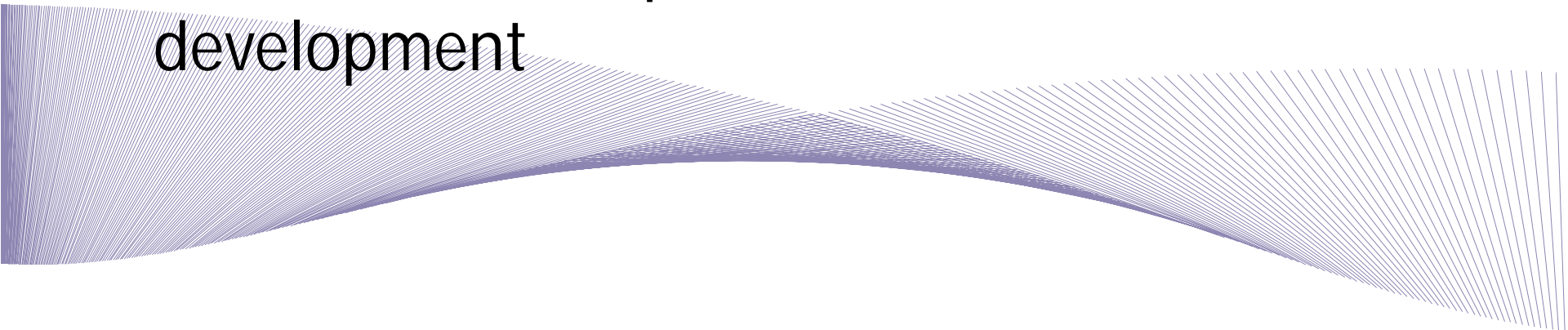


Teacher leadership in professionalism and curriculum development



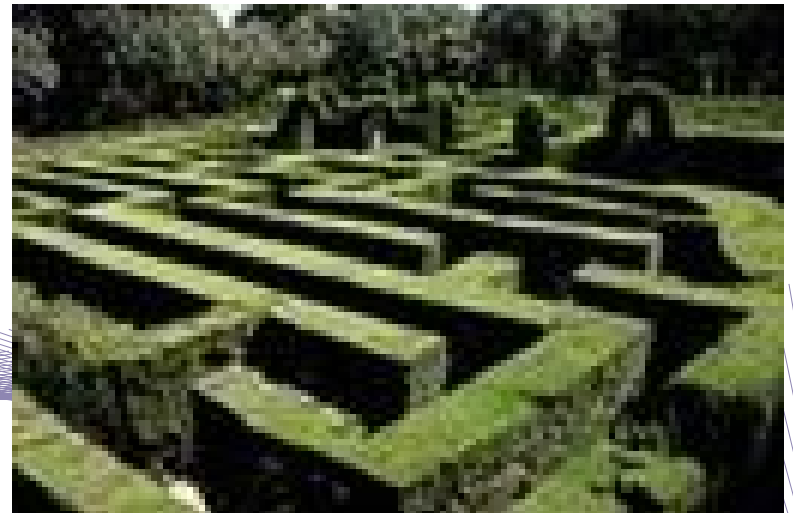
Dora Ho, EdD
Associate Professor
Department of Early Childhood Education
The Hong Kong Institute of Education

Outlines


- The rise of curriculum leadership
 - What is curriculum leadership?
 - Alutto and Belasco's theoretical framework
 - Hong Kong ECE as an illustrative case
 - Marlow & Minehira's theory on promoting teacher leadership for curriculum development
- 

Curriculum leadership?

- Curriculum + Leadership = curriculum leadership
- A curriculum leader is a person/a group of persons who is (are) responsible in **LEADING and MANAGING** the **learning experience** in educational system.

