

East Meets West 2026

Chinese Value-Based Leadership in Education Conference

9-10 February, 2026 | Hong Kong



Harmony



Leadership



Balance



Technology



East Meets West: Chinese Value-Based Leadership in Education Conference 2026



Please scan the above QR code to access
the detailed information about the conference, including
the programme schedule and other relevant details.

請掃描上方二維碼，
以查閱研討會議的詳細資訊，
包括會議的日程安排及其他相關詳情。

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包括会议的日程安排及其他相关详情。

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Welcome Message

Welcome to the East Meets West: Chinese Value-Based Leadership in Education (CVBLE) Conference 2026. It is an honor to host this esteemed gathering of educators, scholars, policymakers, and students from around the world as we explore the dynamic interplay between Eastern and Western educational leadership values.

This year's theme, "East Meets West," underscores our commitment to fostering a rich dialogue on how Eastern philosophies and Western methodologies can be integrated to create innovative, effective leadership in today's diverse educational landscapes. Through this lens, we aim to uncover new ways that traditional Chinese values can both complement and enhance contemporary leadership practices globally.

Over the next two days, we will explore key areas through our four focused themes: Harmonizing Traditional Values in the Age of Globalization, Strategies for Leadership in Organizational Transformation, Balancing Innovation with Tradition in Chinese Organizations, and The Role of Technology in Promoting Values-Based Approaches. These themes will guide our discussions and help us delve deeper into understanding the multifaceted role of value-based leadership in education.

We are privileged to welcome a panel of distinguished keynote speakers, including Professor Tony Bush (University of Nottingham, UK), Professor David Gurr (The University of Melbourne, Australia), Professor Ingyu Oh (Kansai Gaidai University, Japan) and Professor Jane Wilkinson (Monash University, Australia). Their diverse expertise and perspectives will provide invaluable insights and inspire our discussions throughout the conference.

I extend my heartfelt gratitude to all participants for joining us in this important dialogue. Your contributions are vital to the success of this conference and the broader conversation about the future of educational leadership.

I wish you all an inspiring and productive experience at the CVBLE Conference 2026, filled with engaging discussions and meaningful exchanges. Let us together shape the future of educational leadership by bridging the best of East and West.



Professor John Chi-Kin LEE

Director of Academy for Educational Development and Innovation (AEDI)
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong

East Meets West: Chinese Value-Based Leadership in Education (CVBLE) Conference 2026

Conference Synopsis

The Academy for Educational Development and Innovation (AEDI) at the Education University of Hong Kong is pleased to host the East Meets West: Chinese Value-Based Leadership in Education (CVBLE) Conference 2026. This conference aims to foster meaningful dialogue on the integration of traditional Chinese values into contemporary educational leadership, and to explore how these values can complement and enrich leadership practices worldwide (Li et al., 2025; Zhu & Caliskan, 2021).

Chinese Value-Based Leadership in Education (CVBLE) draws on deep-rooted traditions such as Confucianism and Taoism, emphasizing values like harmony, benevolence, and righteousness in guiding ethical leadership and governance (Hui et al., 2025; Yuan et al., 2023). These principles have the potential to shape educational leadership that is culturally grounded and globally relevant, balancing community welfare with individual growth (Bush & Qiang, 2000; Walker & Dimmock, 2002). The CVBLE Conference 2026 will provide a platform for comparative perspectives, practical insights, and collaborative approaches to advancing value-based leadership in the education sector (Abay et al., 2023).

This year's conference will explore four interrelated themes: (1) Harmonizing traditional values in the age of globalization, (2) Strategies for leadership in organizational transformation, (3) Balancing innovation with tradition in Chinese organizations, and (4) The role of technology in promoting Values-Based approaches. We encourage submissions that present empirical research, theoretical insights, or practice-based case studies. We invite contributions that address the role of Chinese values in leadership development, the dynamics between tradition and innovation, and strategies for navigating educational reform in a globalized world. Through keynote addresses, panel discussions, and interactive sessions, the event will connect researchers, practitioners, and policymakers to share innovative ideas and foster global collaboration.

Goals of conference

- Exploring the Integration of Chinese Values: Examine how values such as Confucianism influence leadership behaviors and decision-making in education.
- Comparative Leadership Analysis: Discuss how Chinese leadership styles contrast with and complement Western approaches to educational leadership.
- Developing Global Leadership Capacities: Encourage the adoption of best practices in value-based leadership to foster environments that are innovative, ethical, and socially responsible.

Organizers

Academy for Educational Development and Innovation (AEDI), The Education University of Hong Kong (EdUHK)

Conference's key themes

Harmonizing Traditional Values in the Age of Globalization

Harmonizing traditional values with modern educational leadership offers a pathway to maintaining cultural integrity while embracing global best practices. This theme explores how Confucian, Taoist, and other principles—such as harmony, benevolence, and righteousness—can guide ethical decision-making and organizational behavior, creating leaders who are culturally grounded and globally engaged.

Strategies for Leadership in Organizational Transformation

Organizational transformation requires leaders to navigate change with vision and stability. This theme examines how strategic leadership, informed by Chinese values, can blend tradition with contemporary management to drive reform, strengthen institutional capacity, and foster environments that are ethical, resilient, and forward-looking in educational contexts.

Balancing Innovation with Tradition in Chinese Organizations

Balancing innovation with tradition enables educational institutions to adapt to change without losing their cultural foundation. This theme investigates leadership strategies, case studies, and global examples where Chinese values have guided creative practices, ensuring that progress aligns with long-standing ethical and cultural principles in education.

The Role of Technology in Promoting Values-Based Approaches

Technology can be a powerful ally in advancing value-based leadership when applied thoughtfully. This theme considers how digital tools, online platforms, and technological innovations can reinforce rather than weaken traditional values, supporting educational leadership that is both technologically advanced and culturally anchored.

Organizing Committee

Committee Chair



Professor John Chi-Kin LEE

Director, Academy for Educational Development and Innovation (AEDI),
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong

Committee Member



Dr Maxwell Chun-Sing HO

Associate Co-Director, Academy for Educational Development and Innovation (AEDI);
Assistant Professor, Department of Education Policy and Leadership (EPL),
The Education University of Hong Kong (EdUHK)



Dr TSANG Kwok-Kuen

Assistant Professor, Department of Education Policy and Leadership (EPL),
The Education University of Hong Kong (EdUHK)

Secretariat



Ms Carlee Tsz-Yan LUI

Project Officer, Academy of Educational Development and Innovation (AEDI),
The Education University of Hong Kong (EdUHK)



Ms Mandy Yuen-Yee AU

Executive Co-Director, The Centre for Religious and Spirituality Education
Associate Director, School Partnership and Field Experience Office
Senior Lecturer I, Department of Chinese Language Studies
The Education University of Hong Kong (EdUHK)



Dr Yan-Lam HO

Post-doctoral Fellow, Academy for Educational Development and Innovation (AEDI),
The Education University of Hong Kong (EdUHK)



Ms Katie Kit-Man TAM

Executive Officer II, Academy of Educational Development and Innovation (AEDI),
The Education University of Hong Kong (EdUHK)

Programme Overview

Date: 9 – 10 February 2026 (Monday – Tuesday)

Time: Conference Day 1: 10:00am - 08:30pm

Conference Day 2: 09:00am - 06:00pm

Venue: Charles K. Kao Auditorium, Hong Kong Science Park

Date / Time	9 February 2026 (Monday)		10 February 2026 (Tuesday)
A.M.	Registration		
	Welcome and Opening Ceremony		Keynote Speech 3
	Keynote Speech 1		Keynote Speech 4
	Break		
	Keynote Speech 2		Keynote Speech 5
P.M.	Lunch Break		
	Plenary Speech		Parallel Session
	Break		
	Parallel Session		Parallel Session
Evening	Gala Dinner (Guests, Speakers and Presenters only)		/

Room No.:

Keynote Speech	Charles K. Kao Auditorium
Plenary Speech	Charles K. Kao Auditorium
Parallel Session	1) Paper Presentation & Guest Sharing Conference Hall 4 & Conference Hall 5 2) Exhibition Booths Conference Hall 6-7

East Meets West: Chinese Value-Based Leadership in Education Conference 2026

Date: 9 - 10 February 2026 (Monday - Tuesday)

Venue: Charles K. Kao Auditorium & Pre-function Hall (1/F, Building 10W, Hong Kong Science Park)

