The Promotion of Vision Leadership by Science Fiction Literature in Primary School Principals: A Grounded Theory Study

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Abstract

Background and Aims: As a science fiction fan, I realize that science fiction literature has a very close relationship with the future. In 2017, when I was in the second year of my master's degree, I came into contact with the science fiction novel The Three-Body Problem, which was very popular in China at that time. The description of the future of human beings in the story of The Three-Body Problem deeply shocked me. After reading The Three-Body Problem, I eagerly sought out Asimov's Galactic Empire series, Anthony Burgess's A Clockwork Orange, George Orwell's 1984, and more. These science fiction novels are very different in their presentation of the future of human beings, but they all bring me a strong shock and let me deeply feel the relationship between science fiction literature and the future. This study is about science fiction literature to enhance the vision leadership of primary school principals. Qualitative research methods were adopted. The research object is Zhang, principal of Changyuan Primary School affiliated Education Group of Southern University of Science and Technology, Shenzhen, Guangdong Province. This study collected data from February to August 2024, mainly through interviews, observations, archival data collection, and partial action participation.

Materials and Methods: This study is a case study. The selected core research object is Zhang Zhongyi, principal of Changyuan Primary School, Education Group affiliated to Southern University of Science and Technology, Nanshan District, Shenzhen, Guangdong Province. In addition to Principal Zhang as the core research object, the research also included Director Gan, who is in charge of science fiction teaching at the school, teacher Lin, who is in charge of the library, and even the architecture and community environment of the school.

Results: Based on the research data and corresponding analysis, this study constructs three grounded theories: First, science fiction literature plays an intermediary and catalyst role in the formation of the vision of primary school principals living in the current society; Second, science fiction literature has a carrier function for the expression of the vision of primary school principals; Third, science fiction plays an important role as a tool for the implementation of the vision. These three grounded theories can be unified under one theme, that is, science fiction literature can enhance the vision leadership of Primary school principals.

Conclusion: Finally, according to the research results and the corresponding theories constructed, some suggestions are put forward for primary school principals to use science fiction literature to enhance visionary leadership. The limitations and future research directions of this study are also discussed.

Keywords: Science Fiction Literature; Vision Leadership; Primary School Principals; Qualitative Research Methods

Introduction

As a science fiction fan, I realize that science fiction literature has a very close relationship with the future. In 2017, when I was in the second year of my master's degree, I came into contact with the science fiction novel *The Three-Body Problem*, which was very popular in China at that time. The description of the future of human beings in the story of *The Three-Body Problem* deeply shocked me. After reading *The Three-Body Problem*, I eagerly sought out Asimov's *Galactic Empire* series, Anthony Burgess's *A Clockwork Orange*, George Orwell's *1984*, and more. These science fiction novels are very different in their presentation of the future of human beings, but they all bring me a strong shock and let me deeply feel the relationship between science fiction literature and the future. It is this deep feeling that makes me decide to give up my original psychology major and transfer to the study of science fiction literature. Therefore, in 2018, I officially entered the research group of the Science and Human Imagination Research Center of
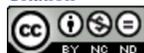
Professor Wu Yan at Southern University of Science and Technology to study science fiction literature. Professor Wu Yan is a very influential science fiction writer in China, as well as the most authoritative science fiction scholar and educator in China. Studying with Professor Wu Yan allows me to constantly reflect on the relationship between science fiction literature and the future from a theoretical perspective.

After joining Professor Wu Yan's research group, I successively participated in a series of science fiction projects led by him. Among them, what has influenced me the most is the development of the science fiction teaching materials series "*Youth Imagination and Scientific Innovation Training Course*" in 2019. This is the first set of science fiction textbooks for primary and secondary school students in China. In the process of developing and promoting this set of textbooks, I not only determined my future development direction but also got many opportunities to teach courses and lectures in primary and secondary schools. In this process, I got to know many primary and secondary school principals. After communicating with them, I found a very interesting phenomenon: those primary and secondary school principals who understand education are all very concerned about science fiction literature, and they all regard science fiction education as a necessity for future education. This phenomenon has inspired me to further think about whether science fiction literature directly affects the thinking of primary and secondary school principals about the future, or, to put it more theoretically, whether science fiction literature directly affects their vision of leadership. If so, how does science fiction help primary and secondary school principals build and improve their vision leadership perception? How can this building and enhancement be further implemented into their specific vision and leadership behaviors? It is these questions that stimulate my interest and make me choose the topic of the relationship between science fiction literature and visionary leadership of primary school principals as my doctoral thesis.

Qualitative research was used in this study. For more than six months, I conducted an in-depth case study on Principal Zhang and the work he led at Changyuan Primary School of the Education Group Affiliated with the Southern University of Science and Technology in Shenzhen, Guangdong Province. At the end of February 2024, I officially entered Changyuan Primary School as a researcher and learned about some specific conditions of the school through interviews, on-site observation, informal conversation, physical collection, and participation in some actions. Since July 2024, I have had a 30-day interview with Principal Zhang through WeChat chat. The purpose of this study is to understand how science fiction influences Zhang's thinking about the future, and how to help Zhang apply this new thinking to specific school leaders. Through these studies, I try to theoretically explore how science fiction literature influences principals' vision, leadership, cognition, and behavior, that is, how to help principals construct, express, and implement the vision.

Objectives

This research aims to explore how science fiction literature changes the future cognition of Principal Zhang of Changyuan Primary School, and how Principal Zhang uses science fiction literature to describe and implement the school vision.

Literature Review
   Leadership Theory
      Definition of Leadership

Leadership is the capacity or ability to lead, which is essential for a leader's success. Leadership has been of interest and study for a long time to know what elements make a leader capable of leading or have effective leadership (Praphaiphet et al., 2023). Which has been studied from the characteristics of leaders (traits), leaders' power, and leaders' behavior in various forms. At present, leadership is still being studied all the time, and attempts are being made to find effective leadership in each organization and in different situations.

      Youth Science Fiction Education Practice

This part introduces the practice of science fiction education in China and the West, and focuses on the practice of science fiction education in China and the West to position the science fiction education work of Changyuan Primary School led by Principal Zhang. From the comparison, we can see the uniqueness of science fiction education in Changyuan Primary School led by Principal Zhang, which is also an important reason for this study to take it as a case sample. Compared with China, the practice of science fiction education in Western society started early and has developed to a certain scale. As early as 1954, Jean E. Cooper, a high school biology teacher in the United States, began experimenting with science fiction to teach biology. In this teacher's class, to fully understand the types of organisms found in different geological periods, students were asked to write novels about specific prehistoric animals (Cooper et al., 1954). Chemistry teacher Marsha Goldstein began using science fiction to teach creativity in middle school chemistry (Goldstein, 1957). In the 1970s, the Arizona English Bulletin, the official publication of the Arizona English Teachers Association, published a magazine devoted to "Science Fiction in the English Classroom." The issue contains almost everything you need to know about using science fiction in the classroom, including advice, reading lists, and instructional materials for teachers on classroom design. (Donelson, 1972) In 1975, John C. Reynolds Jr conducted a two-year survey on 300 teachers from grades 7 to 12 in four southeastern states of the United States and found that 59% of the teachers had used some form of science fiction works in class (John et al., 1977). Since then, science fiction education in Western society has been developing continuously and has formed a certain scale after the 20th century, among which the most representative project is SciFiEd (science fiction in education).

