

Study on the Current Situation and promotion Strategy of Curriculum Leadership of Principals in Guiyang Vocational and Technical Colleges

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ABSTRACT

As an important latitude to evaluate the professional standards of principals, curriculum leadership plays an extremely important role in the management of vocational education schools, and determines the smooth realization of school curriculum leadership. This paper takes Guiyang Vocational and Technical College as the sample object and investigates the sample schools. In the survey, it was found that the principals of the sample school did well in some aspects, had a correct understanding of their own role, and played a certain leading role in the course leadership. However, there are still some deviations: the leading degree of curriculum thought is not enough; the integration of curriculum certification needs to be strengthened; the double-qualified teacher system has not yet been formed; the insufficient utilization of curriculum resources is not formed; the curriculum implementation has not been formed, which hinder the improvement of the curriculum leadership level of sample schools. The reasons are mainly influenced and restricted by the social environment, education system, selection mechanism, assessment mechanism and the principal's own factors. Based on this, this paper lists the strategies to improve the principal's curriculum leadership. This paper studies the present situation of vocational and technical college principal course leadership, put forward promotion strategy, first adopts the literature method research the principal curriculum leadership related concepts, practice process, strategy, and then to Guiyang vocational and technical college as the research object, using the form of questionnaire survey, interview to understand the school principal curriculum leadership situation, put forward the problems and analyze the reasons, finally put forward the suggestion of promotion strategy.

KEYWORDS

Principal curriculum leadership; integration of course certification and competition; Secondary vocational Colleges

At the present stage, the State encourages the development of vocational education, and General Secretary Xi Jinping has given special instructions in this regard, that vocational education is an important component of the educational endeavour in the comprehensive construction of a modern socialist country. In order to promote the development of vocational education, it is necessary to strengthen the cooperation between vocational education institutions and social units through the integration of industry and education and Colleges-enterprise cooperation, and strive to build a modern vocational education system. Under the background of "China's Smart Manufacturing", the times have given vocational education a new mission, and vocational education needs to endeavour to deliver more high-quality talents to the society.

However, despite the state's strong support for secondary education, Colleges L still focuses on cultural courses, and some of the skills courses are not ready for implementation, which restricts vocational Collegess from delivering skilled personnel to the society. Colleges L urgently needs to formulate a more scientific framework of standards for professional courses in terms of the nature of the curriculum, curriculum design, curriculum objectives, curriculum content, and implementation of the curriculum, in order to lay a solid foundation for the implementation of the development of Vocational Education (VET), and the research report on education innovation states that "the key role in the implementation of Colleges education innovation is played by the principal. A research report on educational innovation points out that: " The principal plays a key role in the implementation of educational innovation in Collegess. However, at present, Colleges principals have more administrative authority in Colleges management, and do not pay enough attention to curriculum leadership. Some principals fail to pay attention to curriculum development and design, and only leave the process of curriculum design and implementation to specialised sections, and after the principals have given the task of curriculum design, it is implemented by the frontline teachers without the principals asking any questions. This has weakened the principal's sense of curriculum leadership to a certain extent. Principals should change their traditional concepts from power pressure to charismatic influence, and use their own curriculum leadership in a more reasonable and efficient way.

1 Objectives

The author tries to explore how to bring into play the value of the principal's curriculum leadership of secondary Colleges principals for the development of secondary Collegess in the light of the actual L principal's curriculum leadership in Guiyang Vocational and Technical College. Specifically it includes the following four aspects:

Through the questionnaire, we understand the application of principal leadership in the actual curriculum, analyzed the problems in the practice of principal leadership of vocational and technical colleges and the causes of them.

(2) Through the interview, to understand the views of the school principal curriculum leadership proposed to improve the vocational school principal curriculum leadership strategies to promote the progress and development of vocational school principal curriculum leadership.

2 Research Problem

(1) What are the problems in the practice of curriculum leadership? What is the cause of the curriculum leadership practice problem of vocational and technical college principals?

