users. To achieve this goal, I have the following suggestions:

1)Clarify the goal of network environment management: School management should clarify the goals of network environment management, including optimizing the use of network resources and improving network reliability, stability and security. This helps to ensure the normal operation of the network environment and provide strong support for education and teaching.

2)Formulate network environmental management strategies: According to actual needs, formulate a reasonable network environmental management strategy, including network equipment purchase, network architecture design, distribution of network resources, network security guarantee, etc.

3)Improve the network management system: Establish and improve the network environmental management system, including network equipment management, network failure processing, network resource allocation, information

security, etc. Through institutional specifications, the orderly management of the network environment is ensured.

4)Strengthen cybersecurity protection: For campus network security risks, take firewalls, invasion detection, data encryption and other methods to improve network security protection capabilities. Regular network security training will be carried out to improve the awareness of network security of teachers and students.

5)Optimize network performance: Pay attention to network performance, and take technical means such as traffic control, load balancing and other technical methods for network congestion during peak hours to improve network utilization.

6)Improve network hardware facilities: Increase investment in network hardware facilities, upgrade network equipment and lines, and improve network bandwidth and stability. This is essential for meeting the increasing demand for education and teaching.

7)Carry out network technology training and popularization: Strengthen network technology training for teachers and students to improve their network application capabilities. In addition, through organizational activities such as network security promotion, network security knowledge is popularized, and teachers and students' network literacy is improved.

8)Encourage innovation and collaboration: Encourage teachers and students to actively participate in the construction and management of the network environment, and make suggestions for improvement. Strengthen communication and collaboration between departments, and jointly promote the development of the digital network environment of the school.

9)Evaluation and feedback: Regularly evaluate network environmental management, collect feedback from teachers and students, and further optimize network environmental management strategies.

10)Monitoring and optimization: Continue to pay attention to the operating status of the network environment. Through real -time monitoring and data analysis, potential problems are found, and timely adjustment and optimization are made to ensure the stable operation of the network environment.

11)Emergency plan: Formulate a complete network emergency plan. For risks such as network failures and security events, early planning countermeasures to ensure that it quickly restores normal operation in emergencies.

12)Sustainable development: Combined with the school development plan, fully consider the sustainable development of network environment management to ensure the needs of the network environment in the future of education informatization.

In short, based on the digital leadership development model of school management, the goal of network environment management is to optimize the use of network resources and improve the reliability, stability and security of the network to meet the needs of organization or users. To achieve this goal, school management should pay attention to the development of network environment management and digital networks. By improving measures such as systems, strengthening security protection, and optimizing resource allocation, we will be well -formed by the network environment for education and teaching. At the same time, encourage innovation and collaboration, improve the network literacy of teachers and students, and jointly promote the development of the digital network environment of the school.

Interviewee 21

In order to establish a digital leadership development model in Guangdong Province's school management, I think that network environmental management should pay attention to the following points:

1)Formulate clear development goals: combined with the needs of education informatization in Guangdong Province, set specific network environment management goals, such as improving network stability, ensuring information security, and optimizing network resources distribution.

2)Strengthen network security protection: In response to the cyber security environment in Guangdong Province, strengthen cybersecurity protection measures, including firewalls, invasion detection, data encryption, etc., and improve network security protection capabilities.

3)Improve network hardware facilities: Increase investment in network hardware facilities, upgrade network equipment and lines, improve network bandwidth and stability, to meet the needs of education and teaching.

4)Strengthen personnel training: Strengthen network technology training for school management and teachers and students in Guangdong Province, and improve their network application capabilities and network security awareness.

Interviewee 22

In the process of establishing a digital leadership development model in Guangdong Province's school management, I have the following suggestions:

1)Establish an efficient network architecture: According to the scale and teaching needs of Guangdong Province, design a reasonable network architecture to ensure the reasonable distribution and efficient use of network resources.

2)Improve the network management system: Establish and improve the network environment management system, including network equipment management, network failure processing, network resource allocation, information security, etc., to achieve orderly management of the network environment.

3)Promote the co -construction and sharing of digital resources: Encourage cooperation between schools in Guangdong Province, build and share high -quality digital resources, and improve the quality of education and teaching.

4)Evaluation and optimization of the network environment: regularly evaluate the network environment, collect feedback from teachers and students, further optimize the network environmental management strategy, and improve the quality of network services.

Interviewee 23

In order to realize the digital leadership development model of the school management of Guangdong Province, I think the following aspects should be paid attention to:

1)Optimize network performance: Pay attention to the network performance of schools in Guangdong Province. In response to the problem of network congestion during peak hours, we will adopt technical means such as traffic control and load balancing to improve network utilization.

2)Strengthen the awareness of network security: By organizing activities such as network security publicity weeks to popularize network security knowledge, and improve the awareness of teachers and students.

3)Introduce new technologies: explore the application of emerging technologies such as cloud computing and big data in the network environment management of schools in Guangdong Province, and improve the intelligent level of network environment management.

4)Improve network coverage: Increase network coverage and achieve comprehensive coverage of campus wireless networks, and facilitate teachers and students to obtain network resources anytime, anywhere.

Interviewee 24

When constructing the digital leadership development model of Guangdong school management, I have the following suggestions:

1)Formulate network environmental management strategies: Combined with the characteristics of the development of education in Guangdong Province, formulate targeted network environment management strategies to ensure that network environmental management and development goals are consistent.

2)Improve network hardware facilities: Increase investment in network hardware facilities in Guangdong Province, improve network bandwidth and stability, and meet the needs of education and teaching.

3)Strengthen cross -departmental collaboration: Strengthen communication and collaboration between the departments of the schools in Guangdong Province, and jointly promote the development of network environmental management and digital networks.

4)Implementing green network plan: Pay attention to the impact of network environment management on energy conservation and emission reduction, implement green network plans, and reduce the impact of the network environment on the environment.

In summary, around the research theme of model for optimizing Network environmental administration and digital networking of Digital leadership development for school administrators in Guangdong, the results are based on the responses of 24

respondents, Environmental administration and digital networking consisted of 5 guideline, as follows: 1) Network planning and architecture design; 2) Network security management; 3) Network resource utilization and management; 4) Digital education and innovation practice; 5) Implement the green network plan and environmental impact.

5. In your opinion, the development of digital computing can involve knowledge from the field of computer science, what is your advice for digital calculate creation?