In Western society, science fiction education and teaching methods are mainly based on science fiction works as a supplement to the traditional classroom, and at the same time, science fiction is actively explored in the way of interdisciplinary teaching. In the teaching of science fiction works as a supplement to the traditional classroom, science fiction works are usually integrated into the teaching in two ways: supplementing classroom scenes and supplementing classroom tasks. The practice of supplementing classroom scenarios is to use the interest of science fiction works as a classroom introduction or to provide perceptual story scenarios for specific scientific knowledge (especially abstract scientific knowledge) (Bixler, 2007; Pariser, 1993). Science fiction works as a supplement to classroom tasks that are mostly based on specific knowledge points and require students to create science fiction stories (Cooper et al., 1954; Goldstein, 1957). Fundamentally speaking, this practice is still aimed at teaching scientific knowledge, but it uses the method of creating science fiction to help students deeply process knowledge points. In the use of science fiction in interdisciplinary teaching, science fiction works are often used as the carrier of Kua lessons. For example, in Cavanaugh, Terence, in the science fiction education conducted by Cavanaugh and Catherine (1996), the science fiction film Jurassic Park is not only the carrier of biological knowledge but also the carrier of discussion on bioethics (Cavanaugh & Cavanaugh, 1996). Vrasidas (2015) systematically discussed the benefits of interdisciplinary teaching and science fiction narration (Vrasidas et al., 2015). As can be seen from the above research, in the science fiction education of Western society, the way science fiction works entering the classroom is very flexible.

Relevant theories of the principal's vision leadership

Vision leadership is an activity process in which leaders establish common goals, missions, and core values in the organization, form a common vision of the organization, guide and motivate the members of the organization to consciously take actions driven by them, and then realize the goals of the organization. Vision leadership is a term that comes along with the word "vision". The word "vision" comes from the Latin "videre", meaning "to see" and "to see is to believe" (Wang, 2010). A review of relevant literature shows that different scholars have different definitions of "vision". For example, some researchers believe that visions are intangible, sweet dreams for the future, with highly personalized colors (i.e., personal values, beliefs, etc.), which provide a sense of direction for organizational development and can be used as a guide for organization members (Conley, 1992). A desired state of affairs for the future of the organization and an attempt to motivate and inspire people is the future picture that the organization wants to create. Some researchers also believe that vision is the future picture in the mind of the leader. Vision summarizes

the future goals, missions, and core values of the organization, provides the outline and development direction for the future development of the organization, and leads everyone in the organization to the future along the same track (Chen, 2005; Wang, 2010). To sum up, although these specific expressions of the concept of "vision" are not consistent, their core concepts all point to the "future picture" and are shared among the members of the organization.

The Theoretical Possibility of Science Fiction Literature to Enhance Vision Leadership

Science fiction futurism is a genre of science fiction that is expected to lead human beings into the future more intelligently through innovation. The creation of Chinese science fiction futurism is extremely rich and has formed several creative upsurges in the late Qing Dynasty, the 17th century, the New Period, and the 21st century. Its works can be roughly divided into four types: blueprint type, operation type, experience type, and mixed type. ... Blueprint Futurism, giving the overall goal and development concept of the future, putting forward action plans and steps forward; Experiencing futurism means that new time and new space carry new information, which has nothing to do with the real development path of science and technology at that time, but is connected with the reading experience of Chinese readers. Operational futurism refers to the novel in a relatively long historical period or a relatively grand external scene, letting the narrative, in the interwoven multiple clues, develop, gradually pushing the time into the future. [These different subgenres] developed gradually in the local creative process, emphasizing insight into technology and future development and faith in the good, optimism about the future... (Chinese science fiction) Futurism emphasizes insight into science and technology and future development, faith in the good, and optimism about the future. (Wu, 2022, 2023, 2024) Professor Wu Yan's research not only points out the relationship between science fiction literature and the future, but also points out how different subgenres of science fiction literature "point" to the future. Second, science fiction literature has the form of isomorphism with the real world. To incorporate new science and technology into human society to do thought experiments, and then express it through a specific story, it must rely on the current social reality, which creates the form of isomorphism of science fiction literature and the real world. This isomorphism is not only very good for helping readers to "enter" the future from reality and construct a vision, but it can also bring a lot of concrete inspiration to leaders and apply it to their fields.

Research Framework

In the part of the research results, I focused on the school vision of Principal Zhang and the role of science fiction literature in it, including how science fiction literature changed the cognitive process of Principal Zhang, how it helped Principal Zhang present the school vision, and how it helped Principal Zhang achieve the school vision. Finally, based on the research results, the grounded theory is constructed. Based on the findings, I constructed three grounded theories: First, science fiction literature plays an intermediary and catalyst role in the formation of the vision of primary school principals living in the current society; Second, science fiction literature has a carrier function for the expression of the vision of primary school principals; Third, science fiction plays an important role as a tool for the implementation of the vision. These three grounded theories can be unified under one theme, that is, science fiction literature can enhance the vision leadership of Primary school principals.

For the specific research framework, see Figure 1.
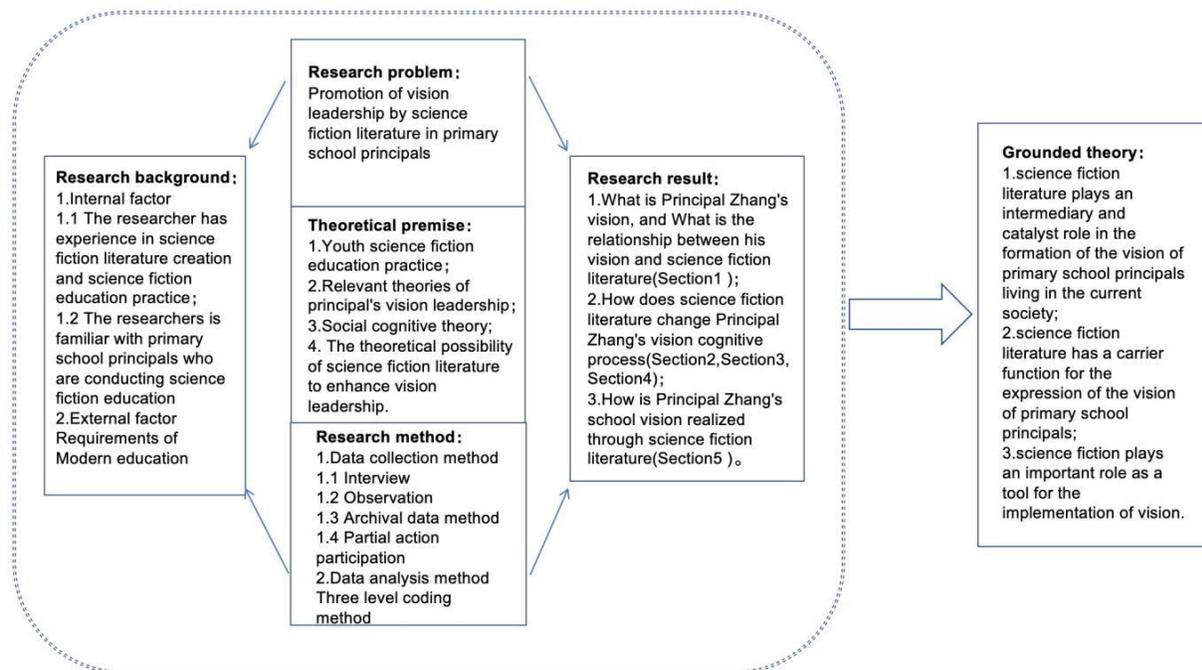
Figure 1 Research Framework