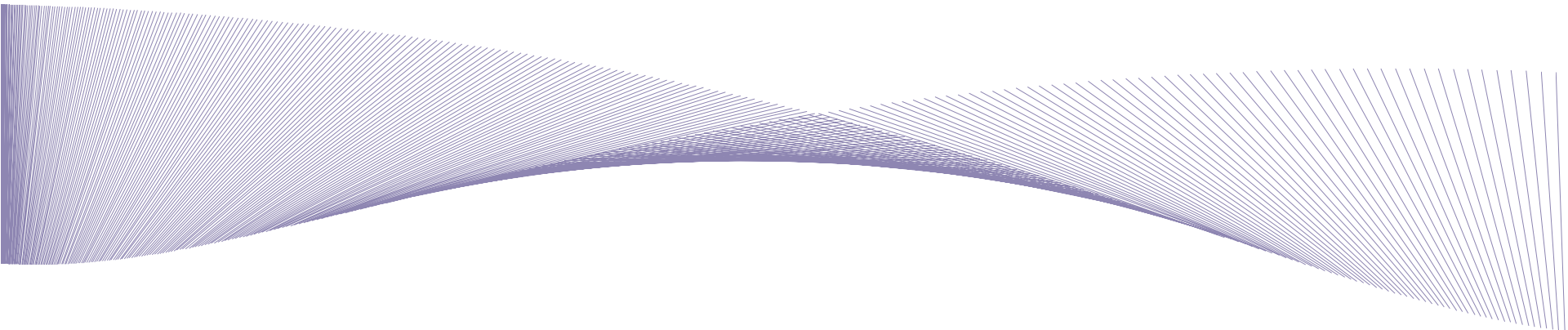


The rise of curriculum leadership

- Increasing complexity of educational problems
 - Non-traditional schooling
 - Decentralization of curriculum decision making
 - Changing roles of teachers from curriculum users to curriculum developers
 - an extended version of teacher professionalism
 - Increased size of schools
- 
- A decorative graphic at the bottom of the slide, consisting of a series of thin, parallel lines that form a wavy, horizontal shape. The lines are colored in a gradient from light purple to white, and the overall shape is wider on the left and right sides, tapering towards the center.

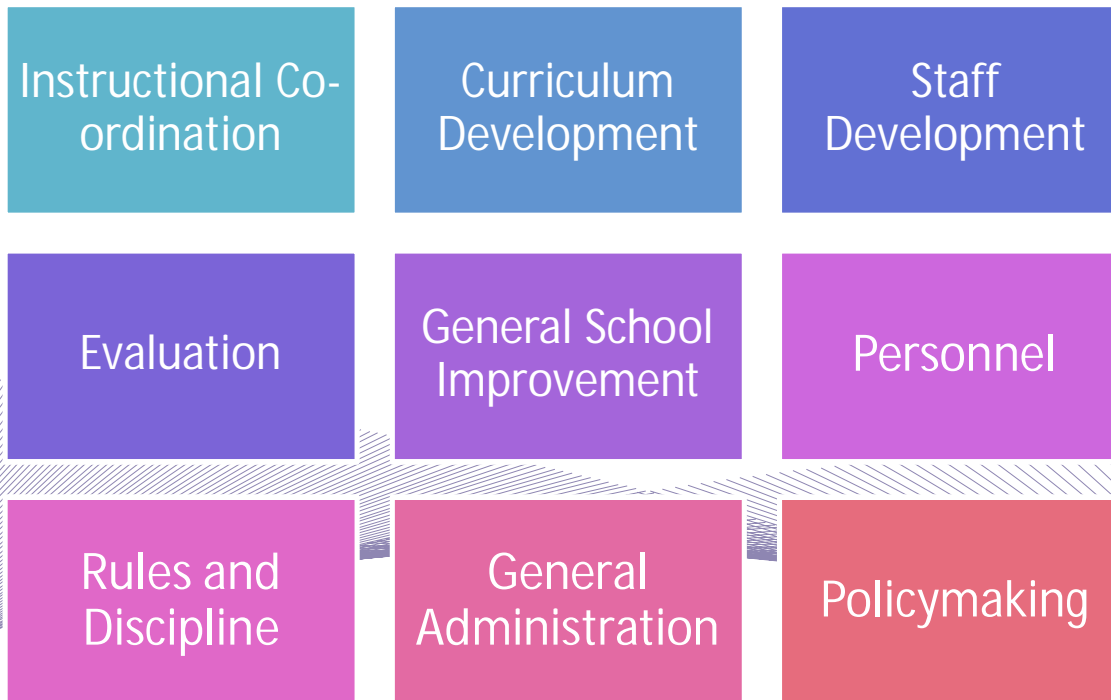
What is curriculum leadership?

- on which issues?
- at which levels?
- with what sources of power?
- with what level of desire (Alutto and Belasco's theoretical framework)?



On which issues?

- Teacher participation in school decision-making
- school decisions that extend beyond a particular classroom
- cover nine areas (Duke & Showers, 1998)



At which levels?

- The roles and functions of curriculum leadership (Glatthorn, 1997)
- at the classroom-level:

a. develop yearly planning calendars for operationalizing the curriculum

b. develop units of study

c. enrich the curriculum and remediate learning


d. evaluate the curriculum

- at the school-level:

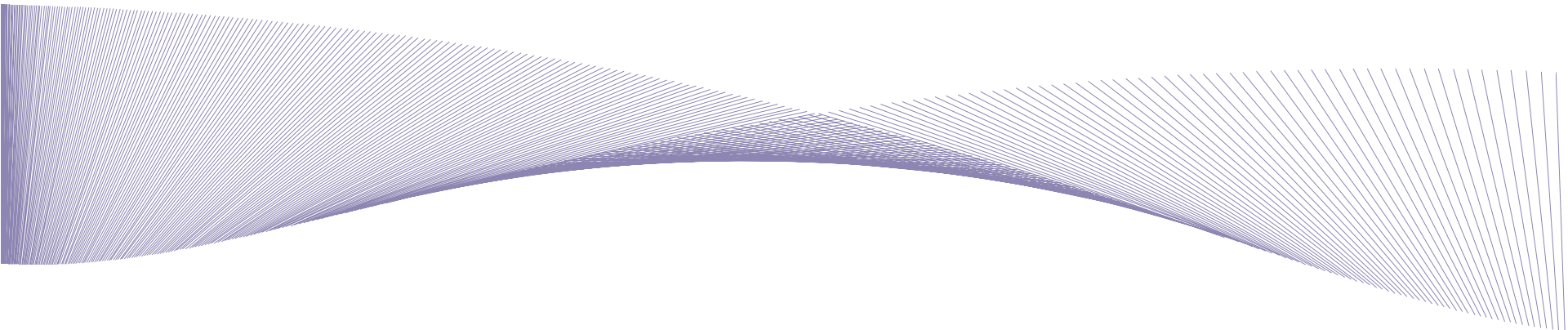
- a. develop the school's vision of a quality curriculum
- b. develop the school's own program of studies
- c. develop a learning-centered schedule
- d. determine the nature and extent of curriculum integration
- e. monitor and assist in curriculum implementation

With what sources of power?

- Leadership

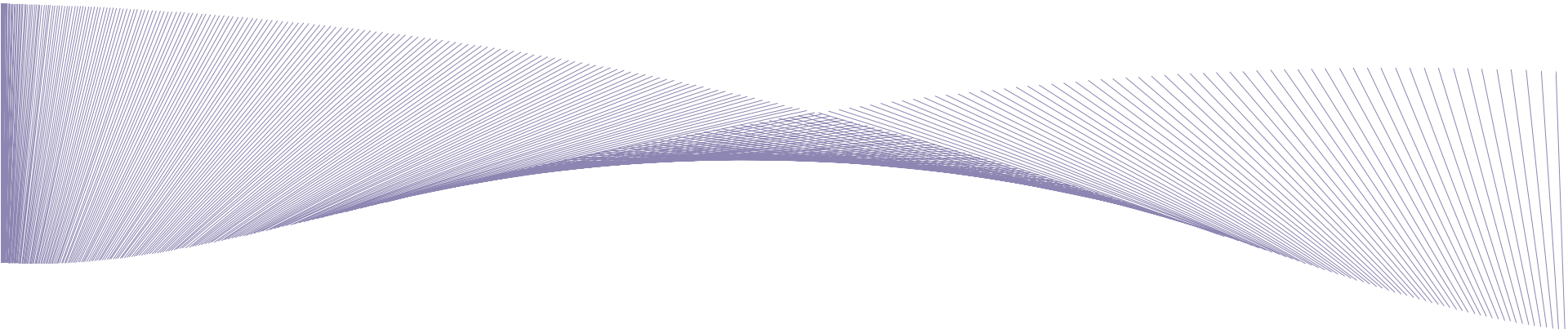
Single headship  Multiple leadership

Centralization  Decentralization



With what level of desire?

- Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy



Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation

High	Quadrant II Decision Deprivation	Quadrant IV Decision Equilibrium
Low	Quadrant I Decision Equilibrium	Quadrant III Decision Saturation