(2) How to propose effective strategies to improve the curriculum leadership of vocational school principals? Based on the analysis of the above problems and reasons, how to develop targeted solutions and strategies to promote the progress and development of the curriculum leadership of vocational college principals?

3 Research framework

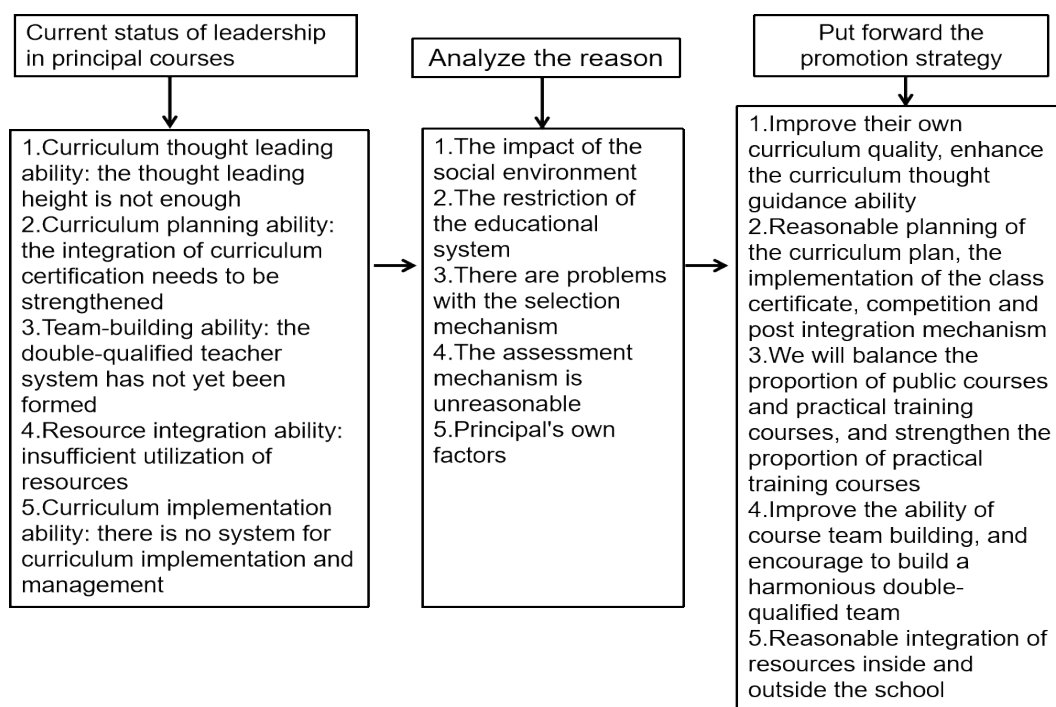
In this study, EXCEL data analysis software was used as the main tool in this paper in order to carry out descriptive analysis and mean share analysis of the collected data. These two methods of analysis will help this paper to gain a deeper understanding of the current situation and problems of curriculum leadership practices of principals in secondary Collegess.

Firstly, this paper will use descriptive analysis to summarise and describe the survey data as a

whole. Through the statistical functions and graphical functions in EXCEL, this paper will be able to calculate important indicators such as the central tendency, degree of dispersion and distribution of the data. This will enable this paper to understand the concentration and dispersion of student and teacher perceptions of principal's curricular leadership practices, supporting a deeper understanding of the issues.

Secondly, the mean share analysis will help this paper to understand the findings more specifically. This paper can derive the mean percentage of each question by calculating the mean score for each question and comparing it to the total score. This method of analysis will reveal which areas of higher recognition and concern exist in the principal's curricular leadership practices and which areas may need improvement. By comparing the different perceptions of students and teachers, this paper can also identify possible differences and consensus.

Excel, as a powerful data processing and analysis tool, will help this paper to interpret and present the large amount of data in a meaningful way. Through descriptive analysis and mean share analysis, this paper is able to draw quantitative conclusions about principal's curricular leadership practices, which will provide a reliable basis for subsequent problem analyses and countermeasures to be proposed.



