

# ENHANCEMENT OF TEACHERS' CURRICULUM LEADERSHIP IN THE CONTEXT OF INFORMATION TECHNOLOGY

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## Abstract

From a teacher's professional development perspective, the new syllabus has a significant impact on the new content and quality of teaching and learning. Therefore, the new curriculum reform requires that teachers' curriculum leadership skills be made an important part of their work. In the current development of education and teaching, the 'section management' model advocated by Taylor's management philosophy has revealed many shortcomings. The subject of the thesis is a primary school English teacher. This chapter adopts a literature approach to the problem, its significance, literature review and methodology. The second chapter provides the core philosophy and basic principles. Chapter 3: The teaching and learning of primary and secondary school teachers is examined. The first is an empirical study of the teaching and learning processes of primary and secondary school teachers using a questionnaire. Secondly, the answers to the open-ended questions are sorted out and summarised. Thirdly, the current research is summarised. Chapter four explores the current problems facing the teaching reform of primary school teachers in China. The reasons for the problems are found by analysing the current problems encountered in the construction of primary school teachers and the difficulties in improving them. Chapter 5: Strategies for improving primary school teachers' teaching skills. On the basis of investigation, analysis, summary and reflection, the author gives corresponding responses to the curriculum leadership skills of primary school teachers. It concludes with a summary of the whole text, in the hope that it can contribute to the improvement of teachers' leadership through their own research.

**Keywords:** curriculum leadership; enhancement; teachers

## Introduction

### Background of the study

In the process of deepening the teaching reform, the new curriculum reform is an important link. With the advent of the knowledge economy, the new curriculum reform has caused a new

wave in China's education sector. The new teaching model created in the United States twenty years ago has provided a new way for its development and research. With the deepening of the implementation of the new curriculum, teachers are the focus of current social attention, and to promote educational reform, it is necessary to pay attention to the development of teachers themselves. However, in reality, as teachers' 'classroom' rights are inhibited and their 'teaching' role is not fully realised, the need to critique and correct the traditional 'scientific' model has been recognised. "The need to critique and correct the traditional 'scientific' model has been recognised. A teacher is not only a curriculum implementer, but also a practitioner of pedagogical skills, an educator with a wealth of practical experience in teaching and learning, and a visionary curriculum leader.

The objective of the reform of our education system is to adapt to the needs of social development and therefore also to actively promote quality education and improve the quality of human resources training. The new round of new standards clearly sets out the aims of teaching and learning differently from those of the past and is adapted to the teaching and learning situation at school-based level; in implementing and enforcing a three-level system of teaching and learning, it is important not only to give full play to the subjective initiative of students, but also to take into account the regional differences and characteristics that make them leaders in a subject. The teacher is in an irreplaceable position, both from the point of view of the school itself.

### **Significance of the chosen topic**

#### Theoretical implications

There have been some results on teachers' curriculum leadership, but there is a lack of sufficient theory and methods to guide students in the process of teaching reform and the problems they face in the classroom. Secondly, most of the existing findings and views are from the perspective of foreign scholars and lack local characteristics, so this paper will use an empirical approach to fill in scholars' understanding of teachers' curriculum leadership, depending on the region.

#### Practical implications

This is a useful tool for frontline teachers to update their thinking. Although the concept of 'curriculum leadership' is not popular in China, 'curriculum management' is still the dominant ideology in the country's education sector, and many headmasters and teachers continue to define their responsibilities in an 'administrative' way, thus opening up the relationship between

'teachers' and 'curriculum leaders'. "Many principals and teachers continue to define their responsibilities in an 'administrative' manner, thus opening up the relationship between 'teachers' and 'curriculum leaders'. The purpose of this paper is to clarify the role of the primary school teacher in order to improve the professionalism of the team and to provide direction for its development.

## **Current status of domestic and international research**

### Current status of domestic research

From 2006 to 2021, CNKI collected 129 articles on "curriculum leadership of teachers", including master's, doctoral, and other academic publications. An analysis of the literature published over the years shows that in 2018, the number of articles on teachers' subject leadership has reached around 46, showing an unprecedented increase. Out of a total of 129 studies, excluding literature related to Subject Leaders for Principals and Leaders for Teachers, only 84 were on Subject Leaders for Teachers. This compares with 16 reports on topics that focus on primary school teachers.

## **Literature Reviews**

### **Course leadership**

There are many specific definitions of "curriculum leadership" at home and abroad, but no consensus has yet been reached on a unified definition. Here, the author will elaborate on it from three perspectives in order to provide readers with an in-depth understanding and in-depth recollection of it.

- 1、 Nature and content.
- 2、 Elements and roles.
3. The difference between curriculum management and curriculum leadership.

