

Analysis: The Enlightenment of Transformational Curriculum Leadership to the Management of School Physical Education Curriculum in my country

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Abstract: *The article aims to explore the new concepts and their enlightenment to school physical education curriculum management based on the concept of transformative curriculum leadership. The study found that transformational curriculum leadership is an educational concept that conforms to the trend of the times and produces a courage to criticize and reflect. It is practice-oriented and implementation-oriented, and faces the complexity and irreducibility of school education. Although it is not as clear as the traditional curriculum leadership view, it is closer to the real education situation, which has revolutionary inspiration for the transformation of school physical education curriculum management. Its enlightenment to the management of physical education curriculum in our country mainly includes the following three points: (1) Re-propose a new definition of the concept of leadership in physical education curriculum; (2) Combine sports and health to show new art; (3) Combine school sports culture with local characteristics Establish harmonious school public relations.*

Keywords: *transformational curriculum leadership, curriculum management, new concepts, school sports culture*

1. Research background

Curriculum management is to develop a system for the smooth progress of teaching and learning for schools. It can be divided into two levels. The first level is a series of policies, implementation methods and evaluations formulated by the national education administrative department for the school curriculum. Measures to achieve the desired effect. The second level refers to the school's curriculum management, that is, the internal dynamic process of the school to promote learning. The school's supervisory unit, including the principal, director and all teachers, must take the responsibility of promoting learning to ensure the progress of formal and informal courses [1].

In the past, national education policies tended to be centralized, and the concept of curriculum management was limited to the state's control over the implementation of school curriculum policies. The concept of control was more than the concept of management. But after the educational reform train was launched, especially after the implementation of the nine-year compulsory education curriculum in China, school-level curriculum management began to receive attention. The education department authorizes primary and secondary schools to carry out school-based curriculum development, and requires schools to establish a curriculum development committee composed of principals, teacher representatives, parent representatives, and community members. It takes into account school conditions, community characteristics, parent expectations, student needs and other relevant conditions, and draws up schools Lesson plan. This kind of decentralization is not only a deconstruction of traditional curriculum management concepts, but also a model transfer of curriculum leadership.

After the implementation of the nine-year compulsory education curriculum, the school physical education curriculum has been transformed into one of the seven major learning areas, physical education and health, which occupies a considerable weight in the teaching field, and the implementation of the new curriculum also brings new crises and opportunities. The integration of sports and health is like the combination of different chemical elements. The combination of health education that originally emphasized book knowledge and sports that emphasized activity experience will inevitably lead to a qualitative change in the curriculum, which in turn affects curriculum management. In addition, the curriculum management of school physical education was originally different from other disciplines because of the particularity of physical education across teaching and administration. In the past, the

physical education team leader can be said to be the grassroots leader of the physical education curriculum, responsible for the design, planning and implementation of the curriculum. His position is subordinate to the school administration but is also a teaching unit. After the implementation of the nine-year compulsory education course, the convener in the field of sports and health has become a new grassroots leader, but the role of the sports team leader in curriculum leadership cannot be ignored. Therefore, produce the ambiguity of the organization's authority line.

However, the vague sense of crisis stems from the values of traditional leadership paradigms. The new leadership paradigm believes that the conditions within the school are non-linear and dynamic, and the organizational authority line is vague [2]. In other words, the ambiguity of the organization's authority line should be a new opportunity for school physical education curriculum management. Therefore, this article will start from the new leadership paradigm-transformational curriculum leadership, and explore the new concepts and their enlightenment to school physical education curriculum management.

2. Transformational curriculum leadership

Transformational curriculum leadership is advocated by American education scholars Jim Henderson and Dick Hawthorn, who advocate fundamentally challenging traditional education. The concept conveyed by the term transformational is a fundamental change, that is, against deep-rooted beliefs and social structures. For education, the method of reform refers to a qualitative change in the educational reference framework.

2.1 Challenge traditional curriculum leadership

Traditional curriculum leadership emphasizes standardized curriculum management. Under the modernist Taylor's law curriculum theory, it is advocated to compare the education process with the factory production model and use scientific and technological rationality to transform teaching into a series of standardized goals [3]. A school is like a factory of linear homework. Teachers teach in accordance with goals, and then evaluate students' learning achievements based on the degree of achievement of the goals. The responsibility of the curriculum leader is to control the curriculum on the production line in order to replicate standardized products. The curriculum leadership aims to achieve the curriculum goal of teaching standardization. Students become standardized products that are processed and produced, teachers become workers who manufacture products, and curriculum leaders are just quality control personnel who control quality. This goal-oriented, expert-led, and management-oriented model makes the curriculum divorced from the world of life. The context of the situation also ignores the initiative and the subjectivity of existence. There is neither heart nor spirit. The rise of transformational curriculum leadership is to promote this traditional education reference framework.