Conference Hall 4-7, Meeting Room 24 (2/F, Building 10W, Hong Kong Science Park)

Programme Schedule

Conference Day 1: 9 February 2026

Time	Activity	Venue
10:00 - 10:30	<ul style="list-style-type: none">▪ Registration▪ VIP, Guests & Students Sign-in	<ul style="list-style-type: none">▪ Pre-function Hall [1/F, Building 10W] (Participants)▪ Meeting Room 24 [2/F, Building 10W] (VIP & Guests)
10:30 - 11:00	Welcome and Opening Ceremony <ul style="list-style-type: none">▪ MC introduce main guests▪ Opening speech by Professor John Lee▪ Present the Certificate of Appreciation▪ Group Photo Shooting	
11:00 - 11:30	Keynote Speech 1 “Chinese Value-Based Leadership in Education: Bridging Tradition, Innovation, and Global Futures” <ul style="list-style-type: none">▪ Professor LEE Chi-Kin John Director of Academy for Educational Development and Innovation (AEDI), The Education University of Hong Kong)	<ul style="list-style-type: none">▪ Charles K. Kao Auditorium
11:30 - 11:45	Break	
11:45 - 12:30	Keynote Speech 2 “Global North Meets Global South: Comparing International And Indigenous Leadership Models” <ul style="list-style-type: none">▪ Professor Tony BUSH Professor of Educational Leadership, University of Nottingham, UK	
12:30 - 14:00	Lunch	<ul style="list-style-type: none">▪ Restaurant: All Route Inn (VIP & Guest)

Time	Activity	Venue
14:00 - 16:00	<p>Plenary Speech “Bridging Worlds of Leadership: From Human Connection to Digital Transformation”</p> <p>1) Educational leadership in the digital age - Professor Junjun CHEN Dean, Graduate School; Professor, Department of Education Policy and Leadership (EPL), EdUHK</p> <p>2) Integrating Equity Perspective in Leadership Practices - Professor Sedat Gumus Professor, Department of Education Policy and Leadership (EPL), EdUHK</p> <p>3) Cross-Sector Learning for School Leaders - Dr Maxwell Chun Sing HO Associate Co-Director of AEDI; Assistant Professor, Department of Education Policy and Leadership (EPL); Organizing Committee Member of East Meets West: Chinese Value-Based Leadership in Education Conference 2026, EdUHK</p> <p>4) Leading with Qing (emotion): Emotional leadership as a pathway to teacher work engagement in Chinese Mainland - Dr TSANG Kwok Kuen Assistant Professor, Department of Education Policy and Leadership (EPL); Organizing Committee Member of East Meets West: Chinese Value-Based Leadership in Education Conference 2026, EdUHK</p>	▪ Charles K. Kao Auditorium
16:00 - 16:15	Break	
16:15 - 17:45	<p>Parallel Sessions (see attached page for speaker information)</p> <ul style="list-style-type: none"> ▪ Paper Presentation ▪ Guest Sharing ▪ Exhibition Booths 	<ul style="list-style-type: none"> ▪ Conference Hall 4 ▪ Conference Hall 5 ▪ Conference Hall 6 – 7
17:45 - 18:15	Networking	
18:15 - 20:30	Gala Dinner [Guests and Presenters only]	▪ Restaurant: Happiness Cuisine 壽慶酒家

Programme Schedule

Conference Day 2: 10 February 2026

Time	Activity	Venue
09:00 - 09:30	<ul style="list-style-type: none"> ▪ Registration ▪ VIP, Guests & Students Sign-in 	<ul style="list-style-type: none"> ▪ Pre-function Hall [1/F, Building 10W] (Participants) ▪ Meeting Room 24 [2/F, Building 10W] (VIP & Guests)
09:30 - 09:35	Introduction <ul style="list-style-type: none"> ▪ Welcome and Introduction 	
09:35 - 10:20	Keynote Speech 3 “Invisible labour: Principals emotional labour in volatile time” <ul style="list-style-type: none"> ▪ Professor Jane WILKINSON Professor in Educational Leadership, Faculty of Education, Monash University, Australia 	<ul style="list-style-type: none"> ▪ Charles K. Kao Auditorium
10:20 - 11:05	Keynote Speech 4 “Educational leaders blending the past and current to describe compelling education futures” <ul style="list-style-type: none"> ▪ Professor David GURR Professor of Faculty of Education, The University of Melbourne 	
11:05 - 11:20	Break	
11:20 - 12:05	Keynote Speech 5 “Beyond the False Binary: Why East Asian Education Must Evolve, Not Westernize” <ul style="list-style-type: none"> ▪ Professor Ingyu OH Professor of International Business, Kansai Gaidai University, Japan 	<ul style="list-style-type: none"> ▪ Charles K. Kao Auditorium
12:05 - 13:30	Lunch	<ul style="list-style-type: none"> ▪ Restaurant: Happiness Cuisine 壽慶酒家
13:30 - 15:00	Parallel Sessions (see attached page for speaker information) <ul style="list-style-type: none"> ▪ Paper Presentation ▪ Exhibition Booths 	<ul style="list-style-type: none"> ▪ Conference Hall 4 ▪ Conference Hall 5 ▪ Conference Hall 6 – 7
15:00 - 15:30	Break	
15:30 - 17:30	Parallel Sessions (see attached page for speaker information) <ul style="list-style-type: none"> ▪ Paper Presentation ▪ Exhibition Booths 	<ul style="list-style-type: none"> ▪ Conference Hall 4 ▪ Conference Hall 5 ▪ Conference Hall 6 – 7
17:30 - 18:00	Farewell	

Parallel Session

9 February 2026, Tuesday (Day 1)

Time	Speaker and Topic	Venue
Day 1 9 February 2026 (Monday) 16:15 – 17:45	<ul style="list-style-type: none">▪ Paper Presentation 論文發表 1 陳曙光博士, 李子建教授 & 樂林先生 “香港地區價值觀教育評估框架芻議”▪ Paper Presentation 論文發表 2 Dr Angus YOUNG & Dr Alex Chu Kwong CHAN “Decision making and responsible AI: Implications for company directors' accountability regime in Hong Kong from a Confucian Perspective”▪ Guest Sharing 嘉賓分享 1 Ms. CHAN Suet Kwan Peggy 陳雪筠校長 PLK Mrs Chan Nam Chong Memorial Primary School 保良局陳南昌夫人小學	▪ Conference Hall 4
	<ul style="list-style-type: none">▪ Guest Sharing 嘉賓分享 2 Dr. Cheung Chok Fong 張作芳博士 香港津貼小學議會顧問 Yaumati Catholic Primary School 油蔴地天主教小學▪ Guest Sharing 嘉賓分享 3 Mr. CHIU Man Ho 趙文浩校長 PLK C W Chu College 保良局朱敬文中學▪ Guest Sharing 嘉賓分享 4 Ms LEE Ching Man Levian 李靜雯校長 Hong Kong Red Cross John F. Kennedy Centre 香港紅十字會甘迺迪中心	▪ Conference Hall 5
	▪ Exhibition Booths	▪ Conference Hall 6-7