Methodology

Method of Sampling

This study is a case study. The selected core research object is Zhang Zhongyi, principal of Changyuan Primary School, Education Group affiliated to Southern University of Science and Technology, Nanshan District, Shenzhen, Guangdong Province. In addition to Principal Zhang as the core research object, the research also included Director Gan, who is in charge of science fiction teaching at the school, teacher Lin, who is in charge of the library, and even the architecture and community environment of the school.

I chose Principal Zhang of Changyuan Primary School as a case study because such a choice could better answer my research question.

According to the research question, I need to select a principal who is familiar with science fiction literature and has the willingness and ability to incorporate science fiction literature into school education and management. Principal Zhang Zhongyi is just such a principal. The following is a personal profile of Principal Zhang Zhongyi.

Methods of Collecting Materials

Data collection goes through the whole process of the research. The following is a brief explanation of how and when I collect data.

On August 22, 2022, I entered Changyuan Primary School for the first time and met Principal Zhang. On that day, Principal Song of Shenzhen Institute of Curriculum Reform invited Professor Wu Yan to visit the newly completed primary school, and I went with Professor Wu Yan as a member of his research group. When I entered the school, I found that the construction of the school had not been completed, and there were still workers working on it. At that time, Principal Zhang took us on a tour of the main building and told us about his vision for the future of the school. Finally, we were invited to provide professional support for the science fiction culture and science fiction curriculum construction in this school. Later, when we organized science fiction activities, I would share relevant information with Principal Zhang, who responded positively and personally participated in our activities, and also organized teachers to watch the science fiction drama developed by Professor Wu Yan. On October 9, 2022, Principal Zhang pushed my

WeChat account to Teacher Lin, who is in charge of the school library. Miss Lin wants me to recommend a list of science fiction books suitable for primary school students. On February 17, 2023, Mr. Lin conveyed the invitation of Principal Zhang, hoping to communicate with me about the future construction of science fiction courses in the school. I don't remember exactly what we talked about, except that Principal Zhang asked me to help them develop a science fiction school-based curriculum. In August 2023, Changyuan Primary School began to enroll students. On September 7, 2023, Principal Zhang pushed my WeChat account to Director Gan, who later took charge of science fiction education at Changyuan Primary School. At that time, Director Gan wanted to apply for a district-level education subject in Shenzhen's 14th Five-Year Plan with science fiction education as the theme. Since I was still in Thailand at the time, all the communication about the project was done online in the form of WeChat conversations. On November 29, after I returned to China, I arranged a lecture on science fiction reading and writing for the students of Changyuan Primary School. That was the first time I met Director Gan because the lecture time was tight, and I only had a brief exchange with Principal Zhang and Director Gan before the lecture. Principal Zhang briefly introduced me to some of their efforts in science fiction education, and then once again expressed his hope that I would help them set up a science fiction course. I accepted Principal Zhang's invitation and began to think about curriculum development. As for Director Gan, I learned that she has a master's degree in organizational psychology and educational management from Lingnan University in Hong Kong. On November 30, 2023, I had a science fiction education lecture to train teachers in another school in Shenzhen, and Director Gan went with me. On the way to the lecture and back to school, we talked about science fiction education for teenagers in Changyuan Primary School.

1. Interview

The interview methods used in this study include formal interviews and informal interviews. The formal interview was mainly a written conversation with Principal Zhang in the form of a WeChat chat. This WeChat conversation continued intermittently on August 15, 2024, and then I asked some unclear questions. An important reason for using WeChat to talk in writing is that Principal Zhang is very busy with administrative work and cannot devote a large amount of time to completing the interview. I began to outline the interview with Principal Zhang and make an appointment with him in May. However, due to his work schedule, several appointments were finally postponed for some reason. I will return to Thailand in July, so I had to negotiate with Principal Zhang to adjust the interview method and change it to WeChat. In this way, on the one hand, I can make full use of Principal Zhang's free time, and on the other hand, I can calmly adjust my interview questions according to Principal Zhang's response, so that I have enough opportunities to ask questions to obtain the information I want to know. There is a big gap between the initial interview outline and the final interview questions, which is the result of my adjustments during the interview. Because I am worried that the WeChat interview will increase the workload of Principal Zhang, I have proposed to conduct a telephone interview in the form of WeChat voice. But in the end, Principal Zhang refused, because he thought it would be better to think about my interview questions in writing. Indeed, for my interview questions, Principal Zhang replied seriously every time, and the longest reply was thousands of words. The response time is almost always in the evening, the latest one is 12:27 p.m. I think this also shows that Principal Zhang is very supportive of my research and is very willing to participate in my research, but he really can't spend a lot of time accepting the interview.

2. Archival Data Method

The collection of archival materials includes articles related to education policies in Shenzhen and Nanshan District, school activity reports published on the official public account of Changyuan Primary School, Principal Zhang's papers, articles forwarded by Principal Zhang's WeChat Moments, science fiction courses, and science fiction cultural activities in Changyuan Primary School.

I have found 43 articles about education policies in Shenzhen and Nanshan District on the Internet, among which 8 are about Shenzhen and 35 are about Nanshan District. These articles include the education policy of Shenzhen, the publicity of the achievements of Shenzhen's basic education, the education policy

of Nanshan District, the publicity of the achievements of basic education in Nanshan District, and the interview with the director of the Education Bureau of Nanshan District.

I collected the articles on the official WeChat public accounts by myself, including the public accounts of S Primary School and Changyuan Primary School, where Principal Zhang used to work. A total of 70 articles were collected, including 48 from S Primary School and 22 from Changyuan Primary School. These articles cover the school teaching propaganda, school culture reports, school activities reports, and so on, many of which contain Principal Zhang's school-running ideas.

Principal Zhang provided me with his thesis directly. There are 5 papers in total, but the contents of the papers are all about Chinese teaching and school management mode, which have little relationship with the research purpose of this study.