The transformational curriculum leadership is based on the post-modernist educational philosophy of construction. The post-modernists of construction seek to transform and change, advocate fair, caring and ecological cultural analysis, and oppose the instrumental rationality and control of modern views [4]. Educators agree that modernist social propositions should pay more attention to post-modern sensitivity. For example, in a civil society that emphasizes the public sphere, consensus is a norm that everyone should follow. However, when norms are established, attention must be paid to consensus. The multiple positions and ideologies of the outside world, especially the voices on the border, can avoid repeating the mistake of modernism's exclusion of the legitimacy of others.

2.2 Leaders of transformational courses

Transformational curriculum leadership is a complex form of curriculum leadership. It consists of a group of people with different characteristics, including: students, parents, teachers, school administrators, and community leaders. Work together in overlapping contexts such as communities and communities [10]. Its purpose is not only to enhance the learning effect and efficiency, but also to complete exquisite and in-depth learning. The learning model of the new curriculum emphasizes that learning is a lifelong cooperative journey. Therefore, the traditional one-way authority is transformed into a power relationship in the sense of sub-division (Michel Foucault, 1926-1984).

Curriculum leaders should boast themselves as intellectuals, and their responsibility is to incubate the school's intellectual atmosphere, show school-based characteristics, and become practitioners of reflection. When conducting transformational courses, leaders must think about how to promote what all members think is good, and avoid restrictive interpretations of students' academic achievements, self-

worth and civic behavior [5]. When facing the challenge of reform, it must be remembered that transformational curriculum leaders are educational idealists, system reformers, collaborative partners, open supporters, and cognition builders.

Henderson and Hawthorn proposed the cultivation of transformational curriculum leaders, which can be summarized into three parts:

(1) Participate in supportive dialogue

The development of transformational curriculum leadership is like many social movements, which will form a consistent community [6], in which individuals can strengthen their beliefs in reform and realize democratic ideals through mutual support. Community members should develop common language and practice opportunities together, and be proficient in knowledge about transformational curriculum leadership practices. In addition, they should develop the ability to cooperate, criticize, promise, meet challenges and opposition, and strengthen personal beliefs and perseverance. The ability to choose together, and more importantly, must transform moral persuasiveness into belief, and transform belief into practical experience.

(2) Learn to go to the masses

Transformational curriculum leaders must transcend their traditional roles and responsibilities, conceptualize leadership as collaborative inquiry, discovery, learning, and questioning, and go to the masses for dialogue, such as with teacher associations, volunteer organizations, and community-related organizations. Through sharing information, obtaining feedback and transforming teaching and learning process, discuss in the form of forums. This method can enable all participants to share the responsibility of teaching and learning more than mere notification, and promote professional growth.

(3) Actually promote transformative solutions

The exchange of opinions in public dialogue must be demonstrated in the actual promotion of the curriculum transformational program. Only by promotion can the concept be put into practice. In the spirit of action research, exploration in practice can discover meaning, generate dialogue, reach consensus, and continue. Fix.

2.3 The connotation of transformational curriculum leadership

The transformational curriculum leadership is based on the transformational educational philosophy as the core, and then radiates and diffuses various themes. It can be divided into four themes:

(1) Revolutionary teaching

Transformational teaching is an important factor that promotes transformative education. Teaching is regarded as professional artistic skills here. Teachers are art workers rather than skilled workers. All fine arts are a kind of thinking, an experiment, and a kind of Pursue the display of truth. Therefore, compared with the technical assessment emphasized by the traditional teaching review, the reflective thinking emphasized by the transformational teaching is an important tool to make the teaching art more refined and delicate. Henderson and Hawthorn proposed the Five Cs framework of reflective thinking: innovative, Caring, critical, meticulous and cooperative. Design the curriculum with creativity, teach with a caring attitude, critically reflect on the finiteness of the curriculum and teaching, and outline my vision of the current social and cultural environment with careful inspection. Finally, as a cooperative leader, go out of individual classrooms to carry out transformative practical work. Among them, the first four thinking are methods that overlap each other to promote learning in the teaching relationship, and the fifth C-cooperation is to focus on personal professional identity, so that the other four Cs can take care of In terms of ethical and political relations, the establishment of a cooperative mechanism within the school is very important for the development of a more professional culture [7].

(2) Transformative curriculum design and planning

Curriculum design is like a design drawing of a building. It can provide teachers, students, parents and the community with an image of the curriculum to be developed and serve as a blueprint for the curriculum plan. Traditional curriculum design is to select and organize learning activities and materials based on a large narrative of the curriculum goals, and evaluate the effects based on the goals. The transformational curriculum is to break this closed one-way system. When designing and planning, first, carefully consider the tone of the school-based curriculum, and design the curriculum based on the syllabus; secondly, after sketching the overall curriculum vision, To form specific curriculum content,

activities and teaching materials and conduct teaching; finally, to evaluate learning results in the spirit of action research, the purpose is to understand the quality of students' learning, so as to provide information about their learning and creative potential, in addition to In addition, teachers are also provided as a basis for revising individual class curriculum plans. The whole course design and plan is a dynamic cycle process, through the dialectic and dialogue back and forth between the designer and the executor, the ideal blueprint and the practical results, to correct the direction of the course to be more suitable for the learner.