Parallel Session

10 February 2026, Tuesday (Day 2)

Time	Speaker and Topic	Venue
Day 2 10 February 2026 (Tuesday) 13:30 – 15:00	<ul style="list-style-type: none"> ▪ Paper Presentation 論文發表 3 Dr Lihuan CHEN & Dr Yanzhen ZHU “Cultivational Leadership: An Integration of Humanism and Confucian self-cultivation in education” ▪ Paper Presentation 論文發表 4 刘艳茹教授, 李彦青博士 & 沈立凤女士 “传承与创新: 中小学校长价值领导力框架建构与培训支持” ▪ Paper Presentation 論文發表 5 石垠博士 & 陈姝锟女士 “為仁由己: 內在和諧在教師利他傾向與領導力間的中介作用及文化意蘊” 	▪ Conference Hall 4
	<ul style="list-style-type: none"> ▪ Paper Presentation 論文發表 6 贾琇淇女士 “以“有为”筑基到“无为”赋能: 小学科学教育的场域拓展与教学重构——基于海岸小学博物课程的实证分析” ▪ Paper Presentation 論文發表 7 洪屹博士 & 王海山博士 ▪ Paper Presentation 論文發表 8 Mr FAN Yujun 	▪ Conference Hall 5
Day 2 10 February 2026 (Tuesday) 15:30 – 17:30	<ul style="list-style-type: none"> ▪ Paper Presentation 論文發表 9 Professor ZHANG Yufeng & Ms QI Min “Does Principal Zhongyong Thinking Enhance Teacher Job Crafting in China? An Empirical Analysis of Mediating and Moderating Effects” ▪ Paper Presentation 論文發表 10 林可博士 “數字人文賦能的教師數字倫理素養案例庫建設探索” “Exploring the Construction of a Case Portfolio on Teachers' Digital Ethical Literacy Facilitated by the Approaches of Digital Humanities” ▪ Paper Presentation 論文發表 11 王英伦先生 “小学教师何以感知分布式领导实践?——来自重庆市S小学的证据” ▪ Paper Presentation 論文發表 12 Dr KO Mo Lin Regina 高慕蓮博士 & Mr LAM Kwok Po 林國寶先生 “如何通過科技推動價值觀教育?” 	▪ Conference Hall 4
	<ul style="list-style-type: none"> ▪ Paper Presentation 論文發表 13 孙银光教授 & 陈晓雯女士 ▪ Paper Presentation 論文發表 14 王宁先生 & 裴彬如女士 ▪ Paper Presentation 論文發表 15 Dr YANG Deyun & Dr LI Yu ▪ Paper Presentation 論文發表 16 张欣教授 & 田蕊博士 	▪ Conference Hall 5
Both Days	<ul style="list-style-type: none"> ▪ Exhibition Booths 	▪ Conference Hall 6-7

Chinese Value Based Leadership in Education: Bridging Tradition, Innovation, and Global Futures

Date: 9 February 2026 (Monday) 11:00am-11:30am



Professor John Chi-Kin LEE

Director of Academy for Educational Development and Innovation (AEDI),
UNESCO Chair in Regional Education Development and Lifelong Learning
Director of UNESCO-UNEVOC Centre (Hong Kong)
The Education University of Hong Kong

Biography:

李教授的研究範圍涵蓋課程與教學、地理與環境教育，生命與價值觀教育，以及教師發展與學校改進。他積極帶領教育研究及發展項目，過往成功取得不少校外撥款。李教授的學術文獻廣獲徵引，入選由美國史丹福大學2025年發布的全球排名首1%科學家名單。他亦是香港初等教育研究學會院士。

Professor Lee's research interests focus on curriculum and instruction, geographical and environmental education, life and values education, and teacher development and school improvement. He is active in leading education research and development projects and has a solid track record in securing external grants. Professor Lee was named among the top 1% most-cited scientists in the world in the latest list released by Stanford University (2025). He was a Fellow of the Hong Kong Primary Educational Research Association.

李教授積極參與本地、國內及海外教育和社會服務，曾出任內地及海外多所大學的訪問、客座或兼職教授，同時獲內地教育部頒授長江學者講座教授名銜。他曾擔任粵港澳大灣區中小學校長聯合會學術委員會成員，以及華南師範大學港澳研究中心學術委員會主任等。此外，他獲香港特別行政區政府委任為太平紳士。

Professor Lee has actively participated in education and social service in Hong Kong, mainland China and overseas. He has held many visiting, guest and adjunct professorships at universities overseas and in mainland China. He has served as Changjiang Scholar Chair Professor, conferred by the Ministry of Education of the People's Republic of China. He had also served as a Member of the Academic Committee of the Guangdong-Hong Kong-Macao Greater Bay Area Primary and Secondary Schools Principal Federation and Chairman of the Academic Committee of the Center for Hong Kong and Macao Research of South China Normal University. In addition, he was appointed by the Hong Kong SAR Government as a Justice of the Peace (JP).

李教授為第十四屆全國政協委員，並榮獲「聯合國教科文組織區域教育發展與終身學習教席」（二零一九至二零二三年；二零二三至二零二七年），另兼任「東南亞教育部長組織研究員」。與此同時，他擔任教大教育發展與創新學院院長及宗教教育與心靈教育中心總監。

Professor Lee is a member of the 14th National Committee of the Chinese People's Political Consultative Conference, the UNESCO Chair in Regional Education Development and Lifelong Learning, a Research Fellow of The Southeast Asian Ministers of Education Organization (SEAMEO), and Director of the Academy for Educational Development and Innovation, and Centre for Religious and Spirituality Education at EdUHK.

Abstract:

This presentation examines Chinese Value Based Leadership in Education (CVBLE) as a culturally grounded yet globally relevant framework for guiding educational transformation in an era of accelerating societal, technological, and geopolitical change. Drawing upon Confucian ethical traditions and contemporary leadership scholarship, the presentation conceptualises CVBLE as a moral, relational, and purpose driven approach that harmonises individual flourishing with collective well being. The presentation situates CVBLE within the broader discourse on education futures, arguing that values led leadership provides essential stability and ethical direction amid globalisation, digital innovation, and shifting governance logics.

Across four thematic lenses—(1) the negotiation between tradition and globalisation, (2) organisational transformation through relational leadership, (3) the alignment of innovation with cultural continuity, and (4) the ethical use of technology—the presentation demonstrates how values shape institutional cultures, professional learning, civic development, and leadership practices. Through empirical illustrations from EdUHK's international collaborations, leadership development initiatives, and the establishment of Hong Kong's first Master of Arts in Chinese Values Based Leadership Education, the presentation highlights the role of universities as strategic leaders in talent cultivation, ethics formation, and national educational development.

Building on this applied and institutional discussion, the presentation then turns to a deeper examination of Confucian thought, particularly the principle of governing by virtue (為政以德). It explains how Confucian philosophy has historically shaped Chinese understandings of leadership formation and leadership responsibility. The presentation outlines the broader intellectual context formed by Confucianism, Daoism, and Legalism, before focusing on the internal logic, moral orientation, and practical wisdom of Confucian leadership.

This philosophical inquiry is further developed through an analysis of leadership competencies embedded in Confucian culture, as well as a synthesis of classical Chinese learning and Western management theory that yields five core leadership and management mindsets. A substantial section is devoted to the School of Mind and leadership, using Wang Yangming (王陽明)'s life, thought, and lived experience to illustrate a liangzhi (良知, innate moral knowing) oriented process of leadership cultivation and moral practice.

The presentation further argues that governing by virtue represents a distinctive Confucian approach to leadership development, and demonstrates how Confucian leadership, including the contributions of the School of Mind, continues to offer meaningful insights for contemporary leadership practice.

“GLOBAL NORTH MEETS GLOBAL SOUTH: COMPARING INTERNATIONAL AND INDIGENOUS LEADERSHIP MODELS”

Date: 9 February 2026 (Monday) 11:45am-12:30pm



Professor Tony BUSH

Professor of the Educational Leadership
University of Nottingham, UK

Biography:

Professor Tony Bush is Professor of Educational Leadership at the University of Nottingham, UK. He previously held similar positions in four other UK universities. He is the current President of the British Educational Leadership, Management, Administration and Leadership (BELMAS) and Editor-in-Chief of the leading international journal, Educational Management, Administration and Leadership (EMAL). His extensive international work includes research, consultancy and invited keynote presentations in 32 countries on six continents.

Abstract:

Global models have dominated educational leadership discourse and literature for several decades. This is a powerful example of globalization with overtones of colonialism, sometimes reinforced by NGO activity. There are several explanations for this phenomenon. First, some scholars have been exposed to these ideas as doctoral students in the west. Second, Asian universities may be teaching about these models on the basis that they have universal applicability, an assumption that should be challenged, given the growing recognition of the importance of context for school leadership. Third, scholars in many countries are under pressure to publish in highly ranked journals, which are mostly located in the UK or US, perhaps leading them to adopt global north models. Fourth, the emphasis on global models in Asia is sometimes driven by policymakers.

The challenge and the opportunity here is to give greater prominence to indigenous models such as Confucianism, which may be seen as a worldview, an ethical system, a political ideology and a scholarly tradition. Three key dimensions of this model will be discussed, harmony, collectivistic culture and power distance, and compared with the dominant global north models, managerial, transformational, distributed and teacher leadership.

“Invisible labour: Principals emotional labour in volatile time”

Date: 10 February 2026 (Tuesday) 9:35am-10:20am



Professor Jane WILKINSON

Professor in Educational Leadership
Faculty of Education, Monash University, Australia

Biography:

Professor Jane Wilkinson is Professor in Educational Leadership, Faculty of Education at Monash University. Jane is Lead Editor of the Journal of Educational Administration and History and a member of the Australian Council of Educational Leadership, Victorian executive.