I collected the articles of Principal Zhang's WeChat moments by myself after getting his permission. The reason for collecting these materials is that WeChat has become an indispensable social tool in the modern life of Chinese people, and the articles forwarded by WeChat moments represent a person's attention to new developments on the Internet. In other words, these articles reflect, to some extent, the changes in Principal Zhang's interests and thoughts. Principal Zhang's WeChat moments began on October 14, 2014, and will end on June 24, 2024. In nearly a decade, Zhang forwarded a total of 863 articles and did not post a single personal news item. I eliminated 428 articles, the exclusion criteria are as follows: First, due to the time passed too long, the original public number of the published article has been canceled or migrated, and the content of the article cannot be judged from the theme, such as the title of "please transfer to the next person after reading" or "read a change every day, soon you will change". Second, articles that are not related to the topic of the study, including articles that help friends repost votes; Music and art articles for entertainment purposes, such as purely playing music or showing pictures; Articles announcing recruitment information, such as the school's announcement of holiday time, as well as the announcement of the recruitment of teachers; Life hacks, such as those that teach people how to prevent mosquitoes in the summer; News events at that time, such as the news of the leadership change in Shenzhen. However, if the above article contains Principal Zhang's school-running philosophy and educational thoughts, it will be retained for further analysis. For example, in the school's recruitment information, the school's philosophy of publicity is retained. 436 articles were excluded and included in the analysis. The topics of these articles included: news related to social issues in the process of China's modernization; Articles that focus on and reflect on issues related to China's modernization process, which are often related to thinking about education; Inquiries and reflecting on the value of life in modern society; Articles that directly analyze and criticize the problems existing in Chinese education; Related reports of leading school activities. After collecting the articles, I also communicated with Principal Zhang through WeChat chat.

The science fiction curriculum construction and science fiction cultural activity materials of Changyuan Primary School are the electronic versions provided to me by Director Gan. This part of the information, when the school greeted a visit from the Central Committee, was made into a data set by Director Gan, a total of three books. In these three materials, there are highlights of activities held by the school, highlights of special courses, and students' handwritten newspapers, as well as the curriculum I helped them develop.

3. Data Analysis

The data collation and analysis of this study are conducted throughout the whole process. Every time I get the data, I will convert it into an electronic version and save it, make a simple analysis, and then classify and save it. And provide a reference for the next step of data collection.

As for the basic idea of data analysis, I adopt the strategy of combining linear analysis mode and interactive analysis mode. The linear analysis model treats the data as a ladder and abstracts the data continuously from the bottom up. The interactive analysis model sees data analysis as a circle in which each part is related and repeated. The linear analysis model can be regarded as a link in the interactive analysis model. (Xiangming, 2000). For example, when analyzing the articles of Principal Zhang's WeChat moments, I often saw that the theme was a kind of article expressing the longing for pastoral life. In the

beginning, I listed such articles as "The Tendency to Avoid the World Existing in Traditional Chinese Literati", but during the analysis, I found that the theme of such articles was contradictory to the theme of the enterprising articles forwarded by Principal Zhang. Of course, this may be because of different forwarding times, and Zhang's mood is different. It may also be that there are these two contradictory thoughts in Principal Zhang's heart. However, when I put these articles back into the whole and let them interact with the whole, I found that although these articles seemed contradictory, they were unified in one theme, that is, how people should settle down in a modern society, which is exactly the educational responsibility of his leadership. I think his later proposal of serving students for six years and making students happy for 60 years is inseparable from this kind of thinking.

Therefore, for the data analysis of this research, I adopted reading the original materials, logging in, searching for "local concepts", classifying and refining, and putting the newly refined concepts back into the original data for verification and comparison, etc., to repeat the cycle until finally constructing a suitable theory.

In the beginning, I tried to use cognitive theories such as social cognitive theory and metaphorical cognition for analysis, but I always found that these theories could not cover all the data I collected. Later, after consulting Professor Wu Yan and reading some books on qualitative research methods that he helped me find, I realized that my analysis method was still quantitative research; that is, I was still looking for a theoretical hypothesis first, and then using data to verify this theoretical hypothesis. After realizing the problem, I began to change my thinking and tried to re-explore how Principal Zhang viewed science fiction literature from his perspective and how science fiction literature affected his vision, leadership cognition, and behavior.

After that, I conducted a second round of analysis of the data. This time, I "suspended" my existing theoretical perspective and framework, re-entered the original data, and looked for the "expression" of Principal Zhang himself. For example, such articles often appear alongside those criticizing the current state of education and questioning the value of life in modern society. I realized that Principal Zhang's concern for such articles was not a tendency to shun the world among traditional Chinese intellectuals, but a kind of resistance to social utilitarianism in the process of modernization.

After finding these unique expressions belonging to Principal Zhang, I continued to conduct secondary coding of the materials, that is, to further summarize these expressions and cognition that are exclusive to Principal Zhang. After completing the second level coding, I conducted the third level coding and obtained the "local concept" belonging to Principal Zhang.

After finding the "local concept", I began to try to establish a logic between these concepts. My specific approach is to first use mind mapping software (either directly or by hand on A4 paper) to list these different concepts. Then, try to find relationships such as inclusion, juxtaposition, or causation among these concepts. For example, after that, I try to build theories to incorporate different concepts into a theoretical model or framework.

Ethical and Moral Issues

First of all, this study was approved by the subjects in advance. I communicated with Principal Zhang, Director Gan, and Teacher Lin in advance about my research and the purpose of my research, and stated that I would keep confidential the information obtained from them through interviews and other means, and only after obtaining their consent did I start the formal research.

Secondly, every participant in my study was very busy. And my research is taking up their valuable time. In particular, Principal Zhang often responds to my questions in the middle of the night. I felt guilty about it and tried to find opportunities to "repay" them. I tried my best to share some resources related to youth education with them, hoping to make up for the delay in Principal Zhang's work leading the development of the school. In addition, I have invited Director Gan to dinner several times. She was in charge of science fiction education at the school and sometimes acted as a messenger between Principal Zhang and me. In order not to delay Principal Zhang too much, I did not offer to invite him to dinner. I set several principles for my research: first, I should not delay the time other than the interview with Principal

Zhang; Second, it cannot affect the daily work of Principal Zhang; Third, the observation should not interfere with the normal teaching and management order of the school.

Finally, the name of the school in this article is real, and this is a choice made after a discussion with Principal Zhang. On the one hand, Principal Zhang hoped that my research would bring some new publicity to his school. On the other hand, the architectural features of Changyuan Primary School are so obvious that people familiar with the description of the article will know that it is this school, so there is no need to be anonymous. In the article, Principal Zhang, Director Gan, and Teacher Lin all use their real surnames, but no first names. This was done with their consent.

Result

The content of this chapter is mainly based on the data; science fiction literature plays a role in the cognitive process of constructing the school vision and the role of implementing the school vision. In cognitive processes, "man is neither an autonomous subject nor a mechanical transmitter of active environmental influences." Instead, they make causal contributions to their motivations and behaviors in a three-way system of mutual causality. In this model of mutual causation, action, cognition, emotion, and other personal factors, as well as environmental events, are all determinants of the interaction. Therefore, any explanation of the determinants of human action must include self-generated influences as a contributing factor. (Bandura, 1989) Therefore, this study places science fiction literature's investigation of Principal Zhang's visionary leadership in the interaction of different levels of the environment, Principal Zhang's personal experience, and actions.

