Curriculum Leadership in the New Century: Present Situation and Enlightenment

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Abstract

Since the beginning of the new century, curriculum leadership has become a hot topic for Chinese and foreign researchers. Throughout the new century 17 years, the curriculum leadership of the literature data statistics, the types of results, country and regional distribution is analyzed, and the important literature in using Ucinet software research topics, the high-frequency keywords co-occurrence and multidimensional scaling, based on social network analysis, the structure of curriculum leadership research origin, connotation, influence factors such as the main point of review, Enlightenment: on the research theme, we should strengthen the in-depth research on the connotation of curriculum leadership; In terms of research content, we should expand the research object of curriculum leadership; The research subject should form a diversified research community of curriculum leadership; In terms of research methods, multiple research methods should be integrated.

Keywords: curriculum leadership, curriculum reform, curriculum management

1. Introduction

In the middle of the last century, European and American countries began to study curriculum leadership. To meet the needs of the new curriculum reform, the study of curriculum leadership in China emerges from the study of European and American countries. With the deepening of the new curriculum reform, the important value, significance and function of curriculum leadership to new curriculum reform are more and more recognized by people. Therefore, the study of curriculum leadership has become the focus of people's attention. In this paper, the literature analysis is adopted to review and analyze the research results of curriculum leadership at home and abroad in the past 17 years since the beginning of the new century, and explore the future research trend of curriculum leadership, to provide some reference for the in-depth study of curriculum leadership.

2. On the Origins of Curriculum Leadership Research

As early as 1952, Paso introduced the concept of curriculum leadership. In the 1970s, Yuru published New Connotations of Curriculum Leadership. He pointed out that developing students' ability to propose solutions to social and even global problems and challenges is the goal of curriculum leadership. Since then, course leadership has attracted attention and gradually become a hot topic. The conceptual development and model of curriculum leadership were established, mainly during the early 1980s and early 1990s. Bradley, Hatfield, Glatthorn, Bailey, and Phildell Scholars such as Fielding have further developed the concept of curriculum leadership, and have also established curriculum leadership models in the United States and Canada. Beginning in the mid-1990s, curriculum leadership research entered the period of model application and theory deepening, such as Henderson & Hawthorne, Brubaker and Gladhorn, as representatives of curriculum leadership research, based on the prominent theme of democracy and innovation, proposed the transition from transactional leadership to transformational leadership. Since the beginning of this century, curriculum leadership research has

begun to explore the basic framework of curriculum leadership, school-based practices, promotion paths, development strategies, etc.

3. On the Connotations of Curriculum Leadership

The definition of the connotation of leadership in the course, it is mainly from the following perspectives: First, from the perspective of ability. According to this view, curriculum leadership is a decision-making ability that points to specific issues and is intended to help educators solve the problem of selecting, developing, and implementing curriculum materials. Specifically, it includes the planning ability, implementation guidance ability, resource development ability, performance evaluation ability, value leadership ability and so on in the curriculum. For principals, the purpose of curriculum leadership is to comprehensively improve the quality of education, and it is necessary to lead a team of teachers to creatively implement new curriculum capabilities. This creative curriculum practice ability is related to leading the school-level team and the better development of the school organization. From the teacher's point of view, it is for the improvement of students' learning effect, the teacher's own professional development and the improvement of the school curriculum, in the process of curriculum leadership, including the ability of individual teachers to participate in and design the curriculum, the ability to cooperate as a group, the ability to make decisions and implement the curriculum.

The second is to define curriculum leadership from a process perspective. "Curriculum leadership is the process of describing the process of solving the problem of creating and innovating the school curriculum, that is, using curriculum wisdom to resolve the question". This is a process based on the leadership function, using a certain degree of creativity, prompting the organization to operate autonomously, and it is also a process of creatively implementing daily curriculum activities.

The third is to define curriculum leadership from the perspective of behavior. Thomas S. Thomas J. Ser-giovanni believes that the principal's curriculum leadership is to achieve the goal of educational excellence, and the school helps teachers improve their curriculum capabilities, provides teachers with the necessary resources, and gives teachers a lot of support, guide and help teachers to communicate with each other, point out that curriculum leadership directs the principal's curriculum leadership role, and the principal exercises leadership functions in the curriculum leadership behavior, thereby helping the school achieve the goal and vision of improving the quality of learning.