Low

High

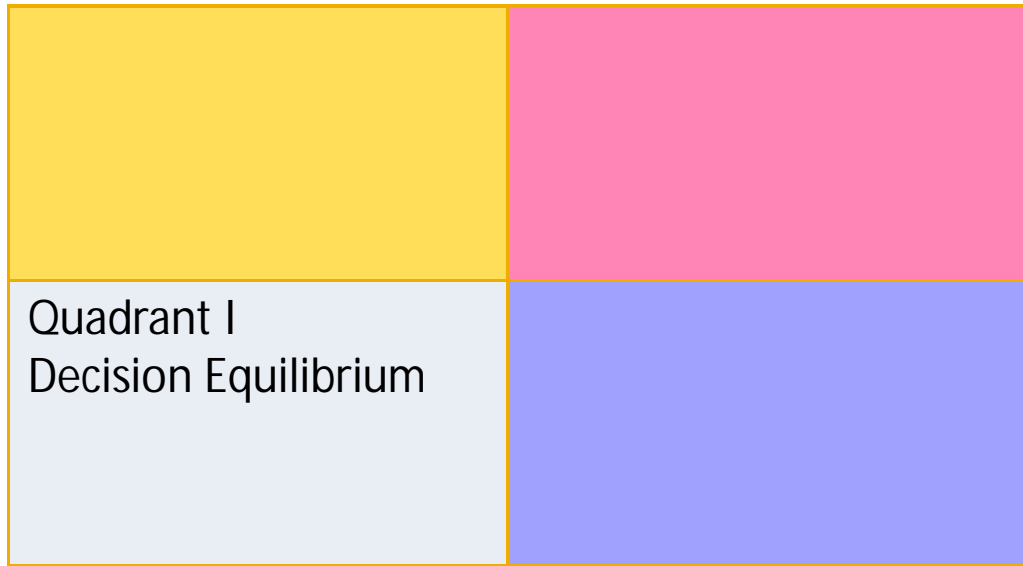
Level of Actual Participation

Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation

High

Low



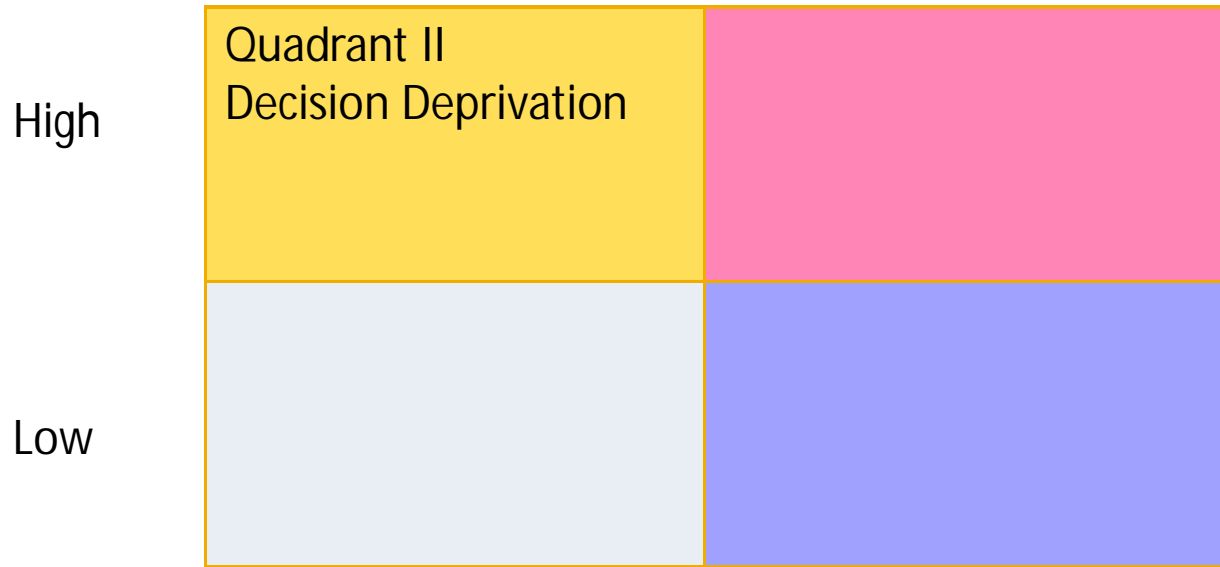
Low

High

Level of Actual Participation

Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation



Low

High

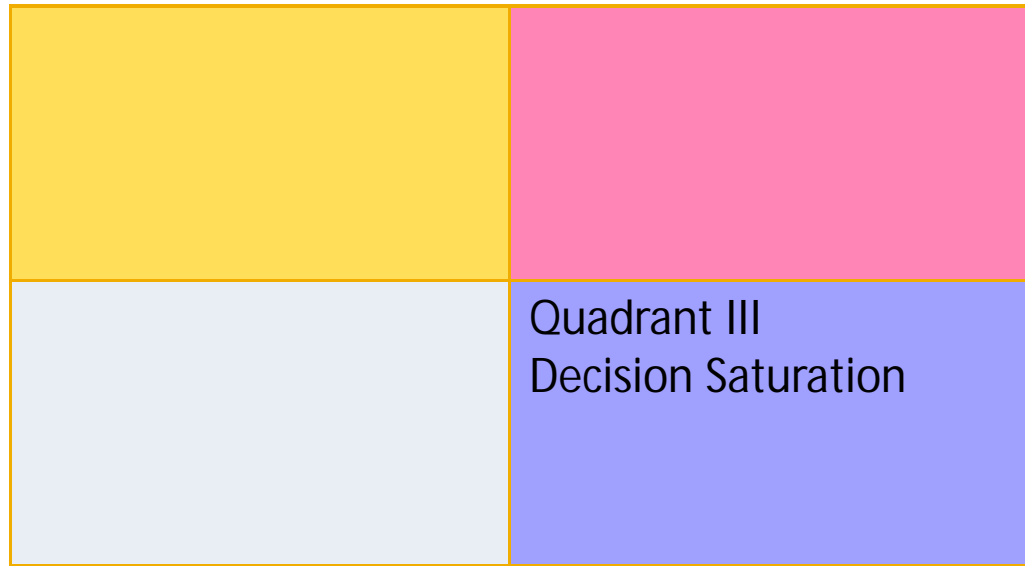
Level of Actual Participation

Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation

High

Low