Jane's research interests are in the areas of educational leadership for social justice, with a particular focus on refugee education, issues of gender and ethnicity; and theorising educational leadership as practice/praxis. She is a lead developer of the theory of practice architectures (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer, & Bristol, 2014). She also draws on sociologist Pierre Bourdieu's work and the philosopher, Ted Schatzki. Jane has published widely in the areas of women and leadership, refugee students and theorising leadership as practice/praxis.

Her most recent publications include:

Educational leadership through a practice lens: Practice matters.

<https://www.springer.com/gp/book/9789811676284>

Wilkinson, J., & Kaukko, M. (2020). Educational leading as pedagogical love: The case for refugee education. International Journal of Leadership in Education, (23)1, 61-76. doi:<https://doi.org/10.1080/13603124.2019.1629492>

Jane is currently Chief Investigator of two Australian Research Council Discovery projects: Teacher capabilities in superdiverse societies (2021-2024) and School autonomy reform and social justice in Australian public education (2018-2022).

Abstract:

In this talk, I examine the emotional and affective dimensions of principals' work in socially and politically volatile times, drawing on a four-year Australian Research Council [ARC] study of Australian state-school principals' emotional labour. I examine key findings from data collected via a nation-wide, anonymous survey in which principals were asked to discuss their professional and personal responses to critical incidents. The aim of these critical incident testimonies was to render visible the affective and ethical dimensions of principals' emotional labour. This form of labour involves the management of one's own feelings and that of others. It is a crucial aspect of principals' work but remains poorly understood and under theorised. I employ a dual practice architectures and feminist lens to analyse principals' care work which is carried out in complex material and discursive contexts, but which is rendered largely invisible in hyper-rationalised and masculinist management systems. I conclude with suggestions for the sustainability of the principal workforce as increasing emotional demands are placed on principals to do more with less resources and support.

“Educational leaders blending the past and current to describe compelling education futures”

Date: 10 February 2026 (Tuesday) 10:20nn-11:05am



Professor David GURR

Professor of the Faculty of Education
The University of Melbourne

Biography:

Professor David GURR is a Professor of Educational Leadership in the Faculty of Education at the University of Melbourne. In a 45-year educational career, he has been a teacher, school counsellor, middle leader and academic. Professor David GURR is a prolific writer and presenter focussed on all aspects of educational leadership, including successful school leadership and middle leadership. He is involved in the leadership of the International Successful School Principalship Project, International Leadership Development Network and Association for Teacher Leadership and Scholarship. A former Vice-President of the Australian Council for Educational Leaders, he was awarded its most prestigious award, the Gold Medal, in 2014.

Abstract:

In times of turbulence and uncertainty, educational leaders need to be able to articulate compelling futures - both near and far. This is part of the art of setting direction, one of the foundational areas of leadership work in any context. Setting direction is often thought about as leadership practices associated with articulating organisational goals, visions and missions. But it is more than this. It is also about sense making and storytelling that explains the present and promotes the future. In this talk, I will describe a futures thinking framework that helps educational leaders to do several things: to take full account of the past and how this influences the current; to understand current organisational success and how the organisation can improve using change and innovation mindsets and practices; and to articulate near and distant future pathways. I will consider the role of history, culture and other contexts in guiding the work of educational leaders and the sources of information available to educational leaders, and how this needs to blend local and international knowledges. Educational leaders that fully understand the present and adopt futures thinking will be better able to not only guide their organisation through turbulent and uncertain times, but to take full advantage of this complexity.

“Beyond the False Binary: Why East Asian Education Must Evolve, Not Westernize”

Date: 10 February 2026 (Tuesday) 11:20am-12:05pm



Professor Ingyu OH

Professor

Kansai Gaidai University, Japan

Biography:

Professor Ingyu OH is Professor of International Business and Cultural Industries at Kansai Gaidai University, Osaka, Japan. He has published extensively on topics related to Asian business, cultural industries, and economic sociology. Professor Ingyu OH authored or co-authored 18 books and over 80 academic articles in journals such as *Journal of Ethnic and Migration Studies*, *Third World Quarterly*, *Georgetown Journal of International Affairs*, *Comparative Sociology*, *Journal of Asian Sociology*, *Journal of Knowledge Management*, *Asian Business and Management*, and *Asia Pacific Business Review*.

Abstract:

East Asian education systems face a paradox: our students lead global achievement rankings while suffering epidemic-level mental health crises. China's 2021 "Double Reduction" policy and similar reforms across the region acknowledge that current practices are unsustainable, with youth suicide rates and depression linked directly to educational stress. Yet the conventional reform narrative—that we must adopt Western progressive education models emphasizing creativity over rigor—fundamentally misdiagnoses both the problem and the solution.

This presentation argues that East Asia has developed a unique and historically successful learning and innovation model that extends far beyond Confucian values. Drawing on research into Korean educational intensity (Oh, 2010), Japanese kaizen philosophy (Nonaka & Takeuchi, 1995), and Korean Wave glocalization (Oh & Jang, 2022), I demonstrate how ressentiment, filial piety, and the "glocal imperative"—learning from the West, systematically improving, then exporting back—have created distinctive competitive advantages. This model produced the Toyota Production System, K-pop's global dominance, and China's rapid technological advancement. The pattern repeats: import knowledge, study obsessively, improve systematically, export triumphantly.

The crisis stems not from learning intensity itself but from intensity divorced from purpose, competition without collaboration, and excellence metrics divorced from human flourishing. Wholesale adoption of Western models would sacrifice proven strengths while importing Western education's own deficits. Instead, we need "East Asian reform for East Asian realities": preserving rigor while adding psychological safety, maintaining excellence standards while democratizing success pathways, and transforming filial piety from burden to inspiration. The presentation concludes with practical frameworks for educational leaders to facilitate this evolution, positioning our reformed model as offering insights to a world desperate for learning systems that achieve both excellence and wellbeing.

Keywords: East Asian education, glocalization, kaizen, educational reform, mental health, learning innovation, Confucian heritage cultures, knowledge creation.

“Bridging Worlds of Leadership: From Human Connection to Digital Transformation”

Date: 9 February 2026 (Monday) 2:00pm-4:00pm

Plenary Speakers:



Professor Junjun CHEN

Dean, Graduate School
Professor, Department of Education Policy and Leadership (EPL),
The Education University of Hong Kong



Professor Sedat GÜMÜŞ

Professor, Department of Education Policy and Leadership (EPL),
The Education University of Hong Kong



Dr Maxwell Chun Sing HO

Associate Co-Director of AEDI,
Assistant Professor, Department of Education Policy and Leadership (EPL)
Organizing Committee Member of East Meets West: Chinese Value-Based Leadership in Education Conference 2026, The Education University of Hong Kong



Dr TSANG Kwok-Kuen

Assistant Professor, Department of Education Policy and Leadership (EPL)
Organizing Committee Member of East Meets West: Chinese Value-Based Leadership in Education Conference 2026, The Education University of Hong Kong

Abstract:

Bridging Worlds of Leadership: From Digital Transformation to Human Connection reflects the evolving landscape of educational leadership where technology, equity, collaboration, and emotion intersect. This theme brings together diverse perspectives on how school leaders can navigate digital change, promote fairness and inclusion, engage across sectors, and lead with empathy. It invites reflection on how effective leadership today balances innovation with humanity, shaping learning communities that are connected, equitable, and deeply human.

“Educational leadership in the digital age”

Date: 9 February 2026 (Monday) 2:00pm-2:30pm



Professor Junjun CHEN

Dean, Graduate School;
Professor, Department of Education Policy and Leadership (EPL), EdUHK

Biography:

Professor Junjun Chen is a Professor in Education Leadership and the Dean of the Graduate School in the Education University of Hong Kong. Professor Chen's research focuses on school leader development. She is particularly interested in professional literacy, wellbeing, and leadership of school principals and middle leaders. Professor Chen has developed four conceptual models and eight instruments. Her scientific contribution to the fields has been recognized by the international community. Professor Chen was invited as the UNESCO Global Education Monitoring Report Expert Group Member 2024 for the theme of 'Leadership in Education'. The framework on teacher leadership developed by Prof Chen was recommended by the UNESCO Global Education Monitoring Report 2024 for international adoption. Moreover, she was also ranked among the top 1% of the world's most-cited scientists in education since 2024, according to lists compiled by Stanford University.