4. On Curriculum Leadership Dimensions and Structure

4.1 Behavioral Characterization of Curriculum Leadership.

Curriculum leadership behavior is characterized by four aspects: the ability to lead the teacher team to creatively implement the national curriculum, the ability to develop and build the school curriculum, the ability to implement the school curriculum, and the ability to lead, control and make decisions when organizing the practice of the school curriculum. Some scholars have also summarized course leadership into six aspects: leadership that provides insight into the value of the course, leadership that designs course planning, leadership in curriculum development, leadership in the specific implementation of the curriculum, leadership in managing the curriculum, and leadership in evaluating the curriculum. Hatfield argues that teachers, as peer curriculum leaders, should achieve the primary goals of evaluating the curriculum, improving the curriculum, mutually facilitating professional development, and designing practical strategies.

4.2 Dimensions and Structure of Curriculum Leadership.

Because there are different understandings and definitions of the dimension and structure of curriculum leadership, the understanding of the dimension and structure of course leadership is also different. Some scholars have analyzed the curriculum leadership structure and believed that "the curriculum leadership structure of a school is composed of three parts: curriculum concept, curriculum execution, and curriculum self-control.". Some scholars have defined it as four aspects: the ability to choose the value of education, the planning ability of curriculum design, the development of school-based curriculum, the ability to teach judgment and the driving force to promote the development of teachers. Based on the five-dimensional composition principle of school leadership, some scholars attribute curriculum leadership to the five dimensions of interpersonal leadership, structural leadership, cultural leadership, political leadership, and educational leadership.

5. Research on the Influencing Factors of Course Leadership

5.1 Human Factors

The influencing factors of teachers are: the awareness of curriculum leadership is not strong, the curriculum leadership skills are insufficient, the development and utilization of curriculum resources are not in place, and the professional quality of teachers needs to be improved. In addition, teachers' acceptance of the new concept of curriculum leadership, confirmation of their own beliefs, and confidence in participating in course leadership also affect teachers' curriculum leadership. The influencing factors of the principal are: whether the knowledge is

broad, whether the curriculum vision is broad, whether the management thinking can keep pace with the times, and whether the concept of curriculum leadership has been innovated. In addition, the principal's own quality and professional level also have a great impact on the improvement of curriculum leadership.

5.2 School Class Factors

From the perspective of school culture, there is a great contradiction and conflict between the curriculum leadership culture required by the new curriculum and the traditional school culture. Teachers need to communicate and cooperate with each other, and they also need equal teacher-student relationships in curriculum learning. These are notable features of curriculum leadership culture and challenge traditional school curriculum culture. In traditional schools, teachers and principals lack effective communication and cooperation, and there is little real communication between teachers, and the dignity of teachers and students is obvious. These traditional school cultures hinder the improvement and development of curriculum leadership. As far as the concept and mechanism of school leadership and management are concerned, most schools at this stage are still dominated by simple management in the form of bureaucratic and institutionalized. The more common administrative means are still top-down operating mechanisms. These are obviously not conducive to the improvement of course leadership. From the perspective of school resources, the professional skills of curriculum development, the lack of resources such as school funds and equipment, and the curriculum resources required for the implementation of the new curriculum and the existing resources of the school do not meet the requirements, which are factors that affect curriculum leadership.

5.3 Social Factors

Some cultural traditions constrain teachers' creativity in the implementation of the curriculum. Some education policies stipulate too many mandatory class hours, some departments intervene too much in school affairs, and social environmental factors, such as the society's evaluation of schools is mainly based on college entrance examination results, insufficient support for school curriculum reform, etc., all of which are not conducive to the improvement of curriculum leadership.

6. Research Implications

By combing through the literature on curriculum leadership research since the new century, we can find that some studies have theoretically discussed the emergence and development, connotation, and structure of curriculum leadership to a certain extent. In practice, there have also been useful attempts, some views and propositions are worth learning from, and some results are also worthy of reference for further research. Of course, in these studies, some places deserve in-depth discussion and study. Let's summarize the following aspects.

