

The Research Design About the Exploration of Teachers' Curriculum Leadership Practice Path

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Abstract

Teachers' Curriculum leadership. Teachers curriculum leadership is a kind of ability to lead and guide in the affairs of curriculum design, development, implementation and evaluation. It is the core content and key elements of teachers professional ability. This research design from teachers' curriculum leadership research background, research questions, research methods, research ideas, research contents and research conclusions in this paper, in order to indicate the direction of the practice path to explore teachers' curriculum leadership.

Key words: Specialization; Teachers curriculum leadership; Practice path; Research ideas; Learning and teaching method

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INTRODUCTION

Teachers curriculum leadership is a kind of ability to lead and guide in the affairs of curriculum design, development, implementation and evaluation. It is the core content and key elements of teachers professional ability. Research on teachers' curriculum leadership is currently a research focus in the academic circle.

1. THE RESEARCH BACKGROUND

In the Internet age and knowledge economy society, information technology has been and will continue to profoundly affect education. Social transformation puts forward new demands on education. School, teachers and students will be redefined. That teachers become a curriculum leader is the inevitable demands of social reform (Harris, 2003). In order to adapt to social change and improve national quality, the new curriculum reform which has been carried out on a large scale for more than a decade, needs further deepen. The current situation of the new curriculum reform in-depth advancing urgently needs teachers' curriculum leadership. In recent years, primary and secondary school (kindergarten) teacher's professional standards introduced by the ministry of education show that curriculum leadership is the core content of teacher's professional ability and the key factors (Dai, 2015). Teachers' curriculum leadership becomes needs for the teacher's professional development.

2. THE RESEARCH QUESTION

Based on the above macro background of social change, the background of deepening course reform and the micro background of teacher professional development, this study will discuss teachers' curriculum leadership which is originated in Europe and the United States and has been introduced to our country in recent years. Mainly focus on the following four questions: He first question is "why", namely: Why do you want to study teachers' curriculum leadership. This is a premise problem. The second question is "what", namely, what is teachers' curriculum leadership, what factors make up for it and what factors affect it. It is a noumenon problem. The third question is "what about", that is to say, what is the theoretical model of teachers' curriculum leadership. This is a machine rational problem. The fourth one is "how", that is, how to

improve teachers' curriculum leadership in practice. This is a tactical problem.

3. RESEARCH METHODS AND IDEAS

3.1 Research Methods

Around the research question, this study uses the method of literature and autobiographical narrative method to do theoretical thinking and practical exploration of teachers' curriculum leadership. By using the method of literature to sort out the documents about leadership, teachers' leadership, curriculum leadership, teachers' curriculum leadership, and teachers' professionalization, the author found that there is the dispute about the nature of the leadership in the educational circles. In the traditional view, leadership is regarded as a kind of power belonging to the person in a leadership position (Bass, 1981), which narrows the object of leadership. Emerging leadership theory suggests that leadership be essentially a kind of influence. Everyone has the ability, and can improve it through the study and practice (Taylor, 2012). The new connotation of leadership is the product of human subjectivity of development in post-modern society, which reflects the needs of autonomy development in the diversity of post-modern society. As to the definition of the course, it also varies widely, and has not been settled yet. In general, the curriculum is thought of teaching subjects. Along with the education reform, the curriculum is understood to be students' experience, school teaching plan, the cultural reproduction, etc. Postmodern curriculum scholars even regard the course as a transformation process, which means the process of running on the track (William, 2009). Relevant affairs include course design, development, implementation and evaluation, etc..

At present, the research of teachers' curriculum leadership scholars is not much, basic research, a general teachers curriculum leadership as the curriculum design, curriculum development, curriculum implementation and curriculum evaluation (Glatthorn, 2009). This view emphasizes the curriculum of teachers' curriculum leadership category, but ignores the leadership of teachers' curriculum leadership attributes.