Interviewee 1

In today's digital era, the application of digital computing has penetrated into various fields. Based on the Digital Leadership Development Model for School Management, I think the following aspects can be explored in digital computing creation:

First, a basic knowledge of the field of computer science is necessary. Digital computing involves knowledge in basic areas such as computer programming, data structure, algorithm design, and operating systems. Schools should strengthen the teaching of these basic knowledge to help students establish a solid foundation in computer science and provide support for the subsequent development of digital computing.

Secondly, focus on cultivating students' practical ability and innovative thinking. Digital computing is not only a technical means, but also a way of thinking. Schools should provide practical opportunities and encourage students to participate in actual projects or competitions, so as to exercise their programming ability and ability to solve practical problems through practice. At the same time, students should be encouraged to explore innovation in digital computing to cultivate their innovative thinking and creativity.

In addition, it is also necessary to strengthen cooperation and communication with industries and enterprises. Schools can establish partnerships with relevant enterprises to jointly carry out digital computing projects and provide students with internship and practice opportunities. Through cooperation with industries and enterprises, schools can learn about the latest technological developments and market demands, adjust and optimise the teaching content, and

cultivate talents who are more in line with market demands.

Finally, focus on ethics and social responsibility. In the development and application of digital computing, attention should be paid to data privacy, information security, ethics and morality. Schools should strengthen ethical education and cultivate students' data literacy and moral awareness. At the same time, school management should set an example and lead all teachers and students to actively fulfil their social responsibilities and promote the healthy development of digital computing.

In conclusion, digital computing is an important trend in the development of today's society. Based on the digital leadership development model of school management, we need to start from the aspects of basic knowledge teaching, practical ability cultivation, cooperation and communication, as well as ethical and social responsibility to provide strong support for students' digital computing development.

Interviewee 2

In my opinion, the development of digital computationalisation involves knowledge in the field of computer science. I have the following suggestions for the creation of digital computing:

Firstly, acquire basic computer science knowledge. Computer science is the foundation of digital computing, therefore, we should master certain knowledge of computer science. This includes knowledge of, for example, data structures, algorithm design and analysis, programming languages, and so on. Understanding these basics can help us better understand and apply the principles and techniques of digital computing.

Second, keep learning and updating technical knowledge. The development of digital computing is ever-changing, we should maintain a learning attitude and keep up with the trend of technology. Pay attention to the latest computer science research, new programming languages and development frameworks, participate in exchanges and discussions within the industry, and enhance your digital computing skills through continuous learning and practice.

Third, develop problem solving and innovation skills. The creation of digital computing often requires solving various problems and challenges. We should cultivate our problem-solving ability and be good at analysing and solving the difficulties encountered in digital computing. At the same time, we should encourage innovative thinking and be willing to try new ideas and methods to enhance the efficiency and value of digital computing through innovation.

In addition, focus on teamwork and communication skills. In the creation of digital computing, it is often necessary to collaborate with other people to solve problems together. Therefore, we should focus on the cultivation of teamwork and communication skills, and learn to effectively communicate and cooperate with team members to jointly promote the implementation of digital computing projects.

Finally, promote responsibility and ethical awareness. The creation of digital computing involves handling large amounts of data and information, so we should have a sense of responsibility and ethics. Protecting user privacy and data security is a principle that we should always follow, while at the same time following ethical norms, not abusing the ability and power of digital computing, and ensuring the legitimacy and legality of digital computing.

Overall, the creation of digital computing requires mastery of the fundamentals of computer science, continuous learning and updating of technical knowledge, development of problem solving and innovation skills, focus on teamwork and communication skills, and promotion of responsibility and ethical awareness. With these recommendations, we will be able to better carry out the creation of digital computing and bring more value and innovation to education, business and society.

Interviewee 3

In my opinion, the development of digital computationalisation involves knowledge in the field of computer science, and I have the following suggestions for a digital leadership development model for school management:

Firstly, individuals should learn the basics of computer science in depth. Understanding basic concepts such as how computers work, operating systems, data structures, and algorithms is fundamental to the creation of digital computing. This

knowledge can help individuals understand the nature and principles of digital computing and provide a solid foundation for further development and innovation.

Secondly, individuals should acquire programming skills. Programming is one of the core competencies for digital computing creation. By learning programming languages and related programming skills, individuals can realise their creativity and ideas and develop powerful digital computing systems. Also, programming skills can help individuals to better understand and apply the concepts and principles of computer science.

In addition, individuals should follow and participate in innovations and research in the field of computer science. The field of computer science is evolving rapidly and new technologies and theories are constantly emerging. Individuals can keep up with the latest research findings and trends by reading academic papers, attending seminars, and joining relevant communities. This will help individuals stay current and competitive in digital computing creation.

Additionally, individuals should focus on teamwork and interdisciplinary communication. Digital computing creation often requires a blend of knowledge and skills from multiple fields. Individuals can actively participate in team projects and learn and interact with each other in collaboration with experts in other fields to achieve innovation and development together. At the same time, individuals should also focus on interdisciplinary exchanges and collaborations with people from different fields to broaden their horizons and ways of thinking.

Finally, individuals should also focus on ethics and social responsibility. The development of digital computing creation should be based on the well-being of human beings and the sustainable development of society. Individuals should follow ethical principles in digital computing creation, respect user privacy and data security, and ensure the reliability and security of digital computing systems.

In conclusion, digital computing creation involves knowledge in the field of computer science, and individuals should learn the fundamentals of computer science in depth, acquire programming skills, and focus on innovation and research in the field of computer science. Individuals should also focus on teamwork and interdisciplinary communication, as well as a sense of ethics and social responsibility.

With these recommendations, individuals can better engage in the process of digital computing creation and contribute to the implementation of the school management's digital leadership development model.

Interviewee 4

In my opinion, digital computing development involves the knowledge of computer science. For the digital leadership development model of school management, I have the following suggestions:

First, individuals should study the basic knowledge of computer science. Computer science is the cornerstone of digital computing creation. Understanding the basic concepts of computer working principles, data structures, algorithms and other basic concepts are the prerequisite for digital computing. By learning the basic knowledge of computer science, individuals can better understand and apply the principles and methods of digital calculation.

Secondly, individuals should master programming skills. Programming is one of the core capabilities created by digital computing. Through learning programming language and related programming technologies, individuals can realize their own creativity and ideas, and develop powerful digital computing systems. Programming skills can also help individuals better understand the concepts and principles of computer science.