Based on the data analysis, I found that there is a very complicated relationship between science fiction literature and Principal Zhang's visionary leadership. Principal Zhang chose science fiction literature to present and implement his educational vision through a very complex cognitive process. According to the chronological order, the first is that Principal Zhang encountered "strange novels" and "mythological stories" in classical Chinese literature in his childhood. These stories planted the seeds in his heart to get rid of the physical and mental bondage and yearn to go on his own. But this seed has always been contained by the problems of the modernization of China, in which Zhang lived. Therefore, he is not satisfied with and does not understand some of the new conditions that have emerged in the process of China's modernization, resulting in painful, confused, and confused emotions. This "inadaptation" to the new situation, on the one hand, aroused Principal Zhang's attention to the social problems exposed in the process of China's modernization, and on the other hand, promoted Principal Zhang's theoretical study of issues related to China's modernization. Therefore, it encourages Principal Zhang to inquire about the value of life in modern society. In this process, Principal Zhang constantly reflected on the nature of education and educational problems. Finally, he realized that the biggest problem in education at present is that education is too utilitarian. As a result, Principal Zhang has developed a new vision for education, with the starting point being "six years of primary education should serve the well-being of students for the next 60 years." In this process, science fiction plays the role of mediator and catalyst, helping Principal Zhang to better understand the new conditions of modern society, thus further contributing to his educational vision.

At the same time, another factor cannot be ignored, that is, the regional education environment of Shenzhen and the Shenzhen Nanshan District. A good regional education environment and relevant regional education policies, on the one hand, provide support for Principal Zhang to implement his school vision; on the other hand, the implementation of Principal Zhang's school vision is also fulfilling the requirements of the corresponding policies.

After forming an educational vision to serve the happiness of students for 60 years, Principal Zhang finally chose science fiction literature to present his educational vision and placed the story of this educational vision in the transmission of the vision.

Finally, Principal Zhang further strengthened the implementation of his school vision through the construction of campus culture, the development of a school-based curriculum, the organization of student
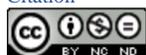
activities, and the allocation of books for students, in which science fiction literature played an important role as a tool.

Table 1 Articles related to China's social problems in the modernization process forwarded by Principal Zhang's WeChat Moments.

Topic	Title	Forwarding time of WeChat Moments
Corruption problem	The Most Desperate Depravity - Written for Chinese intellectuals	06/29/2015
Corruption problem	The secretary of the Communist Party Committee, who fled to the United States, wrapped his belly and lived in a small room	03/20/2015
Corruption problem	Starting August 1, the central government will focus on punishing corruption among township and village officials	08/04/2015
Corruption problem	Economic internal participation: Collective interview warns of "six inaccuracies"	03/02/2016
Food safety problem	Eating pork in China is suicide. Tell everyone around you	04/20/2015
Food safety problem	Gutter oil is nothing! Take a look at these. They scare the shit out of you	05/10/2015
Food safety problem	Animal!! Using shit!! Are you still eating?	08/06/2015
Social security problem	China's biggest Mafia boss has finally alerted the premier	05/23/2015
Social security problem	The lewdness and evil behind the scenes of Nanjie Village	10/23/2015
Moral degradation problem	People's Daily: The bottom line of morality is not to snitch or expose	04/09/2015
Moral degradation problem	Zhu Dake: A whistleblower, a flash of historical ghosts	04/09/2015
Moral degradation problem	Everybody looks!! This is the quality of our citizens!	08/06/2015
Moral degradation problem	Huang Xiaoming's wedding made China's corrupt world worse.	10/21/2015
The degradation of intellectuals	Qin Hui: Chinese intellectuals are mostly discussing the issue of fakes.	10/05/2015
Over medical problems	The Vice Minister of Health opened his mouth: many medicines should not be taken, and many treatments are not needed.	05/14/2016
The overpriced housing problem	Are house prices out of control? Will it plummet? Shenzhen officials responded today.	03/06/2016
National policy issue	Real estate taxes are bad taxes you have to pay at least twice.	08/06/2015
Poverty problem	How poor are the poor in China?	02/03/2016

Topic	Title	Forwarding time of WeChat Moments
Social conduct problem	The bloody sin of China's nouveau riche.	08/02/2015
National quality problem	Locke and Hillary Clinton's evaluation of the Chinese, these words come heart, but every word is true.	04/24/2015
National quality problem	God breaks down when you ask the Chinese to do something.	10/05/2015
National quality problem	Sharp criticism was also heard: The Chinese in the RAND report.	02/06/2018
National quality problem	All the luxury and lack of education.	09/27/2015
National quality problem	All the luxury and lack of education (Second forwarding)	10/17/2015
The problem of China's modern lifestyle	Notice on further strengthening the governance of "celebrity fan clubs" to prevent chaos.	08/27/2021

Note: These are only a few representative articles; there are many more articles per topic, as shown in the table below.

In the process of understanding this world, Principal Zhang is very concerned about the perspectives of contemporary Chinese thinkers on these social issues. From his WeChat moments, we can see some theoretical viewpoints that he is concerned about, such as the reason why these problems exist in Chinese society is that the democratic system is not perfect enough, the dross in a traditional culture still exists in the minds of many citizens, too much emphasis on material development leads to national anxiety and low happiness in general, and the United States suppression and suppression of China's rise, etc., the specific evidence is shown in Table 2. In addition to obtaining theoretical support from contemporary Chinese thinkers, Principal Zhang mainly reflected on the impact of these problems on education from the perspective of education.

Table 2 The views of contemporary Chinese thinkers on these social issues, as expressed by Principal Zhang.

Interpretation by contemporary Chinese thinkers	Title	Forwarding time of WeChat Moments
The lack of democracy leads citizens to complain	Yu Jianrong: Why do Chinese people complain?	08/15/2015
The lack of democracy leads citizens to complain	Yu Jianrong: How are arrogant Chinese officials cultivated?	08/04/2015
Confucian values hold back China's development	Yuan Weishi: Three pitfalls of promoting traditional culture at present.	08/04/2015
Confucian values hold back China's development	Why is Confucian culture no longer suitable for modern society?	12/24/2015