### 2.2 Teacher curriculum leadership

Course leaders include both formal and informal institutions. The proportion of teachers who are the actual implementers of the curriculum is currently increasing. In reality, teachers have been at a disadvantage in the past because they have been working on the front line for a long time and do not have direct authority, so teachers believe that they are only responsible for teaching and do not really lead their students to learn." Although most of the teachers are mainly working on the front line, they do not have direct leadership, so they also have a responsibility is to advise on the development and growth of the college.

## **Theoretical Support**

Teacher curriculum leadership is a new concept that emerged from the transition from a modern to a post-modern paradigm of curriculum theory and the development of emerging leadership theory.

In terms of teachers' curriculum leadership, the rationale is: constructivism and leadership. This paper based on Constructivist theory, Transformational Leadership Theory and Distributed Leadership Theory.

## **Research Methodology**

### **Population/Sample Sizes**

This study is a survey on the current situation of curriculum leadership among primary school teachers. 212 primary school teachers were selected as the respondents of the questionnaire, and in order to ensure the representativeness of the sample, factors such as teachers' positions, titles, qualifications, professions and subjects taught were taken into account in the selection process, so as to represent the characteristics and features of the survey sample more comprehensively and ensure the validity of the survey.

### **Research Design**

This paper focuses on three questions, namely, the current situation of curriculum leadership among primary school teachers, how relevant teachers' curriculum leadership is under different variables, and the analysis of factors that hinder the improvement of curriculum leadership, in order to understand the current situation of curriculum leadership in primary schools in the form of a questionnaire and to understand the understanding of the survey respondents of the factors that hinder curriculum leadership through interviews, and in order to distinguish between different variables, when analysing the information of the survey respondents, information such as position and title was added to allow for a difference analysis at the end.

### **Results**

The research from this questionnaire and interviews revealed that the competencies demonstrated by primary school teachers in the implementation process are not as good as they could be and that there are still many problems. The root causes of such problems and difficulties are yet to be discovered and uncovered. This paper analyses the specific difficulties that arise and their causes.

## **Awareness of curriculum leadership among primary school teachers still needs to be strengthened**

During the research, we saw that the implementation of the 'three-tier curriculum' and the promotion and implementation of 'curriculum leadership' by teachers had greatly enhanced their curriculum leadership. Many teachers are aware of curriculum leadership and recognise that it is dependent on the support of school leaders, students and parents, and that they need to improve their own curriculum leadership through continuous learning and participation in training to enhance their professional development. In the villages, some teachers lack the concept of 'curriculum leadership' and some lack the self-awareness to be a 'curriculum leader'. The reasons for this are. 1. Weak awareness of the subject of the course

2. Focus on teaching, neglect of curriculum
3. Failure to recognise the importance of teacher curriculum leadership
4. Lack of willingness of teachers to lead courses and lack of collaboration

## **Poor curriculum leadership**

Curriculum leadership requires both the knowledge of the curriculum leader and the professional theory and guidance of the curriculum, the development of appropriate lesson plans and the evaluation of the implementation of the curriculum in relation to the students' reality. In contrast, research into the overall quality of the teaching staff in primary and secondary schools has shown that. 1) Lack of course expertise 2) Lack of leadership skills 3) Low level of participation

## **Inadequate implementation of curriculum leadership by teachers**

The survey results show that the lowest score among the dimensions of teacher curriculum leadership is the teacher curriculum leadership implementation score. The reasons for this are as follows. 1) Influence of subjective factors 2) Influence of objective factors

## **The curriculum leadership system is lagging behind**

In the modern industrial era, the 'Section Management Method' pioneered by Max Weber was widely used in China's modern enterprise system, resulting in a 'bureaucratic' power structure from top to bottom. Although it has played a pivotal role in the running of schools and ensured their effective and smooth operation, its inherent disadvantages have become increasingly apparent with the rapid development of the social economy.

### **Lack of teachers and poor structure**

Many colleges and universities suffer from massive staff shortages, making it impossible for some schools to recruit teachers who meet the requirements of particular specialisms. Particularly in rural areas, it is difficult to retain good teachers and those who are willing to come in are unable to do so due to lack of staffing. To overcome the shortage of teachers, one teacher often takes on multiple tasks at the same time, and some teachers also 'cover classes', which can lead to teachers teaching without the appropriate expertise and curriculum, making it difficult for them to be competent in the classroom.

### **Teachers' curriculum leadership development is uneven, with large regional and bipolar differences**

In the more educated and better resourced metropolitan areas, teachers' curriculum leadership skills are generally much stronger than in the less educated rural areas, and there is a significant polarisation, with the majority being below average.

The main reason is that the primary school teachers interviewed are spread over a wide area, with some places being county-level cities and others being townships. Secondly, Wuhan has the best educational resources and the largest team of teachers, while Enshi is located in the mountains of western Hubei, an ethnic region in Hubei Province, with a significant difference in economic and educational standards from Wuhan. Thirdly, due to the inter-regional relationship, there are gaps in many areas in terms of curriculum leadership, support and competence of teachers.