Abstract:

Successful educational leadership in the AI and digital age inspires and leads development and implementation of a shared vision that maximizes use of resources to meet and exceed learning goals and support effective instructional practice in the AI and digital era. This presentation reports a bibliometric review on examine the meta-data of documents on digital leadership published for 34 years starting from its birth in 1991 to 2024 with 425 documents, and five empirical studies. By integrating the field literature, three perspectives of AI on leadership will be also pointed out: (1) AI as an additional assistance to current leadership functions (enhancement perspective), (2) AI will replace followers and leaders (replacement perspective), and (3) AI is “an oversold idea” (Skeptical perspective). This presentation summarizes the descriptive trends, uncovering the underlying intellectual structures, identifying the most influential themes, and presenting new directions of digital leadership.

Integrating Equity Perspective in Leadership Practices

Date: 9 February 2026 (Monday) 2:30pm-3:00pm



Professor Sedat GÜMÜŞ

Professor, Department of Education Policy and Leadership (EPL), EdUHK

Biography:

Professor Sedat Gümüş is Associate Head (Internationalisation and Community Engagement) at The Education University of Hong Kong and Acting Director of the APCLC. A leading scholar in educational leadership, he has published over 70 works and led major international research projects on school leadership and equity. He received the Friedrich Wilhelm Bessel Research Award (2025) and was named among Stanford University's Top 2% Scientists (2024). In 2025, ScholarGPS ranked him 15th globally in leadership research.

Abstract:

This presentation focuses on a reconceptualization of instructional leadership with an equity perspective. Drawing on a multiple-case study of three primary schools in Hong Kong, it identifies five key dimensions of equitable instructional leadership practices: strategizing for equitable improvement, building capacity for equitable teaching, cultivating an inclusive school culture, distributing resources equitably, and fostering family-school partnerships. The findings demonstrate how school leaders can actively address marginalization and enhance outcomes for disadvantaged students, even within exam-oriented competitive systems. The study underscores the potential of leadership to transform instructional core practices into tools for equity, while acknowledging contextual and cultural influences on these approaches.

Cross-Sector Learning for School Leaders

Dr Chun Sing Maxwell HO & Professor Junjun CHEN

Date: 9 February 2026 (Monday) 3:00pm-3:30pm



Dr Maxwell Chun Sing HO

Associate Co-Director of AEDI;

Assistant Professor, Department of Education Policy and Leadership (EPL);

Organizing Committee Member of East Meets West: Chinese Value-Based Leadership in Education Conference 2026, EdUHK

Biography:

Dr Maxwell Ho, is a dedicated educator with a focus on teacher entrepreneurship, entrepreneurship education, and financial literacy. He graduated with first-class honours in Bachelor of Education (Business Studies) from the Education University of Hong Kong in 2008. Quickly rising through the ranks, he became head of technology education (KLA) and administration group. His innovative curriculum earned him the Teacher Award for Business and Financial Education in 2016. As a Research Fellow at EdUHK, Maxwell has contributed significantly to leadership and educational practice research, earning the Emerald Publishing Award in 2020. He is also the President of the Hong Kong Association of Business Education and has trained over 400 school leaders.

Abstract:

This presentation shares the insights from Cross-Sector Internship Insights: Recognizing Leadership Through Cross-Sector Internship Programs for Vice-Principals (Ho & Chen, 2025), which explores how Hong Kong vice-principals (VPs) develop leadership capacity through cross-sector internships with business and NGO leaders. Guided by Edmondson and Harvey's (2017) Extreme Team Model, the study investigates how interpersonal, technical, motivational, and facilitative dimensions of teamwork translate into leadership learning across sectors.

Drawing on qualitative data from reflective journals, video presentations, and semi-structured interviews with 24 VPs, eight CEOs, and mentors, the study reveals that the internship's design — integrating university preparation, CEO shadowing, and structured reflection — fostered a psychologically safe, vision-driven, and learner-centered environment. Key findings highlight that VPs gained strategic and human-centric leadership insights, linking business principles such as empowerment and adaptability to educational contexts. The transformation was most evident in three areas: vision-guided decision-making, staff well-being and empowerment, and collaboration-driven structural innovation within schools.

A notable discovery concerns motivation: rather than being solely inspired by CEOs or mentors, many VPs displayed self-generated motivation, showing proactive reflection and goal setting that sustained their leadership growth beyond the program. This finding refines the Extreme Team Model by suggesting that motivation in professional learning is co-produced through both environmental support and individual agency. The study concludes that cross-sector collaborations, grounded in trust and reflection, can nurture visionary, resilient educational leaders prepared for complex school and societal challenges.

**Leading with Qing (emotion):
Emotional leadership as a pathway to teacher work
engagement in Chinese Mainland
Dr TSANG Kwok Kuen & Mr Guangquang WANG**

Date: 9 February 2026 (Monday) 3:30pm-4:00pm



Dr TSANG Kwok Kuen

Assistant Professor, Department of Education Policy and Leadership (EPL);
Organizing Committee Member of East Meets West: Chinese Value-Based
Leadership in Education Conference 2026, EdUHK

Mr Guangqiang WANG

Department of Education Management, Faculty of Education, East China
Normal University

Biography:

Dr. Kwok Kuen Tsang is an Assistant Professor at the Department of Education Policy and Leadership at the Education University of Hong Kong (EdUHK). Before joining the EdUHK, Dr. Tsang was an Associate Professor and Associate Dean of the College of Education Administration at Beijing Normal University, a Postdoctoral Fellow at the Chinese University of Hong Kong, and an Assistant Professor at Caritas Institute of Higher Education, respectively. He is a member of the editorial advisory board of the British Journal of Sociology of Education and an Associate Editor of the Beijing International Review of Education. His research covers teachers' work and emotions, education policy and governance, and school leadership.

Abstract:

The literature suggests that emotions play an integral role in educational leadership, which is a social process that influences others' motivation, perceptions, and behaviors regarding teaching and learning. Therefore, effective educational leadership is increasingly framed as emotional leadership, which supports teachers' well-being and produces subsequent outcomes related to effective teaching and work within educational organizations. Emotional leadership is often associated with educational leaders' abilities to inspire and foster a positive, productive, and trusting school environment through the identification, understanding, and management of their own emotions, as well as those of their school members. However, this presentation argues that such an understanding may not fully capture the essence of emotional leadership in Chinese contexts. In Chinese, emotions are translated as qing. While the concept of qing encompasses human feelings and emotions (ganqing), it also refers to the norm of reciprocity (renqing). This means that Chinese affective leadership not only emphasizes leaders' competencies in identifying, understanding, and managing their own emotions and those of others but also their moral influence on others through the norm of reciprocity. Accordingly, this presentation aims to provide a critical analysis of the concept of emotional leadership in Chinese contexts, highlighting its cultural significance. Additionally, it will explore the positive benefits of emotional leadership in Chinese educational settings by presenting a study that examines its relationship with teachers' autonomy, work meaningfulness, and work engagement in Mainland China. The presentation suggests that leading with qing is crucial in Chinese educational settings.