6.1 In Terms of Research Topics, There Is Also a Need to Strengthen the Study of Curriculum Leadership in Depth

At present, there is a lot of research on the "how" and "how" aspects of curriculum leadership. But the "what" and "why" of course leadership is not explored enough. At present, most of the research is to reveal the connotation of curriculum leadership from the perspective of the curriculum, and there are not many scholars who discuss the nature of curriculum leadership from the perspective of leadership. The author believes that curriculum leadership is first and foremost a form of leadership. Therefore, the essential attributes and basic characteristics of curriculum leadership as leadership should be explained more accurately, comprehensively and in more detail. The focus of curriculum leadership research should be "leadership", and the foothold is the "curriculum". Therefore, in the future, the study of curriculum leadership should be based on leadership, it reveals the connotation and meaning of curriculum leadership and constructs a model framework that can grasp the essence of curriculum leadership.

The research on the nature of curriculum leadership and its theoretical system is not deep and mature enough, which also makes the further in-depth development of curriculum leadership not smooth. The lack of a well-established theoretical framework makes it difficult to delve into and validate some controversial issues. It is suggested that researchers can carry out the theoretical construction of curriculum leadership in a more in-depth and systematic manner, which will be of greater help to the empirical research of curriculum leadership and management practice.

6.2 In Terms of Research Content, the Subject of Curriculum Leadership Research Should Be Expanded

At present, research on curriculum leadership focuses on school curriculum leadership and principal curriculum leadership, and there is not much research literature on teacher curriculum leadership, and even less research on student curriculum leadership and parent curriculum leadership. Some scholars believe that researchers who pay attention to curriculum leadership at home and abroad often locate the research objects as education management departments and school leaders. Because they control the direction of the curriculum, which has an impact on

teacher development and student learning.

In fact, the focus of curriculum leadership research should also consider teacher curriculum leadership. Teacher curriculum leadership as a key component of curriculum leadership should not be overlooked. In the new curriculum reform, teachers' curriculum leadership is more important and even decisive to realize the vision of the new curriculum and allow schools and students to achieve higher quality curriculum effectiveness. Therefore, the future curriculum leadership research content should pay attention to an in-depth study of teachers' curriculum leadership. In addition, student curriculum leadership and parent course leadership should also be studied as an important part of curriculum leadership.

6.3 In Terms of Research Subjects, a Diversified Research Community Should Be Built

At present, the main body of curriculum leadership is mainly experts and scholars in curriculum theory, and some people guide the curriculum and teaching. Surveys have shown that only 9.7% of teachers are very aware of the connotation of curriculum leadership, while 56.9% of teachers do not understand this, or even have rarely heard of the concept of course leadership. This shows that there are still a considerable number of principals and teachers who do not have the awareness and concept of curriculum leadership, and it is more difficult to become the main body of curriculum leadership research.

Principals and teachers should be important subjects of curriculum leadership research. For the leadership of the school curriculum, it is first and foremost the principal who plays a decisive role. Curriculum leadership plays a vital role in promoting school development, curriculum development, and teacher-student growth.

The principal becomes the main body of research on curriculum leadership, and in-depth curriculum practice research course leadership will have stronger effectiveness and practicality, and will also play a better effect. Teachers become the main body of curriculum leadership research and practice the curriculum in the role of researchers, which is undoubtedly very important for the course practice to achieve better results.

6.4 In Terms of Research Methods, Multiple Research Methods Should Be Integrated

Some scholars have compiled several questionnaires that measure curriculum leadership. However, these questionnaires are not standardized enough to be widely used. The lack of maturity and reliability of measurement tools has led to a significant lag in empirical research on curriculum leadership. Therefore, it is difficult to test some controversial issues through the empirical path. In future research, it is necessary to use advanced statistical techniques for curriculum leadership research and develop a set of measurement systems that are generally recognized by researchers in affective science. For example, the structural equation model method is a new paradigm of quantitative research developed on top of traditional statistical analysis techniques. Structural equation models are a good approach to analyzing the components of course leadership. Through validation factor analysis, the curriculum leadership structure model can be validated to make it more refined. In addition, regarding the relationship between course leadership and external variables, the method of using structural equation models is also a good path choice.

There are not many research methods for the influencing factors of course leadership. Therefore, the use of multiple research methods can better reveal the influencing factors of curriculum leadership. This provides a more solid foundation for effective guidance of leadership theory in the curriculum. The use of multiple research methods can better study the path of curriculum leadership improvement, and propose better solution strategies for problems in curriculum leadership practice. This is the purpose and intention of the curriculum leadership theory research.

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