In addition, individuals should pay attention to practice and project experience. The creation of digital computing needs to consolidate and applied knowledge through practical projects and practice. Individuals can actively participate in digital computing projects, practice and accumulate experience in person. Through practice, individuals can better understand the specific application scenarios and problems of digital computing, and improve their skills and abilities.

In addition, individuals should also maintain their attention to new technologies and development trends. The development of computer science has developed rapidly, and various new technologies and methods have emerged. Individuals should actively pay attention to and learn the latest technology and development trends, such as artificial intelligence, big data, cloud computing, etc. This can keep individuals keep pace with the times and maintain competitiveness in

digital computing creation.

Finally, individuals should also pay attention to teamwork and interdisciplinary exchanges. Digital computing creation often requires the integration of knowledge and skills in multiple fields. Individuals can actively participate in team projects, learn and communicate in cooperation with experts in other fields, and jointly realize innovation and development. At the same time, individuals should also pay attention to cross-disciplinary exchanges and cooperation with people in different fields to broaden their vision and way of thinking.

In summary, digital computing development involves knowledge in the field of computer science. Individuals should study the basic knowledge of computer science, master programming skills, and pay attention to practice and project experience. Individuals should also keep paying attention to new technologies and development trends, focusing on team cooperation and interdisciplinary exchanges. Through these suggestions, individuals can better participate in the process of digital computing creation and contribute to the development of digital leadership in school management.

Interviewee 5

In my opinion, digital computing development involves knowledge in the field of computer science. For the creation of digital calculations, I have the following suggestions:

First, master the basic computer science knowledge. Computer science is the cornerstone of digital computing, so we should master certain computer science knowledge. This includes basic knowledge in data structure, algorithm design and analysis, programming language. Understanding these basic knowledge can help us better understand and apply the principles and technologies of digital calculation.

Second, constantly learn and update technical knowledge. The development of digital computing is changing with each passing day. We should maintain the attitude of learning and keep up with the development trend of technology. Pay attention to the latest computer science research, new programming language and development framework, participate in exchanges and discussions in the industry, and improve your digital computing ability through continuous learning

and practice.

Third, cultivate the problem solving and innovation ability. The creation of digital computing often needs to solve various problems and challenges. We should cultivate our own problems to solve the ability to analyze and solve the difficulties encountered in digital calculations. At the same time, we must encourage innovative thinking, be brave to try new ideas and methods, and improve the efficiency and value of digital computing through innovation.

In addition, pay attention to teamwork and communication skills. In the creation of digital computing, it often needs to cooperate with others to solve problems together. Therefore, we should pay attention to the training of teamwork and communication skills, learn to effectively communicate and cooperate with team members to jointly promote the implementation of digital computing projects.

Finally, advocate responsibility and moral consciousness. The creation of digital computing involves processing a large amount of data and information, and we should have responsibility and moral consciousness. Protecting user privacy and data security is the principle that we always adhere to. At the same time, we must follow moral norms, do not abuse the ability and power of digital computing, and ensure the legitimacy and legitimacy of digital calculations.

In general, the creation of digital computing needs to master the basic knowledge of computer science, continuously learn and update technical knowledge, cultivate problems to solve and innovate ability, focus on teamwork and communication skills, and advocate responsibility and moral awareness. Through these suggestions, we will be able to better carry out the creation of digital computing and bring more value and innovation to education, business and society.

Interviewee 6

In the era of digitalization, digital computing development involves knowledge in the field of computer science. For school management, understanding and mastering these knowledge is essential to promote the digital process. The following are suggestions for digital computing creation:

First, schools should pay attention to the construction of computer science courses. Ensure that students can master core knowledge such as programming

language, algorithm design and data structure, and lay a solid foundation for computer science.

Second, strengthen the experience of practical teaching and project. In addition to theoretical teaching, schools should provide rich practical opportunities and encourage students to participate in practical projects or competitions. Through practice, students can better understand digital computing application scenarios and improve their ability to solve practical problems.

In addition, pay attention to emerging technology dynamics and conduct corresponding courses. With the continuous development of technology, the school should always pay attention to emerging technologies and market trends, and timely adjust and update the content of the curriculum to ensure that students can expose the latest knowledge and skills.

Finally, strengthen cooperation and exchanges with the industry. Schools can cooperate with enterprises to jointly carry out digital computing projects or internship opportunities, so that students can contact the real development environment and technical challenges. At the same time, industry experts can also provide valuable experience and guidance for the school.

In short, digital computing development is an important direction for future development. Based on school management digital leadership development models, we should start with the aspects of curriculum construction, practical teaching, technical update and industry cooperation to provide students with comprehensive digital computing education, and cultivate digital talents with innovative ability and practical experience.

Interviewee 7

The development of digital computing involves knowledge in the field of computer science. For the creation of digital calculations, I have the following suggestions:

First, learn the basic knowledge of computer science. Understanding the core concept and principle of computer science is the basis for digital computing development. Mastering basic knowledge such as data structure, algorithm design and analysis, and programming language can improve our core skills in digital

computing creation.

Secondly, keep up with technology development and continue to learn updated computer technology. Digital computing technology development has changed rapidly, and we should actively pay attention to and learn emerging computer science and technology and tools. Mastering the latest programming language, development framework and data processing technology can help us make digital calculation work more efficiently.

Third, pay attention to the accumulation of practice and project experience. The development of digital computing requires the support of practice and project experience. By participating in practical projects and solving practical problems, we can be familiar with the requirements of various development processes, optimization skills and teamwork, so as to improve the practical ability of digital computing.

In addition, it is crucial to cultivate problems and innovative thinking. In the process of digital computing, we may face various challenges and complex issues. Therefore, we should cultivate good problems to solve the ability, be good at analyzing and solving the problems we encountered. At the same time, encourage innovative thinking, and be brave to try new methods and technologies to improve the efficiency and quality of digital calculation.

Finally, strengthen teamwork and communication skills. The creation of digital computing usually requires cooperation with others, so good team collaboration and communication skills are indispensable. Learning to effectively communicate and cooperate with team members can improve the coordination and success rate of digital computing projects.