嘉賓演講

日期：2026年2月9日（星期一）4:15pm-5:45pm



Ms. CHAN Suet Kwan Peggy

PLK Mrs Chan Nam Chong Memorial Primary School

陳雪筠校長

保良局陳南昌夫人小學

簡介：

陳雪筠校長任職於保良局陳南昌夫人小學，投身教育逾三十年，多年來積極推動價值觀教育，專注於正向教育及品格教育的建立與實踐。在學校中，她致力建立具關愛氛圍的學習文化，並帶領團隊共同塑造正向、具特式的校園環境。她曾於第四屆及第五屆「品德教育傑出教學獎」中榮獲優秀獎，並一直相信，領導的力量源於共同願景與同行者的支持。

嘉賓演講

日期：2026年2月9日（星期一）4:15pm-5:45pm



Dr. CHEUNG Chok Fong

Yaumati Catholic Primary School

校長張作芳博士

香港津貼小學議會顧問
油麻地天主教小學

簡介：

張作芳博士現任油麻地天主教小學校長及津貼小學議會顧問，亦為教育局首屆「領航校長」培訓計劃成員。她在教育界服務逾二十年，積極推動教育改革，關注學生的全人發展。張博士熱心編寫課程教材，推動生命教育及資訊素養，提倡小班教學與多元文化融合，並堅持以學生為本，鼓勵師生共同成長，致力培育具抗逆力與創意的新一代。

嘉賓演講

日期：2026年2月9日（星期一）4:15pm-5:45pm



Mr. CHIU Man Ho

PLK C W Chu College

趙文浩校長

保良局朱敬文中學

簡介：

趙文浩校長任職於保良局朱敬文中學，具工商管理及教育領導背景，投身教育逾二十年，專注研究與實踐拓展學生潛能，讓每個孩子都能「被看見」。他曾獲行政長官卓越教學獎及創新教學獎，推動體驗式學習、多元課程及校園環境設計，培育具反思力與承擔感的學習者。趙校長現正攻讀教育博士，研究弱勢學校扭轉收生與重建校風的經驗，期望與本地及海外同工交流新世代的教育需要。

嘉賓演講

日期：2026年2月9日（星期一）4:15pm-5:45pm



Ms LEE Ching Man Levian 李靜雯校長

Principal, Hong Kong Red Cross John F. Kennedy Centre (香港紅十字會甘迺迪中心)
CUHK School Heads Alumni Association **Chairperson**

Southern District Joint Schools Conference **Vice Chairperson**

Central China Normal University Hong Kong Alumni Association **Executive Vice Chairperson**

The Hong Kong Academy of School Managers Limited **Vice Chairperson**

Association of Hong Kong Kindergarten Education Professional Exchange **Honorary Consultant**

Home and Youth Affairs Bureau Southern District West Area Committee **Committee Member**

Hong Kong Academy of Social Work, Hong Kong Social Workers Association **Assessor of Course**

Accreditation and Social Workers Credentialing

Hong Kong Examinations and Assessment Authority Panel Member of Appeal **Panel for Special Needs Candidates**

Professional Development and Training Division, EDB **Principal Mentor of the Professional Development**

Programme for Newly Appointed Principals

Biography:

As the Principal Mentor of the Professional Development Programme for Newly Appointed Principals, Professional Development and Training Division, EDB; and the Assessor for Developmental Needs Analysis for Aspiring Principals, Principal Lee is invited as guest speaker for education forums and seminars from a wide range of sectors. Currently she is one of the editors of 華中師範大學台港澳與東亞研究中心《港澳臺教育動態》周刊. Whilst, as the Chairperson of Hong Kong Special Schools Council (HKSSC), she has long been committed to driving continuous innovation in education, especially on promoting diversified educational tools tailored to the needs of special education, and on building a more understanding and inclusive society. In order to foster cross-sector exchange, inspire innovative thinking, and demonstrate how to bring transformative breakthroughs to strengthen assistance for teachers and students with special needs, she has initiated different projects concerned, including leading HKSSC to co-host the 'International Symposium on Special Education 2025' with the Education University of Hong Kong, centred on the theme 'Future-Ready Learners: AI in Special Education', which attracted over 2000 participants locally and overseas.

主題：融合與調和全球化時代中的傳統價值觀

“香港地區價值觀教育評估框架芻議”

日期：2026年2月9日（星期一）4:15-5:45

地點：2/F會議廳

作者：

- **陳曙光博士**

助理教授；
中國語言學系
香港教育大學

- **李子建教授**

校長；教育發展與創新學院院長
香港教育大學

- **樂林先生**

一級研究助理；教育發展與創新學院國學中心，
香港教育大學

論文摘要：

價值觀教育在各個國家及地區日益受到重視。然而，如何系統而嚴謹地評估帶有主觀性的價值觀教育成效，目前尚未得到學術界足夠的關注。本文綜合道德發展理論、社會學習理論等經典模型以及價值觀評估的前人研究，認為評估的核心在於將抽象的價值觀轉化為具體的可觀測或度量的認知、情感與行為指標。本文提出價值觀教育的橫向評估和縱向發展評估兩類框架。橫向評估框架包含四個要素：價值觀、作用範疇、表現指標和評估手段。縱向發展性評估分為實踐、了解、分析和自覺實踐四個環節。本文旨在提供一個具可操作性且具有客觀依據的價值觀評估參考框架，以期為香港中小學價值觀教育的評估提供方法上的支持。

關鍵字：

價值觀教育
教育評估
框架
香港中小學

Theme: Strategies for Leadership in Organizational Transformation

“Decision making and responsible AI: Implications for company directors' accountability regime in Hong Kong from a Confucian Perspective”

Date: 9 Feb 2026 (Monday) 4:15-5:45pm

Venue: 2/F Conference Hall

Author(s):

- **Dr Angus YOUNG**

Programme Director for LLM in T&IPL, Deputy Programme Director for LLM in CFL, and Deputy Director, Exchange (Incoming), Faculty of Law, The University of Hong Kong

- **Dr Alex Chu Kwong CHAN**

Assistant Professor, Department of Chinese Language Studies, The Education University of Hong Kong

Abstracts:

Artificial Intelligence (AI) is evolving, advancing and here to stay. More importantly, there are a number of risks associated with using AI; namely, hallucination is difficult, if not impossible to remove. To mitigate this risk and attempting to ensure the ethical use of AI, the term 'responsible artificial intelligence' have emerged as a positive narrative (Stix, 2022). Microsoft defines responsible AI as, "[a]n approach to developing, assessing, and deploying AI systems safely, ethically, and with trust." Leaving aside if this is possible, it sanitizes the risks in a positive formulation into an automated computation from 'logical thinking' that could be trusted to do the 'right thing'. Recently the Hong Kong Chartered Governance Institute developed a playbook with 'Six Responsible AI Principles' much of which were developed in line with Microsoft's Responsible AI Standard. These principles ultimately rests on rationality and equitable mentalities that draws from modern ethical values with roots from Western ethical principles. It lacks a relational humane perspective that Confucius advocated, where benevolence is central. Essentially, Confucian notions of benevolence is not a calculated or computed outcome. Instead, relational dimensions and humanness in line with nature (tien) as well as conscience are key. The implications for company directors adapting and embedding Confucian perspective into decision making is not merely calculated or even computed overcomes with the aid of AI. The addition of 'humanness' could support decisions from being void of kindness that Confucius believed is human nature. Unlike AI where huge computation power and big data are central. Confucian principles need to be embedded in directors' minds through training and education. Without educating directors on 'benevolence', the 'greater good' in decisions could become a number where the lesser evil is favoured.

Key Words:

- Responsible AI
- Company Directors
- Accountability
- Confucian perspective

Theme: Harmonizing Traditional Values in the Age of Globalization

'Cultivational Leadership: An Integration of Humanism and Confucian self-cultivation in education'

Date: 10 Feb 2026 (Tuesday) 13:30-17:30

Venue: 2/F Conference Hall

Author(s):

- **Dr Lihuan CHEN**

Senior Research Associate, The Education University of Hong Kong

- **Dr Yanzhen ZHU**

Assistant Professor, Peking University

Abstracts:

As humanism revives in education, educational leadership needs humanistic changes in its philosophy, theories, and praxis to promote personal development in our educational institutions. However, current educational leadership models are inadequate in addressing this trend, and few studies explore how to facilitate the personal development of students, teachers, and leaders. This conceptual paper integrates the shared values of humanism and Confucian self-cultivation, in order to develop an educational leadership model focusing more on personal development. We propose 'cultivational leadership' that is pillared by transformation, relationalism, inclusiveness, and moral influence. It stands apart from other leadership models because of four key characteristics: it is humanistic in its foundation; it is inspirational, encouraging personal and social improvement; it is reciprocal, positioning individuals within social interactions for mutual learning and growth; it is moral, upholding universal virtues to support personal and social betterment. This paper highlights the value of personal development, contribute to the humanistic shift of educational leadership theories, and also promotes the cross-cultural exchange between different tradition to address contemporary educational issues for a better world.