Interpretation by contemporary Chinese thinkers	Title	Forwarding time of WeChat Moments
The dross of traditional culture hinders China's development	Ma Weidu: Three bad cultures have influenced us for thousands of years.	01/05/2015
Society's profit-oriented culture has led to a wide gap between the rich and the poor	Zi Zhongjun: The root cause of the wealth disparity and corruption is the rejection of universal values.	05/10/2015
Overmedicating for profit	Take a look at the Mayo Clinic in the United States at 4 am, and you will know what domestic hospitals lack!	04/04/2015
Exploiting labor to develop the economy	Qin Hui: When the "Chinese Dream" meets "crony capitalism".	06/28/2015
Too much focus on economic development leads to anxiety	An anxious China needs a restoration of order.	01/02/2016
The US contained China's development.	The truth behind China's stock market crash: How the US can wage financial war against the rise of China.	07/16/2015
The US contained China's development	A policy brief from two years ago, "*Trump Wins, China Faces Big Challenges*".	08/04/2016
The US contained China's development	Zhou Xiaoping: Meng Wanzhou has been detained, and Huawei's restraint is painful.	09/27/2021
The US contained China's development	Meng Wanzhou, 1028 days, I saw a maximum of decency.	09/27/2021
The US contained China's development	Four things about Meng Wanzhou's return home.	09/27/2021

Principal Zhang's second understanding of the world is full of changes. In his interview, Principal Zhang mentioned: "The development of science and technology has brought profound changes to the whole world. In the process of learning from the world's advanced countries in science and technology and realizing self-reliance in science and technology, we have also profoundly changed our way of life and brought great changes to society!" So, what are the main aspects of technology that Principal Zhang is concerned about? According to Principal Zhang's WeChat moments and actual interviews, Principal Zhang has always paid attention to the frontier of science and technology, including transgenic technology, virtual reality technology, artificial intelligence technology, etc. The evidence is shown in Table 3. In the interview, Principal Zhang also mentioned the recent popularity of ChatGPT, chip technology, and so on. Of course, Zhang's focus on these technologies is not to learn about these technologies per se, but to understand the impact of these technologies on our present and future, and to think about how these technologies can be applied to education. Principal Zhang has deeply realized that "In today's society, where change is the norm, if we do not pay attention to the changes brought about by science and technology, the existing work experience will become a burden rather than an advantage". In one of our Changyuan primary school science fiction school-based curriculum development, Principal Zhang said with deep feeling.

Table 3 Articles on science and technology topics forwarded by Principal Zhang's WeChat Moments.

Topic	Title	Forwarding time of WeChat Moments
Science and technology trends	The United States has officially declared genetically modified organisms toxic.	08/16/2015
Science and technology trends	This is a mysterious company that will revolutionize the future of humanity, which is cool. ①	10/28/2015
Science and technology trends	These 23 cutting-edge technologies will trigger the fourth Industrial Revolution. ②	06/09/2016
Science and technology trends	Scientists have made a surprising discovery that the reward for good and evil is true science.	09/06/2017
Science and technology trends	People don't die? American scientists used quantum mechanics to prove it.	09/08/2017
Science and technology trends	The big news: Sophia the robot has been granted human citizenship.	10/30/2017
Science and technology trends	The US officially declares GM Toxic. (Second forwarding)	10/11/2015
Science and technology trends	Scientists surprisingly found that good and evil are true science. (second forwarding)	10/20/2018
Science and technology trends	Scientists have made a surprising discovery that the reward for good and evil is true science. (Third forwarding)	12/25/2018
Popularization of science	Cancer conquered! How far is a world without terminal illness?	10/02/2017
Popularization of science	What is Internet thinking?	05/01/2015
Popularization of science	Harvard Medical School: 12 ways to improve immunity.	05/30/2015
Popularization of science	Finally, someone has clarified p2p, P2C.	06/02/2015
Popularization of science	Finally, someone has clarified p2p, P2C. (second forwarding)	06/05/2015
Popularization of science	It's amazing what's happening on the other side of the world.	07/25/2015
Popularization of science	Scientists uncover the theory of ghosts.	08/06/2015
Popularization of science	Relationship between sleep duration and aging and death.	08/16/2015
Popularization of science	To understand the Internet++ +, reading this article is enough.	08/19/2015
Popularization of science	The origin and development of TPP.	10/06/2015
Popularization of science	What does Hawking know? The Earth is in danger.	03/22/2016

The Little School Beside the University, Great Education in the Primary School

Changyuan Primary School of Southern Science and Technology Education Group (Nanshan) is a new school, surrounded by universities with distinctive characteristics of science and technology (Southern

Science and Technology University, Tianjin Georgia Shenzhen, Shenzhen-Hong Kong Microelectronics, Shenzhen University). The school has a modern design, complete functions, a reasonable layout, and complete conditions. Its main building is like "Noah's ark flying to the future, "carrying children to the desired future.

——from Interview of Principal Zhang.

This section introduces the micro-environment of Changyuan Primary School, led by Principal Zhang, mainly the community environment of Changyuan Primary School and the built environment of Changyuan Primary School. The community environment of Changyuan Primary School provides good resource support for the implementation of Principal Zhang's vision, and the built environment of Changyuan Primary School plays an important role in the formation and implementation of Principal Zhang's vision.

Figure 2 The face of Changyuan Primary School.

Figure 3 Top view of the atrium of Changyuan Primary School (star observatory).

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Figure 4 The interior layout of the library.

From the above interviews with teachers, students, and parents, it can be seen that they are very satisfied with the construction of the campus environment by Principal Zhang. Principal Zhang's educational vision is not only to create a traditional primary education environment but to create a modern education platform that can stimulate students' innovative thinking and cultivate the comprehensive quality needed by society in the future. Combining science fiction literature with school education, he encourages students to explore the unknown and cultivate the spirit of innovation by building a campus culture and curriculum system with science fiction themes. The architectural design and spatial layout of Changyuan Primary School also reflect this vision, with its unique "skyboat" shape and internal Spaces such as a "star viewing platform" and "imagination center" designed to provide students with a learning environment full of imagination and exploration. In such a space, Principal Zhang also leads the school's teachers in some science fiction education. One of the most important parts of this is the course that is conducted over an academic year.

The unique architecture of Changyuan Primary School is an important condition for Principal Zhang to implement his educational vision. However, it must be noted that the vision of school education, which features the architecture of Changyuan Primary School, is inseparable from the personal characteristics of Principal Zhang. Because "unless the human element is activated, the underlying environment cannot function as an influencing factor" (Bandura, 38), it is Principal Zhang's leadership actions that determine which potential environmental influences will function and what form they will take. In principle, Zhang's specific work, we can also see that he has been arranging favorable environmental conditions to create incentives for his efforts and exert influence on the implementation of his vision.

Discussion

This section mainly introduces the limitations of this study and the prospects of research on related topics.

1. Limitations of This Study

First of all, in the analysis of the macro environment that affects the principal's vision construction, this study focuses too much on Principal Zhang's reflection on how science and technology affect society. The influence of a person's vision construction is certainly not only the reflection on the social problems brought by science and technology, but the actual situation is much more complicated. The power of other cultural factors cannot be ignored, such as the role of traditional Chinese culture in Zhang's thinking system. From the topics that Principal Zhang has paid attention to in the WeChat Moments and his educational

ideals, he has the idea of "doing nothing" and "avoiding the world" in Chinese Taoist culture, and also has the concept of self-cultivation in the direction of "gentleman" advocated by Confucian culture. All these have entered into his educational ideals and contributed to the construction of his vision. Although in the current society, these cultures are affected by science and technology, and have a new shape. However, "traditional culture" and "new traditional culture" are still at different levels. However, based on the research purpose of this study, the former is selectively ignored in the actual research process.