In summary, the creation of digital computing needs to thoroughly learn the basic knowledge of computer science, continuously follow -up technology development, focus on the accumulation of practice and project experience, cultivate excellent problems to solve the ability and innovative thinking, and strengthen teamwork and communication ability. Through these suggestions, we will be able to better carry out the creation of digital computing and contribute to the digital transformation and progress of school management.

Interviewee 8

In the era of digitalization, digital computing development is an important task for school management. It involves knowledge in the field of computer science and requires us to have a certain technical background and practical experience. For digital calculations, I have the following suggestions:

First, pay attention to cultivating students' computer science foundation. The school should offer related courses to help students master core knowledge such as programming skills, data structure and algorithm design.

Secondly, strengthen the accumulation of practical teaching and project experience. Schools should provide students with practical opportunities so that they can participate in practical projects and solve practical problems through practice to exercise.

In addition, it is also necessary to pay attention to emerging technology dynamics and conduct corresponding courses. With the continuous development of technology, the school should update the content of the curriculum in a timely manner to ensure that students can expose the latest knowledge and skills.

Finally, strengthening cooperation and exchanges with the industry is also beneficial. Through cooperation with enterprises, students can get more practical opportunities and industry experience, and at the same time, they can also provide valuable feedback and suggestions for the school's curriculum construction.

In short, digital computing development is an important direction for future development. Based on the digital leadership development model of school management, we should pay attention to cultivating students' computer science foundations, strengthening practical teaching and project experience accumulation, focusing on emerging technology dynamics and corresponding courses, and strengthening cooperation and exchanges with the industry. Through the implementation of these measures, we can better provide students with comprehensive digital computing education, and cultivate digital talents with innovative ability and practical experience.

Interviewee 9

In the process of establishing school management digital leadership development models, I think that digital computing development can involve knowledge in the field of computer science and to better promote digital computing creation. I have the following suggestions:

1)Strengthen teacher training: Increase training for teachers' computer science knowledge, and improve the ability of teachers to use digital computing to carry out education and teaching. Teachers are the key to promoting the creation of digital computing. Only with rich knowledge of computer science can we better integrate digital computing into teaching.

2)Encourage innovative practice: Encourage teachers and students to participate in various computer science competitions and innovative projects, and improve the innovation capabilities and practical levels of Guangdong schools in the field of computer science. This helps to discover and cultivate computer scientific talents to provide strong support for digital computing creation.

3)Combined with regional characteristics: Give full play to the regional advantages of Guangdong Province, and carry out digital computing projects with regional characteristics in conjunction with local industrial characteristics. This helps to promote the development of the education industry in Guangdong Province and contribute to the local economy.

4)Cross -disciplinary cooperation: Encourage cooperation between different disciplines within the school to achieve deep integration between computer science and other disciplines. For example, the introduction of computer scientific knowledge in the fields of humanities and social sciences, engineering technology, conducting interdisciplinary research, and enriching the connotation of digital computing.

5)Pay attention to social responsibility: In the process of digital computing, focus on the application of computing technology in terms of social responsibility, such as poverty alleviation and environmental protection monitoring. This will help improve students' sense of social responsibility and cultivate computer science talents with family conditions.

6)Guarantee network security: Strengthen the construction of network

security in Guangdong Province to ensure data security and privacy protection during the digital calculation process. Cyber security is the basis of digital computing. Only by ensuring network security can teachers and students use digital computing technology.

Through the above suggestions, I believe that the digital computing creation in the digital leadership development model of the school management of Guangdong Province will achieve abundant results and inject new vitality into the development of education.

Interviewee 10

In my opinion, digital computing development involves knowledge in the field of computer science. For the creation of digital calculations, I have the following suggestions:

First, fully grasp the basic knowledge of computer science. Understanding the core concepts, principles and methods of computer science is the basis for digital computing creation. Learning data structure, algorithm design and analysis, programming language and other basic knowledge can help us better understand and apply the principles and technologies of digital calculation.

Secondly, follow up the latest computer science and technology and trends. The development of digital computing is changing with each passing day. We should keep up with the latest progress in the field of computer science and master emerging technologies and tools. Pay attention to cutting -edge technologies such as artificial intelligence, big data analysis, cloud computing, and conducting practice and application, which can improve the level and effect of digital computing creation.

Third, strengthen the accumulation of practical and project experience. The creation of digital computing requires the support of practice and project experience. Participate in actual projects and solve practical problems, you can accumulate rich experience and skills. Through practice, we can understand and cope with challenges in different scenarios, and improve the actual ability of digital computing.

In addition, it is very important to cultivate problems to solve the ability and innovative thinking. In the creation of digital computing, we often face various complex problems. Therefore, we should cultivate good problems to solve the

ability, be good at analyzing and solving the problems we encountered. At the same time, encourage innovative thinking, be brave to try new methods and technologies, and promote the development of digital computing through innovation.

Finally, emphasize teamwork and communication skills. The creation of digital computing usually requires multi-person collaboration. Therefore, we should pay attention to the training of teamwork and communication skills, and learn to communicate and cooperate effectively with team members to achieve the smooth development of digital computing projects.

In general, the creation of digital computing needs to fully grasp the basic knowledge of computer science, follow up the latest technology and trends, strengthen the accumulation of practical and project experience, cultivate excellent problems to solve the ability and innovative thinking, and emphasize team cooperation and communication skills. Through these efforts, we will be able to better carry out the creation of digital computing and contribute to the digital transformation and progress of school management.

Interviewee 11

In the era of digitalization, digital computing development involves knowledge in the field of computer science. For school management, understanding and mastering these knowledge is essential to promote the digital process. The following are suggestions for digital computing creation:

First, strengthen the construction of computer science courses. Schools should ensure that students can master the core knowledge of basic programming languages, algorithms, and data structures, and lay a solid foundation for computer science. At the same time, pay attention to cultivating students' creative thinking and ability to solve problems, and encourage them to explore new areas of digital computing.

Secondly, strengthen the accumulation of practical teaching and project experience. Schools should provide rich practical opportunities and encourage students to participate in actual projects or competitions. Through practice, students can better understand digital computing application scenarios and improve their ability to solve practical problems. At the same time, cooperate with the industry,

allow students to contact the real development environment and technical challenges, and cultivate their professional literacy and skills.

In addition, pay attention to emerging technology dynamics and conduct corresponding courses. With the continuous development of technology, schools should pay attention to emerging technology and market trends in a timely manner, and adjust and update the content of the curriculum. The introduction of new technologies such as artificial intelligence, big data, and cloud computing enables students to keep up with the times and master cutting -edge knowledge and skills.