Key Words:

- Confucian self-cultivation;
- Humanism;
- Educational leadership

主題：探討組織轉型中的領導策略

“論文標題： “傳承與創新：中小學校長價值領導力框架建構與培訓支持”

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

- **劉艳茹教授**

北京市中小学校长价值领导力框架与培训策略探索，北京教育学院

- **李彦青博士**

基于混合研究方法的北京市中小学校长三维价值观调研分析，北京教育学院

- **沈立凤女士**

北京市育英学校

論文摘要：

教育强国建设背景下，中小学校长价值领导力提升成为关键议题，需要校长培训研究与实践对此做出回应。本研究以北京市“校长价值领导力提升”专题培训班学员为对象，立足中国传统价值领导智慧，通过调查分析，提取“仁德”“中和”核心价值，融合“修己达人”“以德治国（校）”“文化教化”等本土策略，借鉴西方变革型领导理论及思维工具，尝试构建具有中国特色的中小学校长价值领导理论框架，并在培训实践中加以应用与完善，凝练出行之有效的实践案例。项目同时探索出一条在文化传承与创新中实现教育高质量发展的共生共融路径，为新时代校长队伍建设提供重要参照。

關鍵字：

- 价值领导
- 中小学校长
- 仁德
- 中和
- 校长培训

主題：融合與調和全球化時代中的傳統價值觀

為仁由己：內在和諧在教師利他傾向與領導力間的中介作用及文化意蘊

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

- **石垠博士**
讲师，北京师范大学教育学部/北京师范大学教育管理学院
- **陈姝银女士**
硕士研究生，北京师范大学教育学部/北京师范大学教育管理学院

論文摘要：

中国文化视助人等利他行为为德行和担当的体现，教师在展现利他倾向的过程中，不仅对他者提供支持，更会激活自身的价值一致感、道德情感与角色责任。基于此，本研究提出“内在和谐”概念，强调个体在心境祥和、内外一致中的整体体验。研究采用利他倾向、内在和谐与教师领导力量表，对100余名中小学教师进行问卷调查。结果显示，利他主义不仅可直接预测教师积极领导力，其通过“利他主义-幸福感-内在和谐-领导力”的整体链式中介效应亦显著。研究进一步指出，“内在和谐”在利他主义与教师领导力之间发挥桥梁作用，是文化价值观嵌入教育领导力生成机制的重要创新点。

關鍵字：

- 内心和谐
- 教师领导力
- 链式中介

主題：融合與調和全球化時代中的傳統價值觀

“以“有为”筑基到“无为”赋能：小学科学教育的场域拓展与教学重构 ——基于海岸小学博物课程的实证分析”

日期：2026年2月10日（星期二）1:30-5:30
地點：2/F會議廳

作者：

- 贾琇淇女士
中國價值領導教育文學碩士 學生
香港教育大學

論文摘要：

本研究旨在探讨儒家“有为”与道家“无为”在当代教育领导中的融合与平衡，期望呈现一种价值导向的领导智慧。面对教育日益绩效化、标准化的现实，教师领导常在明确引导与自由生成之间徘徊。此研究借鉴价值导向领导、真实领导与灵性领导等理论，提出“以有为设向、以无为引生”的教育平衡模型，用以诠释教师如何在道德意向与自然生成之间取得和谐。在真实的教学实践中，教师主动规划学习情境，在教学过程中退到幕后，让学习在自由与自觉中自然展开，由此尝试让当代中国教育能在结构中孕育自由，为教育改革提供一种以文化为根的价值范式。

關鍵字：

- 儒道教育领导
- 教师领导
- 教育平衡
- 文化根基

主題：探討組織轉型中的領導策略

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

- **洪屹博士**

台企金融发展（深圳）研究院

- **王海山博士**

广汽研究院

論文摘要：

全球经济转型与中国发展新质生产力的双重背景下，企业如何通过策略性领导激发人才主动性、提升机构运作能力已成为核心命题。本研究立足“文化基因解码-管理范式重构-行为机制激活”的逻辑主线，构建并检验了

“组织容错氛围-组织认同-主动担责行为”的理论模型，探讨中国管理哲学与现代管理工具的融合路径。研究突破了单一的西方管理范式，深入挖掘传统治理思想中关于包容与试错的伦理内核，结合主动动机模型与自我决定理论，提出“文化-制度-行为”三维融合框架。研究结果证实了容错氛围在推动组织变革中的价值前提。这后示转型期的领导者应融合中国传统价值观中“和合包容”的思想，通过构建科学的容错机制，将组织认同转化为提升机构运作效能的内生动力。

關鍵字：

- 策略性领导
- 组织容错氛围
- 主动担责行为
- 组织认同
- 成长需求

主題：探討組織轉型中的領導策略

日期：2026年2月10日（星期二）1:30-5:30
地點：2/F會議廳

作者：

- **Mr FAN Yujun**

香港教育大學

論文摘要：

职业院校本科升格（下称“升本”）是实现现代职业教育体系结构与功能，进一步优化我国高等教育结构的重要路径，教师感知的变革型领导力在一定程度上影响着学校升格效能。本研究对10名“升本”前后职业院校的管理者、教师进行访谈，使用演绎式的内容分析方法，探讨职业院校升本这一组织变革时期中领导者变革型领导行为实践特征。研究发现：根据李超平等提出变革型领导四维度模型，学校“升本”期间，管理者在“愿景激励”与“领导魅力”方面存在差异化实践表现，教师认为管理者在“个体化关怀”方面存在明显不足。

關鍵字：

- 高等职业教育
- 职业本科
- 学校变革
- 变革型领导力

Theme: Harmonizing Traditional Values in the Age of Globalization

“Does Principal Zhongyong Thinking Enhance Teacher Job Crafting in China? An Empirical Analysis of Mediating and Moderating Effects”

Date: 10 Feb 2026 (Tuesday) 1:30-5:30pm

Venue: 2/F Conference Hall

Author(s):

- **Professor ZHANG Yufeng**

Associate Professor, College of Educational Administration, Beijing Normal University

- **Ms QI Min**

Graduate student, College of Educational Administration, Beijing Normal University

Abstracts:

Zhongyong thinking, a core philosophical essence of traditional Chinese culture, embodies essential managerial wisdom in diverse considerations, dynamic equilibrium, and holistic harmony, contributing significantly to the development of indigenous educational leadership theories and the improvement of school management practices, which has garnered growing scholarly attention in educational leadership recently. However, empirical studies on Zhongyong thinking in leadership remain limited, particularly regarding the mechanisms through which principals' Zhongyong thinking influences teacher behavior. Given the diverse cultural value orientations of teachers within the backdrop of modernization in China, this study investigates the underlying mechanisms and boundary conditions of principal Zhongyong thinking on teacher job crafting with a sample of 583 Chinese primary and secondary school teachers. The results indicate that principal Zhongyong thinking significantly and positively predicts teacher job crafting. Future work self salience and feedback-seeking behavior serve as the serial mediators in this relationship. Moreover, teachers' collectivism strengthens the positive effect of principal Zhongyong thinking on job crafting, whereas teachers in high individualism exert a negative moderating effect. This study provides theoretical and practical implications for advancing indigenous educational leadership theory, promoting school governance, enhancing principals' leadership capacity, and supporting teachers' professional development.

Key Words:

- Principal Zhongyong thinking
- Job crafting
- Future work self salience
- Feedback-seeking behavior
- Collectivism
- Individualism

主題：探討技術在促進價值導向方法中的角色

論文標題：數字人文賦能的教師數字倫理素養案例庫建設探索

Exploring the Construction of a Case Portfolio on Teachers' Digital Ethical Literacy Facilitated by the Approaches of Digital Humanities

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

- 林可博士

副教授，北京师范大学

論文摘要：

教師數字素養是我國教育數字化轉型、教育現代化發展和教育強國建設的題中之義，也是評價新時代教師專業發展水平的重要考量。然而，當前教育界對教師數字素養的關注和理解，更多聚焦於“數字技術素養”，而忽略“數字倫理素養”。數字技術狂飆時代，因教師和教育管理者在數字倫理層面意識滯後、知識匱乏、行為失範、能力欠缺而引發的諸多教育問題亟待解決。本報告探討採用“數字人文”研究範式分析教師數字倫理困境、賦能教師數字倫理素養案例庫建設進而推動數字師德培育的可能性。一方面，深描教師可能面臨的“數字倫理困境”（如：數字技術匱乏、依賴、替代和異化等）與“數字倫理風險”（如：數字工具濫用、隱私數據洩露、算法偏見、數字世代後喻文化衝擊、數字身份與職業身份衝突等）；另一方面，倡導教師積極建構“數字倫理關係”（如：人機協同關係、師生平等關係、家校和諧關係等），承擔“數字社會責任”（如：遵守數字法規與禮儀、追求數字化專業發展、提升數字協同育人能力等）。為此，建議政府和研究機構通過搭建跨媒介、多模態、專題化的案例庫來幫助教師提升數字倫理素養；學校也要重視在地化、校本化、互動化的數字師德案例庫建設。

Teachers' digital literacy is one of key factors for China's digital transformation of education, the development of educational modernization, and the construction of a leading country in education. It is also an important consideration for evaluating the professional development level of teachers in such a digital age. However, present studies referring to teachers' digital literacy mainly focus on "digital technology literacy", while neglecting "digital ethics literacy". Educational problems caused by the lagging awareness, lack of knowledge, improper behavior and insufficient ability of teachers and educational administrators in the field of digital ethics urgently need to be solved. This presentation explores the possibility of using the "digital humanities" research paradigm to analyze the digital ethical dilemmas and digital ethical risks of teachers, to construct a case portfolio for promoting and cultivating teachers' literacy of digital ethics, such as their abilities of building digital ethical relationships and taking digital social responsibilities. Therefore, it is suggested that the government and research institutions should establish a cross-media, multimodality and specialized case portfolio to enhance teachers' digital ethics literacy; school should pay attention on the construction of a local, school-based and interactive case portfolio.