Second, the limitations of this study as a case study. The case study has to face two problems. On the one hand, it is necessary to study a case with special significance; on the other hand, it is necessary to deal with the relationship between this case with special significance and theoretical and practical problems. The theoretical exploration of this study is undoubtedly to prove that science fiction literature can enhance the vision and leadership of primary school principals. In practice, it is hoped that Chinese primary and secondary school leaders can be inspired to enhance visionary leadership through science fiction literature through this study. However, based on such theoretical purposes and the practical significance of the discussion, it is inevitable to assume that the research has a certain universality. However, strictly speaking, the results and conclusions of this case study are not generalizable, for reasons already discussed in the section "Generalizability Issues". Therefore, this is a paradoxical problem that cannot be solved in this study. In addition, as a qualitative study, this study focuses more on the description and explanation of the research phenomenon and lacks the data support of quantitative research, so the persuasiveness of the research may not be enough.

Third, limitations in material collection and analysis. The material collection and analysis for this study focused on Principal Zhang and the buildings of Changyuan Primary School, although there were also informal interviews with Director Gan, Teacher Lin, and other teachers, students, and parents. However, it is possible to put too much emphasis on Zhang's material and ignore the feelings of others. In addition, in the collection of Principal Zhang's interview materials, the interview data were mainly collected through WeChat chat. This gave Zhang enough time to think, but because he missed the opportunity to face him, he could not get more information from his body language. Of course, this is also the result of balancing research ethics. After all, my interview can not affect the normal leadership of Principal Zhang. So, it has to be arranged around his time.

Limitations in the interpretation of the findings. The interpretation of the results of this study is certainly influenced by the theoretical framework and my personal experience. I am personally very familiar with science fiction literature and science fiction education, so I may attach too much significance to the data when interpreting the research results related to this part. However, my lack of school management experience and Principal Zhang's wisdom at that age may have led me to overlook the significance of some research materials.

2. The Future Prospect of This Study

Based on the above research limitations, the potential academic contributions of this study, and the implications for future research, I will try to put forward the prospect of future research on this topic in this part. This study explores how science fiction literature can improve the vision leadership of primary school principals, which may excavate the new practical value of science fiction literature and promote the research of vision leadership. Therefore, the next research on this topic should focus on making up for the limitations of this research and continue to explore the directions suggested by this research.

First, follow-up studies should adopt a broader research approach, increasing sample size and diversity. For this study, science fiction literature is effective in promoting visionary leadership for Principal Zhang, but how effective this is for other principals in other schools remains unknown. Therefore, it is necessary to adopt quantitative research, as well as a mixed method of quantitative research and qualitative research, and select more extensive and diverse samples for verification.

Second, vision construction is influenced by many factors, and this influence is a long-term process. Therefore, adopting the method of tracking research is a good direction. Through long-term investigation, we can deeply understand the interaction process between science fiction literature and other factors.

Continue the research on other issues suggested in this study. For example, research on the impact of science and technology on science fiction education, research on science fiction education-related policies, research on principal innovation management, research on the interaction between science fiction literature and education policy, research on the integration and development of science fiction literature and school culture, etc.

Conclusion

The theory of qualitative research can be divided into "the theory of the individual" and "the theory of the public". A "public theory" is a theory that has explanatory significance relative to a particular group of people. An "individual's theory" is a theory that can explain the behavior and thinking of the researcher. Because of the local and special nature of qualitative research, researchers tend to establish "personal theories". (Xiangming, 2000). This study is a case study, and the establishment of "personal theory" is undoubtedly more appropriate. Of course, the theory of this study is not entirely from the study but includes the previous theories, my theories, and the theories presented in the data. The interaction between these three theories provides ideas, perspectives, and points of view for the theoretical assumptions made in the final research.

In the fourth chapter, how the internal factors of Principal Zhang interact with the social reality of China, the regional education environment, and the micro-environment of the school he leads is briefly introduced and discussed. In the analysis of the original materials, I found that the formation of Principal Zhang's vision was inseparable from his heartfelt love for science fiction literature and his reflection on the impact of the environment of work and life. In this process, science fiction literature played a very important role in his understanding of the social macro reality problems and the micro-environment of the school. In the later vision expression of the school, Principal Zhang did not choose a specific picture but chose a "heaven and earth" science fiction story as the carrier. In the specific leadership work, Principal Zhang also made good use of science fiction literature in specific work, such as the use of campus culture construction, school curriculum development, and other aspects. Based on this conclusion, after in-depth analysis, I initially formed three "grounded theories": First, science fiction literature plays an intermediary and catalyst role in the formation of the vision of primary school principals living in the current society; Second, science fiction literature has the function of carrier for the principal's vision expression; Third, science fiction plays an important role as a tool for the implementation of vision. These three grounded theories can be unified under one theme, that is, science fiction literature can enhance the vision leadership of primary school principals.

In this grounded theory, vision is basically in the sense of Rose M.Ylimak, that is, "Vision is a positive interaction of human inner resources such as intuition, perception and insight, an outward perspective and the context of a specific vision situation, which contains four components: first, vision is a positive and multi-dimensional process; Second, vision involves inner human imagination resources such as insight, intuition, and perception, as well as information obtained from external perspectives. Third, this external perspective focuses on larger educational ideals and external research and policy; Fourth, vision creation is contextual, at least partly based on the needs of specific schools and communities "(Ylimaki, 2006). In this sense, "based on vision examples and new vision definition." One is that vision creators honestly and with integrity trust and communicate their inner intuition about current realities and needs. Second, leaders must keep these internal sources of vision in mind as they consider current policy and the broader purpose of schooling; Integrating these internal and external sources of vision creates a space for creativity. The fourth is that leaders have to consider the requirements and the positive features of their current reality, and context is part of what they see." (Ylimaki, 2006)

Of course, there may also be some opinions that the construction and expression of visions in science fiction literature lack realizable ability; after all, "the vision of a school is a challenging ideal goal, but it is also a realistic and achievable goal" (Wang, 2010). However, I believe that in the current era of accelerating change, it is impractical to set a vision that can both guide and achieve. This is not only because vision and

goal are inherently two different concepts, but more importantly, the time distance between guiding and achievable is different. If you set a goal that you want to achieve (let's think of goal and vision as the same concept here), too far in the future. The risks are enormous. If the target is set too close, its guiding function cannot be achieved. By contrast, presenting goals in science fiction is more beneficial. Because the story background of science fiction literature is often far from the real world, the virtual world in the story often has a formal correspondence with the real world. This will achieve the guiding role of the goal while avoiding the risks associated with the goal. To present the vision with science fiction literature, you can set the vision as a continuously enriched story system like Principal Zhang, so that it has the tension of hedging risks. In addition, "In terms of the operation of the school vision, vision development is a direct and progressive task of interpreting educational beliefs and then implementing them", "more than a one-time event, vision means an evolutionary process that requires continuous reflection, action, and re-evaluation" (Chen, 2015). Using science fiction literature to construct and implement the school vision can ensure that the vision has been in the process of evolution, avoid mechanical and "short-sighted, and make the vision more vital. Under the leadership of Principal Zhang, this vision of science fiction literature presented is far more vivid than "six years of service，for students sixty years of happiness ". Moreover, presenting the vision of the school with science fiction literature is far more complicated than a "slogan", and Principal Zhang is always in a leading position in this process. He contributed an imaginative and philosophical mind to the initial vision of the school, and later in the development of the science fiction curriculum, he ensured that everyone in the school was a co-creator.