Low

High

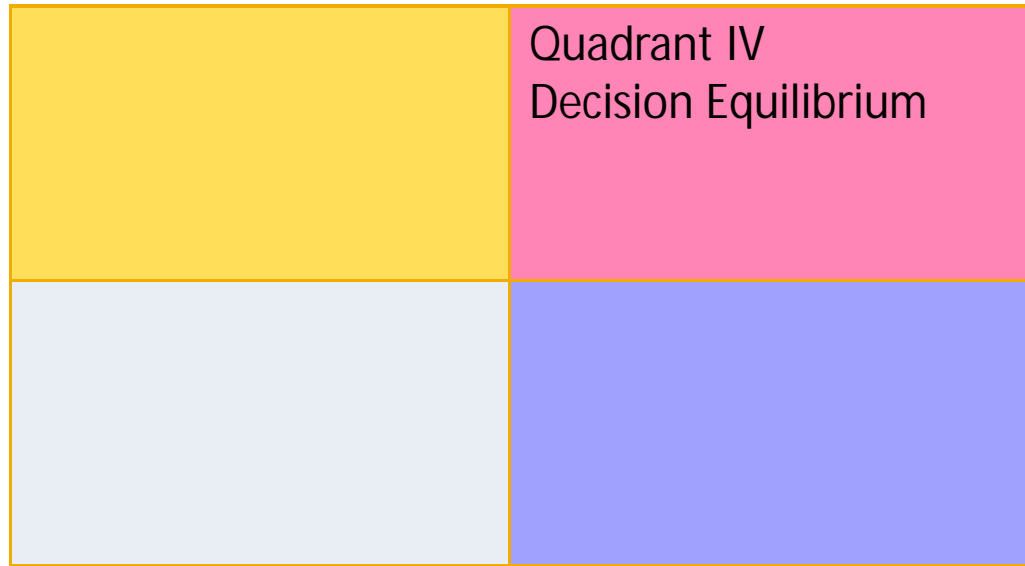
Level of Actual Participation

Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation

High

Low



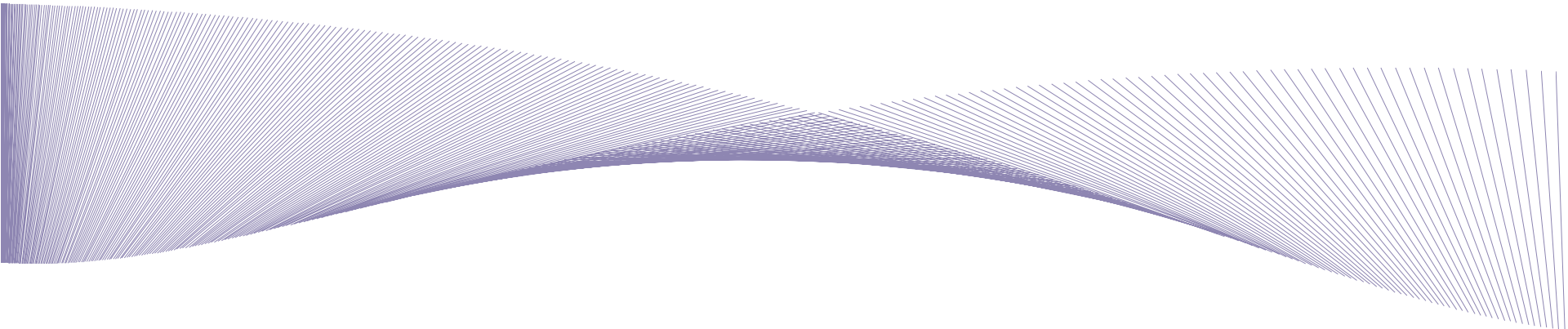
Low

High

Level of Actual Participation

HKECE as an illustration

- Contextual understanding
 - Market-driven nature of HKECE
 - Educational reform after 1997
 - Historical background of teacher development
 - Leadership practice in local preschools