關鍵字：

- 数字伦理
- 教师数字伦理素养
- 数字师德案例库
- 数字师德培育

主題：探討組織轉型中的領導策略

“論文標題：小學教師何以感知分布式領導實踐？ ——來自重慶市S小學的證據”

日期：2026年2月10日（星期二）13:00-15:30

地點：2/F 會議廳

作者：

- 王英伦先生

香港教育大学教育政策与领导学系

論文摘要：

教師的感知是衡量分布式领导实践质量的重要标尺。本研究采用质性方法，基于分布式领导的“四维度框架”，对重庆市S小学教师进行深度访谈，探索小学分布式领导的实践特征以及教师面临的问题。研究发现，教师在使命愿景维度主要服务于领导者设定的目标，在学校文化维度体验到制度规范化与协作氛围弱化并存，在领导实践维度中感受到任务授权充分但过程支持不足，在共享责任维度则感受为专业分工明确但决策参与有限、激励制度缺位。研究表明，S小学教师感知的分布式领导呈现为结构清晰但文化不足、协同不均的实践样态，应在领导实践的权力分布、制度激励、文化塑造等方面进一步优化。

關鍵字：

- 分布式领导
- 领导实践
- 教师感知

主題：探討技術在促進價值導向方法中的角色 如何通過科技推動價值觀教育？

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

- **Dr KO Mo Lin Regina** 高慕蓮博士
香港教育大學 宗教教育與心靈教育中心 專業顧問
- **Mr LAM Kwok Po** 林國寶先生
項目經理／AI Developer · XR Creator

論文摘要：

隨着人工智能技術迅速發展，教育正面臨價值導向與科技創新的雙重挑戰。香港教育局即將發表的《中小學數字教育藍圖》提出建立「人工智能素養」學習架構，並把人工智能 教育納入核心課程，為價值教育與教育科技的融合提供了重要政策背景。

為了掌握科技如何支援價值觀教育，筆者通過AI及VR技術建構的沉浸式學習情境，在個案學校創設相對具像化、富象徵意義的文化與生命場境；為學生提供多元的學習經歷。研究結果初步顯示科技有助促進價值理解（如責任、堅毅與承擔等）、情感投入與心靈反思。

關鍵字：

- 人工智能素養
- 價值觀教育
- 沉浸式學習
- 中華文化

主題：平衡中國團體機構中的創新與傳統

日期：2026年2月10日（星期二）1:30-5:30

地點：2/F會議廳

作者：

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- 陈晓雯女士
华中师范大学

論文摘要：

当前高校治理体系中，教师的专业身份在制度安排与权力结构上长期处于边缘地位，治理参与呈现形式化、象征化特征。本文以教师专业身份为分析核心，探讨其参与高校治理的现实困境、成因机制与实践路径。研究指出，制度层面的路径依赖与行政中心化结构削弱了学术组织的自治功能；权力的过度集中与文化规训导致“驯服的学术”现象，教师专业身份由实质转为符号化。针对上述问题，本文提出三条实践路径：其一，在决策层面以扁平化理念打通信息壁垒，提升教师治理参与的实质性；其二，在组织层面以多中心治理模式重构行政与学术的协同结构；其三，在文化层面强化教师的专业承认与身份认同，推动治理文化由行政逻辑向专业理性转型。

關鍵字：

- 高校治理
- 民主管理
- 教师专业身份

主題：平衡中國團體機構中的創新與傳統

日期：2026年2月10日（星期二）1:30-5:30
地點：2/F會議廳

作者：

- 王寧先生
華中師範大學教育學院
- 裴彬如女士
西交利物浦大學

論文摘要：

“縣中振興”計劃关乎我国新型城镇化建设、乡村振兴和人口高质量发展，“縣中”困境深嵌于城乡二元结构、资源分配政策及唯升学率评价体系等结构性约束中。而“縣中”成功的振兴依赖于学校领导者充分发挥行动能动性，在结构性缝隙中寻求在地化的创生空间。借助吉登斯的结构化理论，基于结构赋能、行动创生、在地文化融合三重维度，系统阐释縣中振兴所需校长领导力的实践构型。通过分析揭示校长领导力与地方情境互构的深层逻辑，为摆脱“千校一面”的振兴困境、探索多元卓越的縣中发展范式提供了理论依据与实践启示。

關鍵字：

- 縣中振興
- 校長領導力
- 結構化理論

Theme: Strategies for Leadership in Organizational Transformation

Date: 10 Feb 2026 (Tuesday) 1:30-5:30pm

Venue: 2/F Conference Hall

Author(s):

- **Dr YANG Deyun**
Harbin Normal University
- **Dr LI Yu**
Harbin Normal University

Abstracts:

The improvement of the quality of teaching teams is a priority of the Action Plan for Revitalising County-Level High Schools, which is a key initiative aimed at advancing the construction of county-level high schools and accelerating the balanced regional development across the country. The leadership role of principals is closely linked to teacher professional development of teachers, and research on school leadership confirms the key role of principals in promoting school improvement by focusing on teachers' learning and development. The researcher investigated two case study demonstration high schools in the county region by conducting a total of 12 individual qualitative interviews, combined with the literature review on the subject and document search, to analyse the importance of teacher professional development to enhance the quality of teacher teams in the county-level high schools. The findings included challenges faced by teacher professional development in the sense of the imperative needs, the ways to contextualise and the unbalanced resource allocation among regions, and expectations towards successful principals to guide and empower the teacher teams of county-level high schools from the perspectives of school culture that promotes teacher professional development, flexible teaching and research management mechanisms, and gaining access to quality resources.

Key Words:

- successful school leadership
- county-level high schools
- teacher professional development

主題：探討技術在促進價值導向方法中的角色

日期：2026年2月10日（星期二）1:30-5:30
地點：2/F會議廳

作者：

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- 田蕊博士
中國大連高級經理學院

論文摘要：

數字賦能與價值傳承：科技工具在教育領導力培養中的融合路徑探索

在數智時代背景下，中國價值領導教育(CVBLE)面臨將科技前瞻性與文化根基相融合的核心命題。本研究旨在探討如何系統運用數字工具與科技創新，強化“立德樹人”等傳統教育價正文：值，以培養兼具數字化素養與文化自信的新時代教育領導者。

研究採用理論構建與案例分析法。首先，構建“技術-價值”融合框架，闡明AI、大數據等技術如何與價值領導力的核心維度相契合。其次，剖析利用數字化情景模擬、虛擬現實思政課堂等創新實踐，提煉其成功模式。

研究結果表明，技術作為“賦能器”能實現三大功能：一、使價值內化于“心”：通過沉浸式體驗使抽象價值具象化；二、使領導顯化于“行”：通過數據建模提升複雜情境下的價值決策能力；三、使育人貫通于“場”：構建虛實融合的育人生態，實現價值引領的全時空滲透。

本研究為CVBLE領域提供了可操作的整合范式，論證了科技是深化價值領導內涵、增強其時代吸引力的戰略支點，對推動教育事業在守正創新中高質量發展具有重要意義。

關鍵字：

- 價值領導教育
- 數字賦能
- 技術-價值融合
- 教育領導力

Notes





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