Finally, strengthen teacher training and academic exchanges. Provide teachers with digital computing related training and training opportunities to improve their professionalism and teaching skills. At the same time, teachers are encouraged to conduct academic exchanges and cooperation, share teaching experience and research results, and promote the common progress of digital computing education.

In short, digital computing development is an important direction for future development. Based on the digital leadership development model of school management, we should pay attention to the work of computer science curriculum construction, practical teaching, curriculum update, and teacher training to provide students with comprehensive digital computing education, and cultivate numbers with innovative ability and practical experience Talent.

Interviewee 12

In the digital era, digital computing development is closely related to the knowledge in the field of computer science. For school management, understanding and mastering these knowledge is essential to promote the digitalization process. The following are suggestions for digital computing creation:

First, pay attention to cultivating students' computer science foundation. The school should offer relevant courses to ensure that students have core knowledge such as programming language, algorithm design and data structure. At the same time, strengthen the practice link, encourage students to participate in practical items or competitions, and improve their ability to solve practical problems.

Secondly, strengthen cooperation and exchanges with the industry. Schools can cooperate with enterprises to jointly carry out digital computing projects or internship opportunities, so that students can contact the real development environment and technical challenges. Such cooperation can not only provide students with practical experience, but also provide valuable feedback and suggestions for the school's curriculum construction.

Third, pay attention to emerging technology dynamics and conduct corresponding courses. With the continuous development of technology, emerging fields such as artificial intelligence, big data, and cloud computing gradually become a popular direction for digital computing. The school should pay attention to these emerging technologies and market trends in time, and adjust and update the content of the curriculum, so that students can keep up with the pace of the times and master cutting -edge knowledge and skills.

Finally, strengthen teacher training and academic exchanges. Provide teachers with digital computing related training and training opportunities to improve their professionalism and teaching skills. At the same time, teachers are encouraged to conduct academic exchanges and cooperation, share teaching experience and research results, and promote the common progress of digital computing education.

In short, based on the digital leadership development model of school management, we should pay attention to the training of students' computer science foundation, strengthening practical teaching, focusing on emerging technology developments, strengthening cooperation and exchanges with the industry, and teacher training. Through the implementation of these measures, we can better provide students with comprehensive digital computing education, and cultivate digital talents with innovative ability and practical experience.

Interviewee 13

In order to establish a model for digital leadership development of school management in Guangdong Province, I think that the creation of digital computing should pay attention to the following points:

1) Innovative teaching mode: Combined with the characteristics of education in Guangdong Province, explore the application of digital computing in education and

teaching, such as online education and intelligent teaching to improve the quality of teaching.

2)Build a digital course: Encourage the development of digital courses with regional characteristics and discipline advantages to enrich education and teaching resources.

3)Strengthen teacher training: Increase training for digital computing technology of teachers in Guangdong Province, and improve the ability of teachers to use digital computing to carry out education and teaching.

4)Implementing education information policies: Promote the establishment of relevant policies in the education department of Guangdong Province, and support the establishment and development of digital computing of schools.

Interviewee 14

Based on school management digital leadership development models, I have the following suggestions for digital computing:

First, the goals and positioning of digital calculations must be clarified. The school should clearly define the role and value of digital computing in the development of the school, as well as the specific goals that are expected to achieve through digital computing. This helps to ensure that the implementation of digital computing is consistent with the overall development strategy of the school.

Secondly, strengthen the construction of digital infrastructure. The school should invest in the necessary resources to establish a stable, efficient and secure infrastructure, including hardware equipment, network communication and data centers. This provides a solid support for digital computing to ensure the smooth operation of data and applications.

Third, pay attention to the decision -making and management of data - driven. Schools should make full use of data resources and use data analysis and mining to provide strong support for decision -making. Establish a storage and analysis platform for data warehouses and data lakes to help schools better understand user needs, optimize resource allocation, and improve teaching quality.

At the same time, strengthen the cultivation and introduction of digital talents. Schools should attach importance to cultivating talents with digital skills and literacy, and encourage faculty and staff to continuously improve their digitalization capabilities. At the same time, actively introduce outstanding external talents and inject fresh blood and innovation capabilities into the digital development of the school.

Finally, establish a digital computing assessment and continuous improvement mechanism. The school should regularly evaluate the results of digital computing to ensure that it is consistent with the expected goals. Through feedback and reflection, the implementation plans of digital computing are continuously optimized, and digital leadership and execution are continuously improved.

In short, based on the digital leadership development model of school management, we should clarify the goals, strengthen infrastructure construction, focus on data -driven decisions, cultivate digital talents, and establish an evaluation mechanism. Through the implementation of these measures, we can better promote the creation of digital computing of the school to achieve the innovation and development of education and teaching.

Interviewee 15

Based on school management digital leadership development models, digital computing creation is essential for school management. I have the following suggestions for the creation of digital computing:

First, establish a clear digital computing strategy and goal. School management should clarify the strategic positioning and development goals of digital computing, and closely combine with the overall strategy of the school. Formulate long -term planning, clarify digital computing items and specific time nodes that need to be implemented, and provide guidance and framework for the creation of digital computing.

Second, build a complete digital infrastructure. The foundation of digital computing is to improve and stable digital infrastructure. School management should focus on building high -speed and stable networks, equipped updated hardware devices, and adopt effective information security measures to ensure the security and

reliability of data.

Third, cultivate the digital ability of the teachers. Digital computing creation requires faculty employees who require relevant knowledge and skills. School management should focus on improving the digital ability of the teachers, organize related training and learning opportunities, and encourage teachers to actively participate in digital computing projects to improve their practical experience and ability.

In addition, proper digital teaching resources and tools are introduced. School management should encourage teachers to use advanced digital teaching resources and tools, such as online learning platforms, virtual laboratories, etc., to enhance teaching effects and student participation. At the same time, cooperate with digital content suppliers and education technology companies to choose suitable digital teaching resources to meet the different needs of students.

Finally, establish an evaluation and continuous improvement mechanism. School management should establish an evaluation system, review the effectiveness of digital computing in a timely manner, and improve and optimize. By collecting teachers and students' opinions, monitoring data indicators, and evaluating the results of the project, we will understand the advantages and challenges of digital computing creation, and make corresponding adjustments and improvements based on the feedback results.