Market-driven nature of HKECE

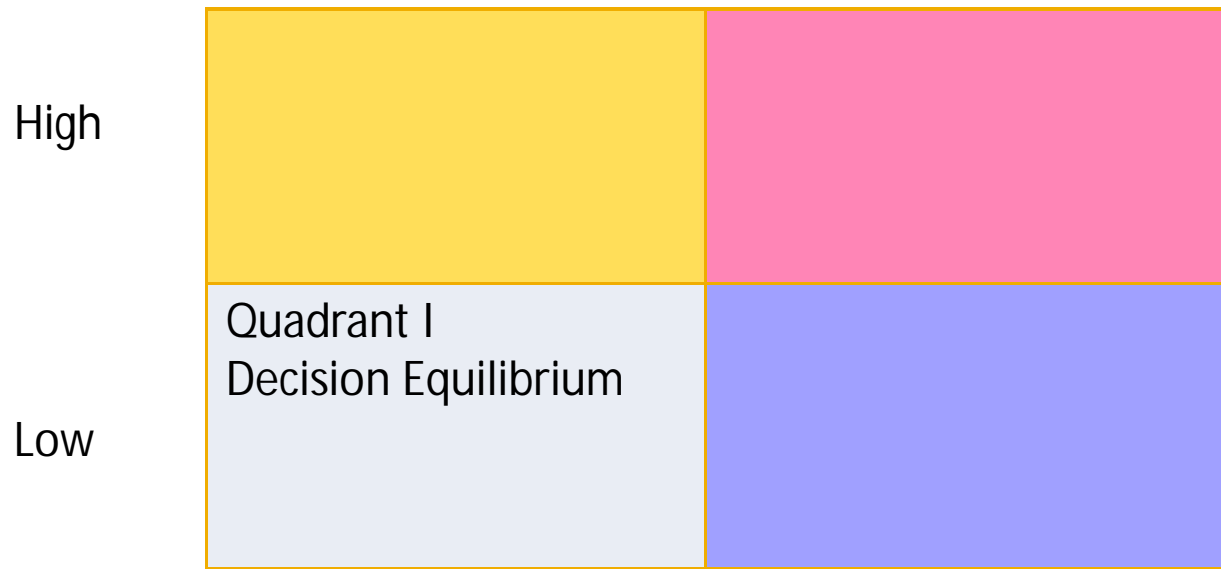
The Market Place

- Governance of ECE sector
- Parental demand
- keen competition among preschools



Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation



Low

High

Level of Actual Participation

Educational reform in HKECE after 1997

- The international literature on educational leadership is moving beyond a focus on a single head and towards multiple leaders.
- Many governments of the Asian countries have identified strategies to promote distributed leadership as part of the educational reform agenda.



- Effective teacher leadership for curriculum change in ECE, funded by the Research Grants Council of Hong Kong Government.

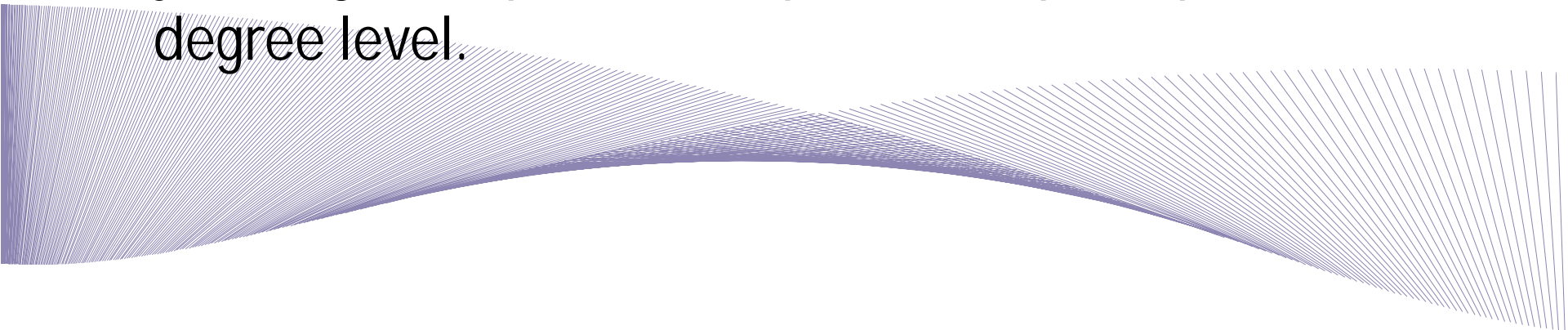
*Guide to Pre-primary Curriculum
2006*



Advocating a change in the role of teachers for greater responsibility for leading curriculum change

