

Curriculum Leadership Community Construction and Implementation Strategies

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ABSTRACT

The research content of curriculum leadership reveals its essence and constructs curriculum leadership community according to the characteristics of sharing, distribution and innovation of curriculum leadership. The research mainly adopts literature method and content analysis method to classify and organize the related literature and attribution analysis. The results of the study are reflected in strategies implementation, and detailed interpretations are made mainly from the six levels of the country, local, school, principals, teachers and students.

Keywords: curriculum leadership, community, the essence, strategy

I. INTRODUCTION

"Curriculum leadership" is a "foreign language", it initially appeared in Harry Paso's "Group Centered Curriculum Leadership" (1952). [1] Since 1976, Unruh published "The New Connotation of Curriculum Leadership", the curriculum leadership theory has been applied in schools, and to promote the development of the school an epoch-making change - the arrival of the era of curriculum leadership. However, in the study of curriculum leadership, there is a situation in which the understanding of the essence of curriculum leadership is not unified and the implementation is determined by many scholars, which is bound to affect its effectiveness. Therefore, revealing the essence of curriculum leadership deeply and elaborating its implementation strategy comprehensively will be helpful for the complete understanding, correct understanding and effective application of curriculum leadership.

II. REVEALING THE ESSENCE OF CURRICULUM LEADERSHIP

Curriculum leadership is a community of curriculum workers who take the responsibility of service to have a strong and constructive impact on education, it develops the ability to generate new solutions, and broadens the collaborative practice of curriculum development. The essence of curriculum leadership should be understood from the following four points.

A. Course leadership is shared

Curriculum leadership is like a team leader, and the participation, cooperation, decision-making and

commitment of all stakeholders are the foundation of effective curriculum leadership. Therefore, curriculum leadership should be a sharing leadership, that is, the sharing behavior within the curriculum community established by each individual participant in the group, and everyone is prepared for authorization. [2]

B. Curriculum leadership is distributed

In the mid-1990s, a new breakthrough appeared in leadership theory, and the era of distributed leadership characterized by "de-centralization" came. Course leader was changed from "hero leader" into "leader hero". The first priority of leaders is not to make specific curriculum decisions directly, but to cultivate cultural spirit and establish a community of values to achieve the goals of curriculum leadership.

C. Curriculum leadership is innovative

Creative curriculum leadership is to realize the advanced curriculum concept that can embody the spirit of Zeitgeist.

- The leader authorizes the members of the organization with his creative wisdom, and helps the members to explore their own potentials for course development.
- Implement internal curriculum, that is, the experience set jointly is created by each individual in the learning situation, emphasizing self-perception and individual significance, and opposing the external textual curriculum and instrumental rationality characteristics.
- Empowerment and service improvement. [3]

- Reconstruction standard, namely implementation of "reflective inquiry" course. [4]

III. BUILDING A CURRICULUM LEADERSHIP COMMUNITY

Curriculum leadership is a community, but how does it form? Each of the previous theories will become an important source to enhance research thinking and provide an important direction for the determination of community composition factors.

A. The discussion on curriculum leadership Community

In the 1980s, DIME model was developed by the Department of Education in Saskatchewan, Canada, it proposed that curriculum leadership community consists of teachers, school committee and provincial education administration [5]. According to China's three-level management system, Lin Yigang and Huang Xianhua proposed that the curriculum leadership community should be composed of three factors, namely, the state, the local and the school. [6]

Course scholars such as Marsh and Willis used technical terms to distinguish among planning, awarding and experience courses. [7] The community corresponding to this should be composed of four factors, namely, administrative departments, schools, students and teachers. Glatthorn, an expert on curriculum theory, pointed out that curriculum leadership community consists of four factors: state, school district, school and class. [8]

Han Chunmei pointed out in her research that, in terms of schools, curriculum leadership community consists of five factors: principal, academic director, subject group leader, grade group leader and class teacher. [9]

B. The process of thinking analysis of curriculum leadership community construction

There are three — factor theory, four — factor theory and five — factor theory in the discussion of the components of curriculum leadership community. As a whole, curriculum leadership includes nation, province, city, community, school, principal, teaching and research leader, teacher, student (class) and other factors. From the part of the research, there are similar and different opinions on course leadership, and similar items should be combined. The only common factor in all the studies was school. According to the integrity, necessity and interconnectedness of the integrity principle, the theoretical analysis framework of the curriculum leadership community is constructed. The next influential factors include principal, academic director, subject group leader and so on. The external factors include society, local, folk and intermediary

institutions, while the internal factors include principal, teachers, classes and students. The influencing factors of courses include planning courses, awarding courses and experience courses.

C. The establishment of curriculum leadership community

According to the theoretical analysis framework, combined with the localization principle, taking the school specialized educational institution as the reference, the school external organization orientation, chooses the country, the local as the two factors; the principal, teachers and students are selected as the three factors in the school. Therefore, curriculum leadership community should include six factors: national curriculum leadership, local curriculum leadership, school curriculum leadership, principal curriculum leadership, teacher curriculum leadership and student curriculum leadership.