Overall, based on school management digital leadership development models, I suggest that school management formulate clear digital computing strategies and goals, build a complete digital infrastructure, cultivate the digital ability of teachers, introduce appropriate digital teaching resources and tools for tools and tools And establish an evaluation and continuous improvement mechanism. These suggestions can help school management effectively promote digital computing creation, improve the school's teaching quality and management level, and achieve the success of digital transformation.

Interviewee 16

In the digital era, digital computing development is closely related to the knowledge in the field of computer science. For school management, understanding and mastering these knowledge is essential to promote the digitalization process. The following are suggestions for digital computing creation:

First, the school should clarify the goals and positioning of digital calculations. It is necessary to clearly define the role and value of digital computing in school development, and the specific goals that expect to achieve through digital calculations. This helps to ensure that the implementation of digital computing is consistent with the overall development strategy of the school. For example, if the goal is to improve teaching efficiency, the creation of digital computing should focus on the development of intelligent teaching management systems.

Secondly, strengthen the construction of digital infrastructure. The school should invest in necessary resources to establish a stable, efficient and secure infrastructure, including high -performance computers, data centers, network communication equipment, etc. This provides a solid support for digital computing to ensure the smooth operation of data and applications. At the same time, considering the needs of future development, schools should choose scalable equipment and solutions.

Third, focus on data -driven decisions and management. Schools should make full use of data resources and use data analysis and mining to provide strong support for decision -making. Establish a storage and analysis platform for data warehouses and data lakes to help schools better understand user needs, optimize resource allocation, and improve teaching quality. Through data -driven decisions, schools can more scientifically manage teaching and administrative affairs.

At the same time, strengthen the cultivation and introduction of digital talents. Schools should attach importance to cultivating talents with digital skills and literacy, and encourage faculty and staff to continuously improve their digitalization capabilities. At the same time, actively introduce outstanding external talents and inject fresh blood and innovation capabilities into the digital development of the school. By establishing an incentive mechanism and training plan, schools can create

a team with digital leadership.

Finally, establish a digital computing assessment and continuous improvement mechanism. The school should regularly evaluate the results of digital computing to ensure that it is consistent with the expected goals. Through feedback and reflection, the implementation plans of digital computing are continuously optimized, and digital leadership and execution are continuously improved. The evaluation mechanism not only helps to discover problems, but also can provide useful experience for future digital development.

In short, based on the digital leadership development model of school management, we should clarify the goals, strengthen infrastructure construction, focus on data -driven decisions, cultivate digital talents, and establish an evaluation mechanism. Through the implementation of these measures, we can better promote the creation of digital computing of the school to achieve the innovation and development of education and teaching.

Interviewee 17

In the school management digital leadership development model, the creation of digital computing involves the knowledge of computer science. My suggestions for this are as follows:

First, school management should pay attention to the popularization and quality improvement of computer science education. By setting up computer courses and training programs, schools can help students master basic computer science concepts, programming skills and algorithm thinking. In addition, schools can encourage students to participate in clubs, competitions and projects related to computer science to enhance their practical ability and innovation awareness.

Secondly, school management should actively promote the improvement of computer scientific literacy of faculty employees. You can organize training and seminars related to computer science, and invite professionals to conduct technical guidance and sharing experience. At the same time, schools can set up an innovative research fund to encourage faculty employees to conduct research and exploration in digital computing, and promote the application and innovation of digital computing.

Third, school management should provide necessary technical and facilities support. In the process of digital computing, schools need to invest appropriate resources to purchase and update computer equipment, software systems and network infrastructure. In addition, the school should also establish a technical team that supports digital computing, responsible for system operation and fault treatment.

In addition, school management should encourage and support teachers to carry out cross -disciplinary cooperation projects. The creation of digital computing often requires the combination of multi -disciplinary knowledge and skills, such as mathematics, science, art and engineering. Through cross -disciplinary cooperation, schools can promote digital computing innovative applications, and provide students with more extensive learning and experience opportunities.

Finally, school management should establish an effective evaluation and continuous improvement mechanism. By collecting feedback from students and teachers, schools can evaluate the effectiveness and effectiveness of digital computing creation. And according to the evaluation results, timely adjust and improve the implementation strategy of digital calculation to ensure that it is consistent with the goals and needs of the school.

In summary, school management should pay attention to the popularization and quality improvement of computer science education in the creation of digital computing, actively promote the improvement of computer scientific literacy of teachers, provide necessary technical and facilities support, encourage cross -disciplinary cooperation projects, establish evaluation and establish assessment and establishment and evaluation and assessment and establishment Continuous improvement mechanism. These measures will help the school smoothly promote the creation of digital computing, cultivate students' computer scientific literacy and innovation ability, and meet the needs of the digital era.

Interviewee 18

Answer: Digital leadership development model is of great significance for contemporary school management. In this model, the innovation and development of digital computing is the key element. In my opinion, the knowledge in the field of

computer science plays a vital role in the creation of digital computing. Here, I put forward the following suggestions for the creation of digital computing:

First, strengthen the basic education of computer science. In order to allow more people to participate in the innovation of digital computing, we need to strengthen the education of computer science from the basic education stage. This means to increase the class of computer science courses and improve students' ability to understand and apply computer science. In addition, through various competitions and activities, students' interest and enthusiasm for computer science can be stimulated.

Secondly, pay attention to the training of academic talents. Digital computing involves multiple fields, such as artificial intelligence, big data, the Internet of Things, etc., and the cross and integration between these fields is essential. Therefore, when cultivating computer science talents, we must pay attention to the teaching of cross -disciplinary knowledge, so that students have the ability to think and innovate cross -domain.

Third, strengthen cooperation in industry, university and research. Schools, enterprises and research institutions have their own advantages in the field of digital computing. By strengthening industry -university -research cooperation, we can realize resource sharing, complement each other, and promote the rapid development of digital computing technology. For example, schools can cooperate with enterprises to carry out scientific research projects to provide students with practical opportunities; enterprises can also introduce advanced computing technologies to schools to improve their teaching quality.

Fourth, encourage teachers to participate in open source projects. Open source projects are an important platform for innovation in the field of computer science. Encouraging teachers to participate in open source projects can not only improve their technical level, but also help introduce cutting -edge technology into teaching and improve the quality of teaching. At the same time, teachers can guide students to participate in open source projects and cultivate their teamwork and innovation ability.