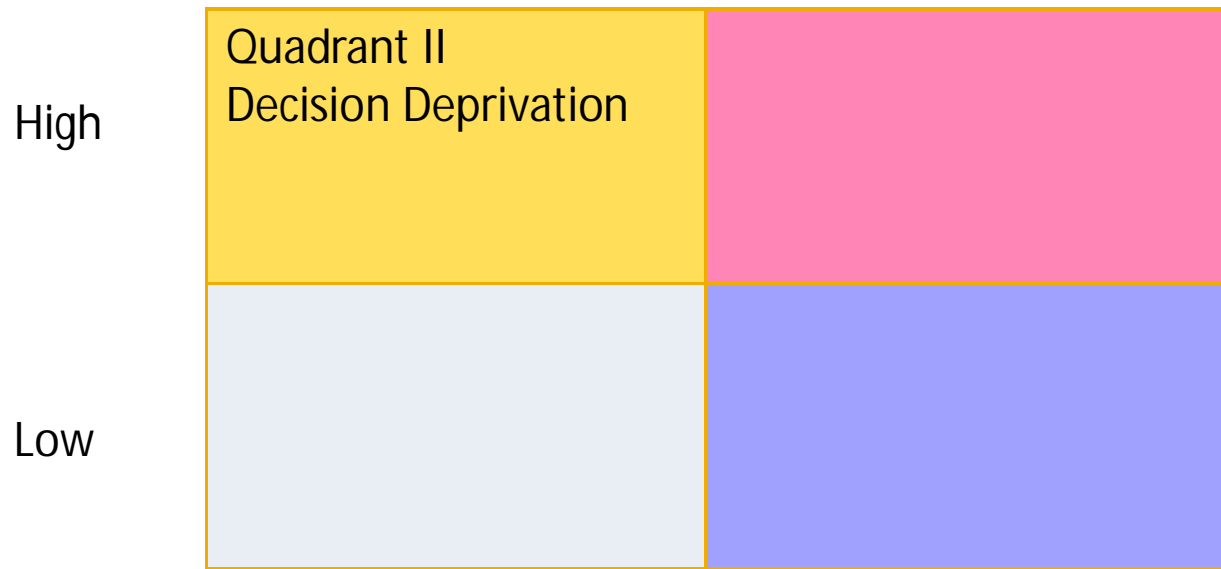
Historical background of teacher development

Professional Socialization

- In the past, those who had 9 years of basic education could register as permitted teachers.
 - The majority of preschool teachers were originally “trained” in a modified form of apprenticeship
 - By 2012, teachers are required to receive PD at 2-year Higher Diploma and preschool principles at degree level.
- 

Alutto and Belasco's (1972) Analytical Framework for Participative Decision Making in Curriculum and Pedagogy

Level of Desired Participation



Low

High

Level of Actual Participation

Leadership practice in local preschools

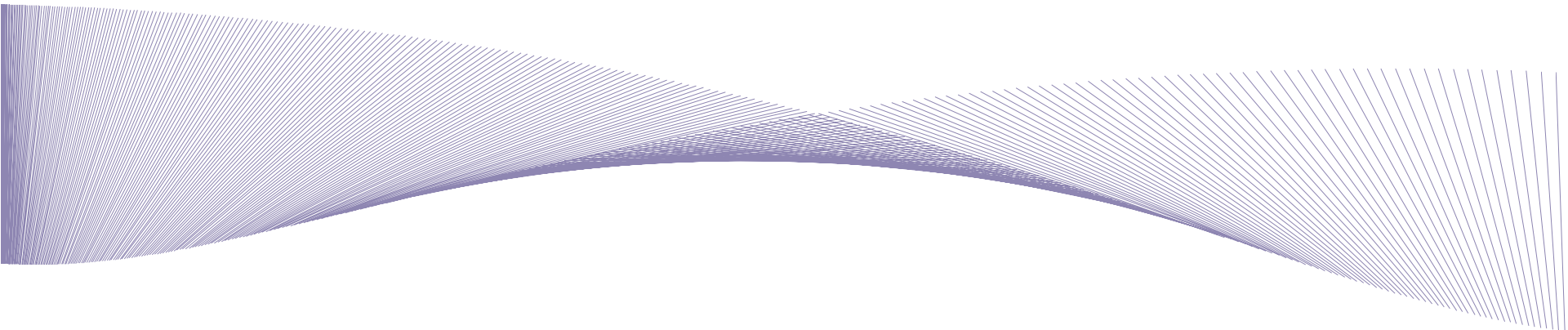
High power distance

- The hierarchical superior/subordinate relationship existed in local preschools; and the centralized power and authority held by the school principals was uncritically accepted by their subordinates
- Recently the practice of decentralized leadership is emerging (Ho, 2012).



Collectivism

- Recent research conducted by Ho (2012) indicated that the school principals leveraged harmonious relationships as a power source to bring to the surface conflicts and support morale for collective actions