IV. THE IMPLEMENTATION OF STRATEGIES OF CURRICULUM LEADERSHIP

A. National curriculum leadership strategy

National curriculum leadership is a curriculum leadership based on the purpose and law of national education, which focuses on making overall priority and major curriculum decisions and budget. Its strategy includes three aspects:

- Planning, formulating and publishing the overall curriculum plan, policies, standards and evaluation system;
- Carrying out curriculum policy description, discussion, update and other activities;
- Following the changing trend of curriculum leadership, curriculum affairs should be transformed from administrative leaders to curriculum leadership of public participants, so as to become a cause of the whole people.

B. Local curriculum leadership strategies

Local curriculum leadership is the curriculum leadership that independently formulates and implements the national curriculum, regulates the local curriculum, and organizes and implements it. Its strategy includes four aspects:

- Strictly implementing the national curriculum plan;
- Planning, formulating, compiling and developing local curriculum plans, standards and evaluation systems;
- Providing resource support for local curriculum development;

- Local curriculum leaders should make bold innovations and make use of new curriculum leadership factors.

C. School curriculum leadership strategy

School curriculum leadership is the motivation to motivate teachers to participate in curriculum reform, to improve teachers' ability to participate in the reform, and to promote the school's democratic, harmonious and open curriculum culture. Its strategy includes four aspects:

- Unifying individual and organizational goals. Schools should promote teachers to become the real subject of school curriculum reform and development.
- Building a school community. It enables all members of the school to participate, cooperate, negotiate and share roles and responsibilities.
- Creating a "learning organization". That is to form an active, internal, spontaneous and open state of mind, and overcome the previous closed and defensible mode through all staff learning, so as to achieve common progress.
- Cultivating "leadership heroes". All kinds of curriculum leadership committees should be set up, and all levels of curriculum positions should be established to train "leadership heroes" of all courses, so as to realize curriculum leadership.

D. Curriculum leadership strategy of principals

The essence of principal curriculum leadership is to do the right thing. It is no longer an executive order, but "empowering", no longer "overriding", but "penetrating", no longer "heroic leadership", but "leading hero". The strategy includes six aspects:

- Planning. Have a sense of the change, emerging issues and educational trends, and plan the medium - and long-term development goals of the school.
- Sharing. Share course decisions, information and feedback on implementation results with community members.
- Empowering. Teachers should be empowered professionally, endowed with independent space for curriculum development, and supported to carry out curriculum reform and development.
- Enhancing abilities. Leaders need to awaken everyone's educational and curriculum values so as to empower the led.
- Creating. Create a new, qualified and innovative organizational culture to develop curriculum wisdom.

- Developing. We should give full play to the principal's intermediary role and make full use of and develop the curriculum resources of teachers and students both inside and outside the school.

E. Curriculum leadership strategies of teachers

Teacher curriculum leadership is a process which is aimed at the individual development and cooperative team development of teachers. Its strategy includes five aspects:

- Role playing. In other words, teachers should transform their roles from transmission to creation, from implementation to development, from presupposition to generation, from inculcation to guidance, from solo to concert.
- Generating curriculum awareness. Teachers should establish modern curriculum view, curriculum criticism consciousness and development ability.
- Innovating the curriculum model. With problem-solving curriculum wisdom, reflective inquiry curriculum is implemented, action reflective teaching is implemented, [10] internal curriculum is implemented. [11]
- Developing curriculum . Look for opportunities to appoint a teacher to participate in the implementation and development of the school curriculum.
- Assisting your peers. Observe and imitate the teaching of peers, and assist them to solve or deal with problems, conflicts and crises.

F. Student curriculum leadership strategies

A prominent feature of curriculum leadership is grass-root democracy, which starts from the grass-roots level and is rooted in the "grass-roots revolution". The strategy includes four aspects:

- The establishment of "learning community". It refers to a group composed of learners and their facilitators, sharing various learning resources and completing learning tasks together under the help of collaboration.
- Carrying out inquiry learning. Ask the students to explain, discover and solve the problem scientifically.
- Adopting inquiry learning methods. Students are required to adopt independent learning strategies, cooperative strategies and exploration strategies.
- Constructing meaning is the goal. Course learning consists of four factors: context, collaboration, conversation and meaning

construction. Among them, context is the basic condition, collaboration and conversation are the core links, and meaning construction is the goal of student course leadership.

V. CONCLUSION

Curriculum leadership community is a complex and comprehensive concept, before the construction of its system and the implementation of the strategy, it needs to clarify several information closely related to it. First, a discussion of what curriculum leadership is: through revealing the essence of curriculum leadership, this part makes it clear that curriculum leadership has the characteristics of sharing, distribution and innovation. Secondly, how to construct curriculum leadership community: this part mainly constructs the complete theoretical framework of curriculum leadership community based on the discussion of curriculum leadership community, the thinking analysis process of curriculum leadership community construction and the analysis of the establishment process of curriculum leadership community. Thirdly, how to implement the curriculum leadership strategy: the content of this part is mainly from the country, the local, the school, the principal, the teacher and the student and so on six aspects put forward the concrete implementation strategy respectively. Finally, the above information is classified, integrated and merged, so as to work out a complete system of building and implementing strategies for curriculum leadership community, so that it can play a better role, serve and be used in curriculum.

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