Fifth, strengthen international cooperation and exchanges. In the context of globalization, cooperation and exchanges with international outstanding companies and research institutions will help the development of digital computing in my country. By introducing international advanced technology and management experience, we can speed up the innovative pace of digital computing technology in my country.

In short, digital computing creation is a process full of challenges and opportunities. By strengthening the basic education of computer science, cultivating cross-disciplinary talents, strengthening industry-university-research cooperation, encouraging teachers to participate in open source projects, and strengthening international cooperation and exchanges, I believe that my country will definitely achieve greater breakthroughs and development in the field of digital computing.

Interviewee 19

In the school management digital leadership development model, the creation of digital computing is a vital link. In order to better promote this process, I think I can start from the following aspects:

1. Improve management's understanding and application of computer science. School management needs to master certain computer scientific knowledge in order to better grasp the development trends and application scenarios of digital computing. It can improve the management of management computer scientific literacy by regular training, seminars and other forms.

2. Encourage cross-disciplinary cooperation. Digital computing involves multiple fields, such as artificial intelligence, big data, cloud computing, etc. Schools should encourage teachers and researchers to cooperate across disciplines to achieve complementary advantages and resource sharing, and promote the development of digital computing technology.

3. Strengthen infrastructure construction. Improve the infrastructure such as campus networks and cloud computing platforms, and provide good hardware support for digital computing. At the same time, pay attention to the update and maintenance of the equipment to ensure the normal operation of the hardware facilities.

4. Deepen industry -university -research cooperation. The school should cooperate closely with enterprises and research institutions to jointly carry out scientific research projects in the field of digital computing. In this way, you can understand the needs of the industry in a timely manner, promote the transformation of scientific research results, and provide solutions for practical problems.

5. Create a diversified talent training model. For students at different levels and needs, a personalized training plan is formulated. For example, for students who are interested in studying in the field of digital computing, they can provide more practical opportunities and cultivate their innovative ability and teamwork spirit.

6. Pay attention to ethics and legal education. With the development of digital computing technology, data security and privacy protection have become increasingly prominent. The school should pay attention to ethical and legal education in the process of education, guide students to establish correct values, and follow relevant laws and regulations.

7. Strengthen international cooperation and exchanges. Carry out cooperation and exchanges with internationally renowned universities and research institutions, introduce advanced technology and management experience, and improve the school's research level in the field of digital computing.

8. Encourage innovation and entrepreneurship. Provide teachers and students with policy support and platforms for innovation and entrepreneurship, encourage them to participate in innovation and entrepreneurship in the field of digital computing, and contribute to the development of digital computing technology in my country.

In summary, I think that in the school management digital leadership development model, the creation of digital calculations should pay attention to the above eight aspects. Through these measures, it is expected to promote the rapid development of digital computing technology in my country.

Interviewee 20

In School Management Leadership Model, the development of digital computing can indeed involve knowledge in the field of computer science. For how to create digital calculations, I have the following suggestions:

1)Clarify the goal: First of all, we need to clarify the goals of digital calculation in the school management leadership model. This can help us determine the technology and resources we need, and ensure that our work meets the development needs of the school.

2)Cross -disciplinary cooperation: In the development of digital computing, close cooperation between computer scientists, educators and managers should be launched. This can ensure that the tools we develop can truly meet the needs of education scenarios, and at the same time to ensure the feasibility of technology.

3)Data analysis and mining: When developing digital computing tools, make full use of technologies such as big data and machine learning to analyze and tap education and teaching data. This will help us better understand the learning situation of students and provide more targeted guidance for teachers and students.

4)User friendly: In order to make digital computing tools widely welcomed, we need to ensure that its interface design and operation methods are simple and easy to use. In addition, according to different ages and discipline characteristics, the development of digital computing tools for different versions of different versions can be considered to meet the needs of different users.

5)Continuous optimization and update: With the development of educational concepts and the advancement of technology, we need to continuously optimize and update digital computing tools. This can ensure that they keep pace with the times and continue to provide effective support for education and teaching.

6)Security: When developing digital computing tools, we must pay attention to data security and privacy protection. Take necessary technical measures to ensure the security of teachers and students, and avoid risks such as data leakage.

7)Training and support: In order to allow teachers and students to better use digital computing tools, we need to provide corresponding training and support. This includes online tutorials and offline seminars to help users master new technologies and improve the quality of education and teaching.

8)Evaluation and feedback: After the digital computing tool is put into use, we need to continue to evaluate it to collect feedback from teachers and students. This will help us discover potential problems, further optimize products and improve

their satisfaction.

In summary, the digital calculations in developing school management leadership models require us to give full play to the knowledge in the field of computer science, and at the same time pay attention to the actual needs of education, and focus on user -centric, continue to optimize and innovate. In this way, we can contribute to the development of my country's education.

Interviewee 21

In order to realize the digital leadership development model of the school management of Guangdong Province, I think the following aspects should be paid attention to:

1)Data -driven decision -making: Use big data technology to conduct in -depth excavation of the education and teaching data of schools in Guangdong Province, and provide strong support for management decision -making.

2)Intelligent campus construction: Promote the construction of intelligent campuses in Guangdong Province, and achieve digital integration in teaching, scientific research, and management.

3)Research on interdisciplinary disciplines: Encourage the study of cross -disciplinary research in Guangdong Province to promote the application of digital computing technology in multiple fields.

4)Cultivation of students' innovation ability: Use digital computing technology to carry out innovative experiments and projects to improve the technological innovation capabilities of students in Guangdong Province.

Interviewee 22

In the process of establishing a digital leadership development model in Guangdong Province's school management, I have the following suggestions:

1)Improve campus network security: Strengthen the construction of network security in Guangdong Province to ensure data security and privacy protection during the creation of digital computing.

2)Promote cloud computing application: Explore the application of cloud computing in digital computing creation in Guangdong Province, and improve computing resources and data processing capabilities.

3)Promote the fairness of education: Use digital computing technology to reduce the gap between urban and rural education in Guangdong Province and provide high -quality educational resources for students in remote areas.

4)Strengthen school -enterprise cooperation: cooperate with enterprises and scientific research institutions, jointly promote the establishment of digital computing in schools in Guangdong Province, and promote the development of the education industry.