3.2 Research Ideas

According to the literature, this study, hits leadership learning and curriculum theory category from the perspective of teacher professional development. It is based on developing distributed leadership in postmodern curriculum theory, teacher professional development theory and the self-organizing theory. It is also based on the realistic background of deepening the new national basic education curriculum reform (Jamie, 2016). And this study is aimed to explore the connotation of teachers curriculum power, component elements, theory model,

influence factors and the path of ascension. The specific research perspectives are as follows: Look for the family factors of teacher's professional growth from the angle of researchers as members of the family, and the role of the son, the husband, a father and a brother. Search the knowledge base of teacher's professional growth from the angle of researchers as learners, through the days of the enlightenment of children in rural primary school, life transition in county middle school, the days when the author thinks of himself as a frog in a well in teacher training school, the pity of failing to get degree by taking self-study examination of undergraduate, the instant process from education master to graduate student, the permanent brain damage to studying for a doctor's degree. Look over the practice soil of teachers' professional growth from the angle of researchers as educational workers, in and out the public ordinary junior high school of Chengdu Shouan middle school for two years, Chengdu Shuren high school by using public running and being sponsored by private enterprises for seven years and Chengdu No.7 experimental school belonging to elite private schools run by the local system for eight years. Explore the source of the teachers' professional growth from the angle of researchers as a dream chaser who chases the dream of becoming an expert scholar or running a school. Find out what kind of course teachers experience will deeply influence teachers to guide their students to experience the course. Some events in life such as teachers' background, looks, marital status, family background, growing history, study experience, job change, will deeply influence teachers' professional development in a long term, as well as teachers' outlook on the world, life and values. The outlook on the world, life and values, as a main switch in life will profoundly affect teachers' curriculum leadership.

3.3 Research Technical Route

Technical routes of this study are as follows: Based on using the method of literature to get the connotation of teachers' curriculum leadership and component elements, construct the theoretical model of teachers' curriculum leadership. Then use autobiographical narrative method to review researcher's 42-year life course in a comprehensive and deep way. The review begins with researcher's different roles, such as family member, learner, educational worker, dream chaser. It shows the researcher's learning experience from a 9-year-old village primary school student to a 39-year-old Ph.D. student; the life course from a cowherd boy in poor occlusion remote country to a famous middle school teacher in prosperous developed modern international metropolis; the growth trajectory of learning from the work in the western inland to the investigation in the eastern coastal provinces and cities such as Shanghai, Zhejiang, Jiangsu, Beijing up until the visiting study in developed countries such as the United States Australia. The changes of the

work unit from the public ordinary junior high school for two years to high school by using public running and being sponsored by private enterprises for seven years up until elite private schools run by the local system for eight years; the role diversity: Chinese teacher for 17 years, head teacher for 12 years, grade group leader for 8 years, the director of moral education and teaching for 6 years, young excellent teacher and outstanding teacher in Wenjiang district of Chengdu, excellent head teacher in Wuhou district of Chengdu, head in charge of marking final examination papers in Wuhou district, the judge of youth teachers' language skills contest in Chengdu Wuhou district, lecturer of teachers' language new curriculum standard interpretation lecture; the upgrade of roles from Chinese tertiary teacher to high school Chinese secondary teacher to high school first-grade teacher up until senior Chinese teacher. From all angles above, researchers want to probe the family factors, knowledge foundation, practice soil and power source which influence the teachers' professional development. The researchers also hope that they can further understand Who am I, what I want to do, why I do such and can think clearly How can I do and what I will do from the review Where I came from and how. Through these, the researchers can achieve the goal of refactoring self.

