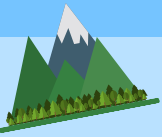


The Practice of Curriculum Leadership at a Senior High School in Southern Rural Area in Taiwan

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Background

The curriculum guidelines of 12-year basic education was implemented on Aug. 1st, 2019. The researchers consider that the ideas of the curriculum guidelines fit into the developmental directions of the rural high schools. And it is lack of studies focused on using curriculum leadership to facilitate the curriculum guidelines of 12-year basic education in rural high schools.



Research Purposes



The purposes are to understand the important curriculum reform in Taiwan's history of education, how it impacts on rural high school education, and to describe how rural high school principals, administrative teams and teachers use curriculum leadership to implement the curriculum guidelines of 12-year basic education.

Research Method

The researchers used qualitative methods to collect data, which includes interviews, observations, and document analysis. A rural high school located in southern Taiwan was chosen. The participants included the principals, directors, teachers, and other relevant people in the school.

Findings

The purpose and ideas of the curriculum guidelines of 12-year basic education in Taiwan were ideal. However, it did not perfectly fit into the needs of the rural high school. For example, the lack of resources and stable teachers made it hard to design suitable elective or school-based courses. The students needed a lot of help in "self-direct learning" course.



All members of the administrative and teaching teams played important roles in implementing the curriculum guidelines of 12-year basic education in rural high school. The school principal was the key person using the curriculum leadership strategies, which included vision-building, finding the resources, encouraging the teachers, providing professional training for teachers, involving the community members.

The director of teaching affair and directors in every subject area also cooperated with each other during the process. However, the teachers did not have time to have "deep" conversation with each other about the details of each curriculum design.

Conclusions



- All teachers in the rural high school can apply curriculum leadership. But school principals still plays the most important role in this case.
- Lacking of formal teachers, resources, student motivation and parents' involvements are the current difficulties the school faces.
- The principal tried hard to change the curriculum to be more like a "vocational high school curriculum" in order to fit the current needs of the students.