The huge disparities between regions and tiers greatly hinder the balanced development of teachers as subject leaders, so it is important to actively transform this situation, just as the widening gap between rich and poor in our country's development has ended up creating a polarisation in the field of education.

### **Conclusion and Discussion**

Based on the current situation of teachers' curriculum leadership capacity, this article discusses the improvement of teachers' curriculum leadership capacity through the analysis of questionnaires and questionnaires, and proposes targeted measures from the aspects of "endogenous" and "exogenous", such as theoretical support, institutional protection, the change of teachers' own concepts, the construction of school curriculum culture environment, the construction of school curriculum culture environment and the understanding and support of

other members of the society. "In addition, from the aspects of theoretical support, institutional protection, teachers' own conceptual changes, the construction of the school's curriculum culture environment, the construction of the school's curriculum culture environment and the understanding and support of other members of the community, targeted measures are proposed to overcome the current deficiencies in teachers' curriculum leadership skills, so as to escape the dilemma of curriculum leadership and improve their own curriculum leadership skills.

### **Establishing a sound system of institutional safeguards**

The basis and cornerstone of the implementation of curriculum leadership for teachers is a sound system of safeguards for curriculum leadership. The relevant educational administrative departments should formulate policies and implement them in accordance with the actual situation of different regions and teachers, rather than a 'one-size-fits-all' approach. At the same time, the implementation of curriculum leadership in areas that are lagging behind in curriculum reform should be supported by a sound system.

1. Innovative curriculum management system to empower teachers
2. Develop incentive policies to provide moral support and material security for teacher curriculum leaders

### **Raising teachers' awareness of curriculum leadership and updating their attitudes**

The awareness of curriculum leaders has a direct impact on the practical activities of teachers, and it is of key importance to promote the new round of curriculum reform by raising teachers' awareness of 'curriculum leadership' and changing the traditional thinking of 'teaching without questioning'.

Firstly, it is important to understand the leadership of the curriculum from a conceptual point of view, to develop the ideology of students and to establish a new concept of education and curriculum; in educational practice, teachers should constantly update their ideas, read relevant teaching materials carefully, learn from the experience of others, improve their leadership of the curriculum and improve their leadership; at work, it is even more important to transform the connection with colleagues, to transform the formerly disparate or disgruntled people into Sincere cooperation and sharing, mutual growth and progress.

And in this process, school leaders, parents of students and even student groups and relevant related social groups must change their previous conceptions of the curriculum and education and give full recognition and support to the curriculum leadership of teachers.

## **Develop effective curriculum training to improve primary school teachers' curriculum leadership skills**

Leadership in the classroom does not just happen, it is a matter of ongoing training and practice. Although primary school teachers are professionally trained before they start school and have certain teacher qualities, they cannot demonstrate their teaching leadership skills, but only through continuous learning and training can they truly master the basics of 'curriculum leadership' and put them into practice. The professional qualities of primary school English teachers are an important part of their professional competencies.

Due to different school orientations, different curriculum theoretical literacy, interests and other factors, different regions and different teachers need to be placed in different areas of specialisation and different areas of relevant training for different curriculum leaders.

## **Create a culture of equality, mutual support and cooperation among teachers**

5.4.1 Building a vision of school culture and strengthening the culture of teachers

5.4.2 Coalescing teachers' curriculum leadership and forming a curriculum leadership community

## **Promote balanced development of teachers' curriculum leadership and reduce regional differences**

In implementing the countermeasures of teachers' curriculum leadership, it is important to clarify teachers' curriculum leadership, to transform teachers' traditional concept of curriculum, to grasp the connotation of curriculum leadership, to give corresponding institutional and material protection and support according to the actual situation of schools and different teachers around the world, to identify problematic breakthroughs, to find a variety of ways to adopt the above-mentioned relevant countermeasures in a targeted manner, to address the identified existence of teachers' curriculum leadership. The relevant problems and in practice continue to explore and solve new problems, so that they gradually get rid of the current dilemma, by improving teachers' awareness of curriculum leadership and enhancing teachers' capacity for curriculum leadership as the focus, enhance the willingness and confidence of teachers to carry out curriculum leadership, increase the implementation of teacher curriculum leadership, and effectively enhance the curriculum leadership of primary school teachers.



## Summary

This paper makes some innovative explorations in the process of teaching primary school language teachers: firstly, a local questionnaire with credibility is developed. Secondly, using a multifaceted research instrument, it analyses the current problems of teachers' professional competence and their causes, and takes targeted measures to address these problems and remedy certain deficiencies that currently exist in teaching. Thirdly, it focuses on the subject leaders of primary school teachers, breaking the current state of research in the domestic academic community on the combined strengths of primary and secondary school teachers.

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