4. RESEARCH CONTENT

On this basis, the researchers focus back on rich experiences of 17 years in middle school Chinese curriculum practice, look at the influence factors of the formation of teachers' curriculum leadership and the practice path of promotion. The researchers set out to constitute the five elements of teachers' curriculum leadership: course value insight, curriculum design foresight, development decision-making, guidance of curriculum implementation and exciting force of curriculum evaluation. Therefore, researchers look through 16 diary books (recorded in the form of electronic document after 2010), 38 notebooks (mainly recorded through computers or cellphones), 21 notebooks for listening to teachers, 20 notebooks for preparation of lessons, 22 learning laptop, 24 primary school Chinese and mathematics teaching materials used by the researchers, 57 textbooks of different subjects used by the researchers in junior and senior school, 30 textbooks during college studies, and 24 high school language teaching material used by the researchers, 81 this teaching books, and other supporting a large number of Chinese teaching auxiliary CD audio and video, newspapers and magazines, and the researchers keep many student representative work, etc., What's more, stressed the electronic document of millions of words education teaching essays. The researchers hope to vividly reproduce the practice experiences in the affairs of middle school Chinese curriculum through

these really rich raw material and the valuable resources. And try to demonstrate and interpretate the theory assumes to teachers' curriculum leadership on the basis of the readability and the legibility in a narrative style through a vivid and real case. Finally, the researchers hope to dig and refine the influence factors of teachers' curriculum leadership and generated path.

5. RESEARCH CONCLUSION

5.1 Teachers' Curriculum Leadership Connotation

Through exploring, the researchers believe that leadership is a kind of ability to lead and guide that everyone has (Groves, 2005). It is the core content and key elements of human ability system. Its constituent elements include the abilities of course value insight, vision foresight, resources integration decision-making, implementation guidance force and the evaluation of exciting force, etc.. Teacher leadership as the core content and key elements of teachers' profession (Katzenmeyer & Gayle, 2009), is an ability to lead and guide that teachers have, including teachers self leadership, curriculum leadership, class leadership, etc.. Teachers curriculum leadership is a kind of ability to lead and guide in the affairs of curriculum design, development, implementation and evaluation. It is the core content and key elements of teachers professional ability (HauFai, Galton, & Wan, 2007). Its constituent elements include the abilities of course value insight, vision foresight, resources integration decision-making, implementation guidance force and the evaluation of exciting force, etc..

5.2 Influenced Factors of Teachers' Curriculum Leadership

Through research, the researchers found that the formation of teachers' curriculum leadership is mainly influenced by three factors such as ideology, system defects and the main body quality. Ideology, as the subjective concept which influences the teachers' curriculum leadership, embodied in the pragmatic value orientation, concept of teacher role, The former Soviet union big teaching theory and heroic leadership idea, etc. (Mangin & Stoelinga, 2008). Institutional defects as the objective environment which influences teachers' curriculum leadership, embodied in the defects of the national system of top-level design, the lack of innovation of the guidance system of urban teachers, humanized vulnerability of school management system. Subjective quality as the reality of human nature influencing teachers' curriculum leadership, embodied in the influence of the principal subject's ability to tendency and teachers' subjective quality.

5.3 The Practice Approaches of Promoting Teachers' Curriculum Leadership

The practice approaches of promoting teachers' curriculum leadership are as follows: workplace learning,

reflective practice, learning and teaching method, research community interaction and communication across the international domain, etc. The workplace learning is for work, based on the work and learning in the workplace (Barr & Duke, 2004). Teachers can lay a solid foundation for the teachers' curriculum leadership by learning the theory of course and leadership and the teachers' professional knowledge. The main strategies of workplace learning are self-learning, consultation guidance and learning on secondment etc.. Reflective practice means that teachers should have reflection after practice and unfold repeated construction and thinking of problems through tacit knowledge from experience (Mullen, 2007). Its effective strategy is to communicate with self and fellows, etc.. Learning and teaching method means that teachers should set up the concept that students can also be teachers. We can improve teachers' curriculum leadership by some strategies such as students' giving, advice to teachers, acting as teachers, etc.. Research community interaction means that the school makes up the community of the professional development in various forms. The teachers' curriculum leadership can be improved through some interactive activities such as, preparation group, research group, mentoring pair, teachers meeting, voluntary organization, etc., Communication across international domain advocates teachers should communicate and learn from each other through interdisciplinary (Ylimaki, 2011), different learning periods, trans-school, trans-region (districts, counties, cities and provinces). Teachers should learn to break the inherent border area to have a wide range of communication. In the mutual inspiration, teachers can improve their curriculum leadership.

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