Interviewee 23

When constructing the digital leadership development model of Guangdong school management, I have the following suggestions:

1)Formulate a digital computing strategy: Combining the characteristics of the development of education in Guangdong Province, formulate targeted digital computing strategies to ensure that it is consistent with the development goals.

2)Improve hardware facilities: Increase investment in digital computing hardware facilities in schools in Guangdong Province, and improve computing power and stability.

3)Strengthen cooperation and exchanges: Strengthen exchanges and cooperation between schools in Guangdong Province and other regions and countries, and share digital computing experience and results.

4)Focus on ethical and legal issues: In the process of digital computing, pay attention to data ethics and legal issues to ensure compliance law.

Interviewee 24

In order to establish a model for digital leadership development of school management in Guangdong Province, I think that the creation of digital computing should pay attention to the following points:

1)Innovative teaching mode: Combined with the characteristics of education in Guangdong Province, explore the application of digital computing in education and teaching, such as online education and intelligent teaching to improve the quality of teaching.

2)Build a digital course: Encourage the development of digital courses with regional characteristics and discipline advantages to enrich education and teaching resources.

3)Strengthen teacher training: Increase training for digital computing technology of teachers in Guangdong Province, and improve the ability of teachers to use digital computing to carry out education and teaching.

4)Implementing education information policies: Promote the establishment of relevant policies in the education department of Guangdong Province, and support the establishment and development of digital computing of schools.

In summary, around the research theme of model for supporting Digital calculate creation of Digital leadership development for school administrators in Guangdong, the results are based on the responses of 24 respondents, Digital calculate creation consisted of 5 guideline,as follows: 1)Network planning and architecture design; 2)Network security management;3)Network resource utilization and management; 4)Digital education and innovation practice; 5)Implement the green network plan and environmental impact.

4. Applicability and feasibility Questionnaire

Instructions:

shalom! In order to promote the digital leadership development of school administrators in Guangdong,this survey aims to conduct a questionnaire on the applicability and feasibility of the model established after the study.We sincerely invite you to participate in this survey,this survey is only used for statistical analysis,the results will only be used for academic research,without any personal information disclosure,thank you for your support!The authenticity and completeness of the data in this questionnaire is very important to the results of this study.Please read the questions carefully and then check the options that you think are most appropriate.There is no right or wrong questions.This questionnaire mainly adopts 5 level scoring mechanisms:1-complete consent; 2-basic consent; 3-general consent; 4-basic consent and 5-complete consent.Your filling out is very important for this study!.

Assessment checklist	Suitibility					Feasibility				
	5	4	3	2	1	5	4	3	2	1
to ensure that network resources can meet demand and achieve efficient utilization.										
<p>4.4Encourage active promotion of digital education and innovative practice, and use digital networks to provide personalized learning experience and support.</p> <p>Sustainable development and education informatization; cooperation and external relationships; cooperative relationships with relevant institutions and enterprises.</p>										
<p>4.5Strengthen network performance monitoring and optimization, discover and solve network problems in a timely manner to ensure the reliability and stability of the network.</p>										
<p>5.In terms of Digital calculate creation:</p> <p>1)Computer science education and curriculum construction;</p> <p>2)Practical teaching and project experience and technical dynamics and curriculum updates;calculate</p> <p>3)Teacher training and academic exchanges, cooperation, exchanges and policies;</p> <p>4)The understanding and application ability of management, evaluation and feedback;</p> <p>5)Innovative practice and competition participation and entrepreneurship.</p>										

Appendix D

The Results of the Quality Analysis of Research Instruments

1. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis

Number of Items	Sample Size	Cronbach's Alpha Coefficient
66	30	0.985

From the table above, it can be seen that the reliability coefficient value is 0.985, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the " α coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, it indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all analyzed items are above 0.4, indicating that there is a good correlation between the analyzed items, which also indicates a good reliability level. In summary, the reliability coefficient value of these search data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for the analysis.

2. Adaptability Analysis

KMO and Bartlett's tests		
KMO value		0.973
	Approximate chi-square	10534.122
Bartlett's sphericity test	df	1621
	p-value	0.000

The KMO and Bartlett tests were used to validate the adaptability. From the table above, it can be seen that the KMO value is 0.973, which is greater than 0.8, indicating that the research data is highly suitable for extracting information (which indirectly reflects good adaptability).

Appendix E
Certificate of English



This is to certify that

Mr. Chen Mingsheng

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

ที่ ยว ๐๖๑๑.๐๑/๖๓๔๕๑

มหาวิทยาลัยราชภัฏเชียงราย
อำเภอเมือง จังหวัดเชียงราย ๕๗๑๐๐

๖ มิถุนายน ๒๕๖๘

เรื่อง ยื่นขออนุมัติรับการตีพิมพ์บทความ

เรียน Mr.Chen MingSheng, Associate Professor Dr.Niran Sutheniran, Assistant Professor Dr. Patchara Dechhome
And Assistant Professor Dr. Kanakorn Sawangcharoen

ตามที่ท่านให้ความสนใจส่งบทความ เรื่อง “Digital Leadership Development Model for School Administrators in Guangdong” เพื่อตีพิมพ์ในวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย ซึ่งเป็นวารสารวิชาการที่มีผู้ทรงคุณวุฒิในการพิจารณาบทความ จำนวน ๓ ท่าน ซึ่งไม่เป็นผู้มีส่วนได้ส่วนเสียหรือสังกัดเดียวกันกับผู้พิมพ์ และอยู่ในฐานข้อมูลของศูนย์ดัชนีการอ้างอิงวารสารไทย (TCI) กลุ่มที่ ๒ และทางกองบรรณาธิการได้แจ้งให้ท่านปรับแก้ตามข้อเสนอแนะของผู้ทรงคุณวุฒิ ตามความทราบแล้วนั้น

บัดนี้ ทางกองบรรณาธิการฯ ได้รับบทความที่มีการแก้ไขจากท่านเรียบร้อยแล้ว และมีความยินดีจะแจ้งให้ท่านทราบว่า บทความดังกล่าวของท่านจะได้รับการตีพิมพ์ในวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย เล่มปีที่ ๑๐ ฉบับที่ ๓ (กันยายน – ธันวาคม ๒๕๖๘)

จึงเรียนมาเพื่อ โปรดทราบ และขอขอบคุณที่ท่านให้ความสนใจส่งบทความเพื่อตีพิมพ์กับทางวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย

ขอแสดงความนับถือ

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