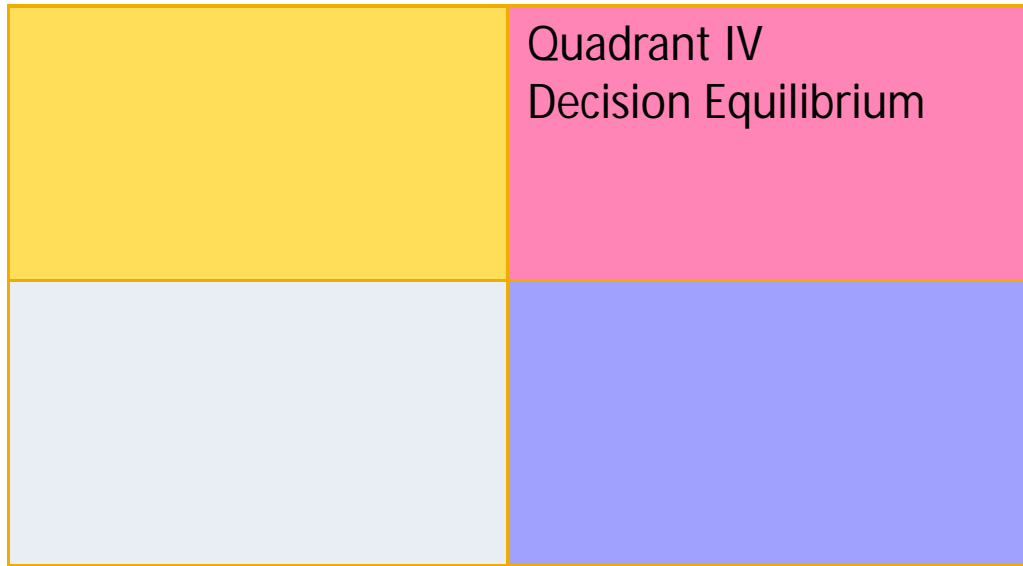


The ultimate goal

Level of Desired Participation

High

Low

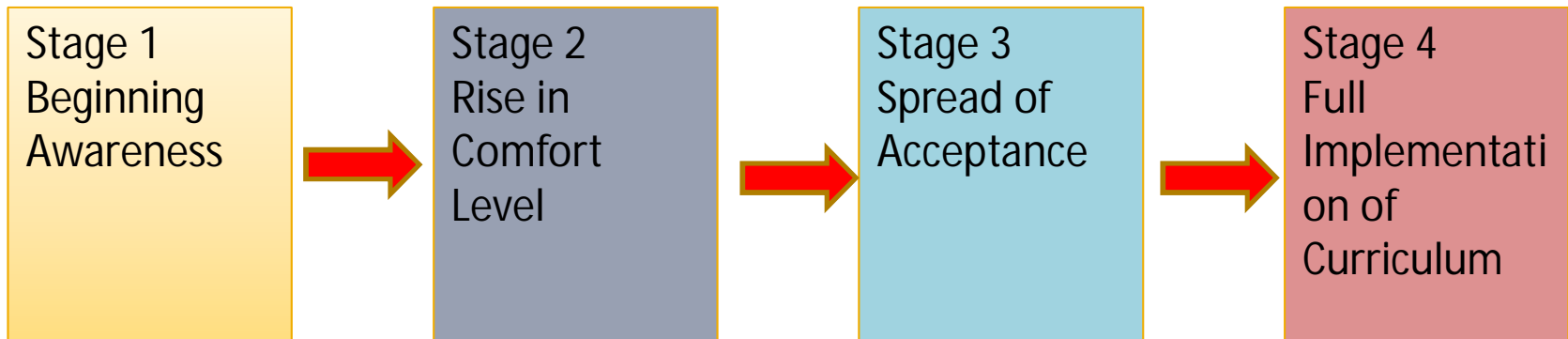


Low

High

Level of Actual Participation

Practical considerations in promoting teacher leadership in curriculum change



Marlow, S. & Minehira, N. (1996). *Principals as Curriculum Leaders: New Perspectives for the 21st Century*. Retrieved on 28 March 2013 from <http://prel.org/products/Products/Curriculum.htm>

Stages and Characteristics

- Stage 1
Beginning Awareness:
Teachers are made aware of the curriculum change or innovation through education and staff development activities.

Focus of the Principal / Curriculum Leader

- Commitment of time and money for staff development
- Current level preparation of teachers
- Teachers' perceptions about gains and losses associated with change
- Provide ample staff development

Stages and Characteristics

- Stage 2

Rise in Comfort Level:

As teachers participate in staff development activities, they begin to collaborate with other teachers and feel more comfortable with the technical and pedagogical aspects of the change.

Focus of the Principal / Curriculum Leader

- Provide ongoing support for teachers
- Provide opportunities for teachers to “practice” the change in a low-risk setting
- Encourage collaboration among teachers
- Include parents in change process

Stages and Characteristics

- Stage 3
Spread of Acceptance:
As teachers collaborate and feel comfortable with the curriculum, more teachers begin to change their practice , forming a “critical mass.”

Focus of the Principal / Curriculum Leader

- Increased number of teachers changing practice
- The level of collaboration among staff
- Teachers are beginning to suggest modifications for the curriculum

Stages and Characteristics

- Stage 4

Full Implementation of Curriculum:

The curriculum change is fully accepted and becomes institutionalized in the organization.

It becomes integrated with other curricular areas and is modified as it is evaluated.

Focus of the Principal / Curriculum Leader

- Change is being integrated across grade levels and/or subject areas
- Teachers begin to evaluate the impact of the change
- Evaluation procedures become more standard
- Evaluation modifies implementation

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