4 Results

(1) The current infrastructure of information management in Guiyang Vocational and Technical College is insufficient, which should be further strengthened.

(2) The informationization of teaching resources in Guiyang Vocational and Technical College is not optimistic currently and needs to be strengthened.

(3) The survey on the virtual experimental environment in the College reveals that the current virtual experimental environment in the College is poor.

5 Conclusions and Discussion

5.1 Social environmental influence makes the principal curriculum leadership

The phenomenon of homogenization of vocational Collegess is serious. Secondary vocational principals blindly pursue the graduation rate and employment rate, ignoring the human-oriented development of students, and the professional development of Collegess with students as the main body is a mere formality. At present, the evaluation of vocational Collegess is mostly the evaluation of the employment rate of students, which also affects the principals' curriculum leadership. Under the double pressure of public opinion and students' parents, the principal cannot fully implement the new curriculum concept, but still pay attention to the graduation rate and employment rate of students. At this time, the quality-oriented education is slightly lacking. In the survey, the president of Guiyang Vocational and Technical College mentioned: " Under the influence of the social environment, the Colleges has adopted a single evaluation system, so it is difficult for me to play the value of course leadership, and the course leadership level is also limited to some extent."

5.2 The restriction and influence of the education system make the principals' curriculum leadership

Originally, under the top-down education management system, Collegess need to carry out education and teaching tasks according to the instructions of the education department. Since the education management is highly centralized by the central government, the curriculum standards and curriculum plans are compiled by the state, and the Collegess follow the completion of the teaching tasks according to the plan. After the promulgation of the Outline of Curriculum Reform in 2001, the education management system changed from the original centralized power to the three-level curriculum management system. Collegess at all levels no longer complete teaching tasks purely in accordance with the instructions of higher education departments, but enjoy certain independent rights. However, as the higher education departments still failed to relax the control and jurisdiction of the lower Collegess, some education departments still have a relatively strict management of the Collegess, which limits the implementation of the autonomy of Colleges curriculum management.

5.3 Problems in the selection mechanism influence the principal's curriculum leadership

Excellent principals can often adapt to the requirements of the new curriculum reform and guide Collegess to reform the curriculum. Therefore, the selection and appointment of excellent principals play a key role in the development of vocational Collegess. However, from the perspective of current development, the appointment of principals in vocational Collegess usually adopts the appointment system, and some principals will pay too much attention to administrative affairs and ignore the curriculum design and implementation, which is inconsistent with the original intention of principals to promote the new curriculum reform.

5.4 Unreasonable influence of assessment mechanism makes principals' curriculum leadership

The education department failed to adapt to the requirements of the new curriculum reform and

improve the evaluation mechanism of secondary vocational principals. From the point of current development, the superior education administrative department evaluation of vocational Collegess, including the Colleges running level and demonstration level assessment, but the evaluation model belongs to the one size fits all model, failed to do according to the Colleges characteristics file comprehensive assessment, in the evaluation will only pay attention to the Colleges graduation rate and employment, the evaluation is a short time assessment, lack of long-term and forward-looking. When the superior education administrative department has not separately assessed the course leadership, the principal lacks the course leadership consciousness, and the course leadership level is also limited.

5.5 The principal's own factors limit make the principal's curriculum leadership

The principal himself is also the key factor limiting the principal's curriculum leadership. As a leader, principals of vocational Collegess should participate in the whole process of the curriculum development, design and implementation stage and do a good job of overall control. However, in practice, principals fail to give full play to their own main value. First, due to the current reform of vocational education, all sectors of society have paid high attention to the development of vocational education, but the future of vocational education reform is still unknown, and the principals of vocational Collegess will resist the innovation of their own curriculum. Second, due to the principal curriculum leadership present the principal personal ability, the principal must have a higher course professional quality, can weigh and to grasp the course itself, but part of the principal when dealing with daily affairs, too much attention to administrative affairs, ignored the course of professional knowledge learning and consolidate, the principal's professional knowledge reserves, professional skills also slightly lacking.

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