Based on the above research results and the corresponding theories constructed, the following provides some reference suggestions for primary school principals to use science fiction literature to enhance vision leadership. In particular, it is not the principal's job to improve his vision leadership through science fiction literature, which requires the cooperation of the social environment, regional education environment, and even campus space. Secondly, as far as the principals themselves are concerned, not all primary school principals are suitable to use science fiction literature to promote visionary leadership, which is required of the principals. The following are specific recommendations.

Suggestions

1. The State Should Issue Corresponding Policies and Support Programs

On the subject of this study, I believe that the state should support Primary school principals in promoting visionary leadership through science fiction literature in at least two ways. On the one hand, there is a policy of supporting science fiction education on the campus. As mentioned above, the reason why Western society can achieve great success in science fiction is inseparable from the support at the national level. For example, the European Union's science fiction in education program is supported. After the EU project was launched, eight countries responded positively. After science fiction education has the support of the state on the campus, it is bound to reduce the pressure on the principal to innovate in this area. On the other hand, the state should give primary school principals ample time for educational reflection. According to my understanding, principals of primary and secondary schools are "busy"; they are often busy with various trifles, and it is difficult to have time to put their educational ideals into practice. For principals of primary and secondary schools in China, this is an indisputable fact. Therefore, the state should formulate relevant policies to "reduce the burden" on principals. In cooperation with Principal Zhang, my biggest feeling is that he has too many things, too tired. As far as I know, Principal Zhang deals with busy daily affairs by delegating power or cooperating with colleagues. For example, he delegated all the work related to science fiction education to Director Gan and handed the management of the library to Teacher Lin. However, in many cases, this kind of decentralization still requires partial participation, so this kind of decentralization is more like cooperation, and does not completely liberate the principal. Therefore, national policies are urgently needed to "liberate" school principals and give them more time to draw wisdom from science fiction literature to enhance their visionary leadership.

2. The Regional Education Environment Should Establish a Support Platform

First, create science fiction education resource centers. Corresponding to the establishment of a science fiction education resource library at the national level, I think a science fiction education resource center should be established at the regional level to collect and distribute teaching materials, teaching AIDS, teaching videos, and other auxiliary materials related to science fiction education. The resource center can become the main channel for teachers to obtain science fiction education resources. Science fiction education consulting services are also available at the Resource Center. A special consulting team has been set up in the center to provide schools with consulting services related to science fiction education, including professional advice on curriculum design, teaching methods, and evaluation systems.

Second, promote the regional pilot science fiction education policy. In Shenzhen, for example, science fiction education has developed very unevenly among different schools. I think we can take the case of Changyuan Primary School as a typical example and try it first in some areas, and after a period of experience accumulation, it can be extended to a wider area. This pilot can provide a practical basis for the promotion of science fiction education. If successful science fiction education schools reach a certain scale, regional science fiction education alliances can also be established. Schools in the same region are encouraged to establish science fiction education alliances to share resources, exchange experiences, and collaborate on projects. Such alliances can promote collaboration between schools and improve the overall quality of science fiction education.

Third, encourage community participation. The promotion of science fiction education must be led by the government to promote it efficiently and quickly with high quality, but community members should also be encouraged to participate in science fiction education activities in schools, such as parents, local science fiction writers, scientists, etc. Community participation can provide schools with more diversified resources and perspectives, and enrich the connotation of science fiction education.

3. The Principal Should Constantly Improve Their Science Fiction Literature Literacy

After the headmaster has the consciousness of using science fiction literature to reflect on the social problems in the process of modernization, I think we can continue to strengthen this ability from the following aspects.

3.1 First, regularly organize seminars to interpret social issues with science fiction literary thinking. Principals can organize regular seminars to invite teachers, students, parents, and community members who love science fiction reading to discuss social issues. This discussion helps to raise awareness of these issues in the school community and also provides an opportunity for principals to reflect and learn. More importantly, it can convey the vision of the school well.

3.2 Secondly, teachers and students should be encouraged to study social issues from the perspective of science fiction literature. Principals can encourage teachers to read science fiction literature, then conduct research on relevant social issues and incorporate the findings into their teaching. Principals can encourage students to read science fiction and participate in social activities such as volunteering and community research. Through practical activities, students can more intuitively relate the feelings gained from science fiction literature to social issues and enhance their social awareness. This can not only enhance the professional development of teachers and students but also enrich the educational resources of the school.

3.3 Thirdly, the headmaster should consciously combine the construction of science fiction culture with the school's architectural space. The campus environment is an important place for the implementation of science fiction education, and not every school has a building like the "Ark Flying to the Future" Changyuan Primary School. But every school has some interesting architectural Spaces that can be combined with the science fiction culture on campus. For example, when I took a class in a middle school in Guangzhou, I found that their school had a mini-geography park with some famous geographical models from all over the world, all over China, and all over Guangdong. So I took my students to explore the geography park. Before entering the geographic park, let them imagine that the "residents" there have been living here for a long time, and have lived a stable life, but suddenly a group of "aliens" came. Then ask the students to think about what this new change means for the native residents of the geographic park. Thinking about the impact of this invasion of new things is typical science fiction thinking. As a result, the geography park originally used for traditional geography teaching has the color of science fiction culture.

3.4 Fourth, the principal should have the wisdom to integrate science fiction with the school curriculum. In China, in fact, including Shenzhen, the biggest pressure faced by schools is the entrance examination from high school to university, so both primary and secondary education pay special attention to results. Therefore, this is also the pressure on principals to develop science fiction courses. Therefore, if

science fiction education has not been strongly supported by national policies, but science fiction courses can effectively improve students' grades, then science fiction courses will have "legitimacy", and schools will be recognized by parents and society. Therefore, the principal must have the wisdom to combine science fiction courses with the school curriculum.

3.5 Fifth, principals should establish feedback and adjustment mechanisms. Principals should establish a feedback and adjustment mechanism to regularly collect feedback from teachers, students, and parents on educational practices and adjust educational strategies based on this feedback. This mechanism helps principals to understand the problems in educational practice in time and make corresponding improvements.

In the fast-changing modern society, school principals, as the leaders of school education, need to have a deep understanding and reflection on various social problems in the process of modernization. This kind of understanding and reflection is one of the key factors to enhance the leadership of the principal's vision, and is also an important basis for science fiction literature to play a role.

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