(3) Transformative curriculum evaluation

The transformational course evaluation is to evaluate the quality and significance of the work of teachers and other planners, and to evaluate the impact and impact of their work on students in subject learning, self-learning and social learning, so as to implement the spirit of action research . Its purpose is quite different from that of traditional curriculum evaluation. Therefore, transformational curriculum evaluation does not focus on the summative evaluation of students' learning achievement, nor does it take objective standardized tests as the only data. Since the curriculum is regarded as a complex sum of practical processes and results, the focus of evaluation must be considered: program design, curriculum planning, curriculum implementation, classroom context, and student learning. The curriculum is affected by factors such as context and individual differences, and needs to be examined from multiple levels. The data sources are quantitative and qualitative mergers. The curriculum work includes written materials, verbatim discussions, and video observations. Students learn as: real Doing, reporting, computer scenario simulation, learning files, interviews, videos, etc. The evaluation criteria are based on different levels and considerations, including technical indicators, teaching indicators and critical indicators.

(4) Transformational school culture

School culture is invisible and natural beliefs and assumptions that give people specific meanings in their words and deeds, and thus shape people's daily behaviors. School culture is the soil and nutrients for curriculum implementation, which has a decisive influence on the success or failure of curriculum reform [8]. The curriculum philosophy emphasized by the school culture with a transformative curriculum spirit is a thinking mind, a self-contained subject concept and democratic values. Its power is fluid and multi-directional, and tends to dialogue and construction. Therefore, the school must become a learning organization, and the members of the organization should have creative tension, that is, a critical examination of the school's culture and personal work beliefs in order to understand the relationship and meaning of oneself with the world and with others. Furthermore, the school should be able to serve as a learning community (group) and moral leader, with a set of shared norms and methods of doing things, and then change the original control of interpersonal power into power sharing. In addition, because the school's cultural context is deeply influenced by the norms of the community, such as race, politics, and society, and the transformational curriculum leadership attaches great importance to participation, the community also has a decisive influence on the curriculum. Therefore, the school should face up to the school and the community's Power relations, and accept the intervention of community power, start communication from understanding the power structure of the community, and encourage community debate, so that the two sides can understand each other in an open and dialogue space, and then embody a truly transformative concept.

3. The enlightenment of transformational curriculum leadership to school physical education curriculum management

From the four connotations of teaching, curriculum design and planning, curriculum evaluation and school culture, it is found that transformational curriculum leadership has broken the power distribution mechanism of traditional curriculum leadership, and has transformed from top-down organizational authority to equal and open Participate together; teaching is transformed from the original technical major to the art major, and the teachers have changed from craftsmen who perform courses to artists and intellectuals who create courses, and work with students to build the most conducive course situation for learning; the goals, plans and evaluations of the courses are in ideal In the dialectical study of form and movement back and forth with practice, there is continuous reflection and correction; the school goes out of the closed system of the campus and demonstrates the localization of the school culture integrated with the community. These fundamental transformations have the following enlightenment for the qualitatively changing school physical education curriculum:

3.1 The new concept of leadership in physical education curriculum

The top-down supervision has been replaced by the reflection from the inside out. The leadership of the nine-year compulsory education physical education and health curriculum should be a decentralized organization center, with the field convener, the sports team leader, and the subject teacher as the center of organization. The core of curriculum planning and development, but students, parents and local stakeholders are also members of the organization. Leaders here are not the owners and implementers of power. On the contrary, what they have and must implement is empowerment and improvement of services. Administrative supervision serves teachers, so that teachers can deepen their own teaching ability and reflection Perception, with the sense of mission and autonomy of curriculum reform [9].

3.2 The new art of fusion of sports and health

The curriculum attributes of physical education and health have become a two-in-one learning field after the integration of disciplines. At present, schools may adopt sub-subject teaching or combined subject teaching, but no matter which choice it is, the school environment and human resources should be considered. And other factors, the curriculum design made after careful consideration should be moved towards the direction of conceptual curriculum integration design, with students' personal issues as the theme, emphasizing the design of participation, contextualized knowledge and real disputes. After the organization center and ability indicators are determined, behaviors (such as visiting athletes, discussing the definition of standard body, describing the scene of the ball game), products (such as: balanced diet chart, manikin, writing poems, essays), and experience (such as watching Performances, actual competitions, participation in sports camps) three types of learning activities are arranged, and evaluations are conducted in multiple ways in the process.

3.3 School sports culture with local characteristics

Leaders should shape an open school sports culture, dismantle the invisible campus walls, and the sports culture with local characteristics has this open characteristic. The school should go to the community, understand the local sports culture characteristics, and then introduce it to the campus. In addition, if the community lacks local sports cultural traditions, the school can also actively listen to the needs of the community and operate in the opposite direction to create opportunities for local sports participation and cultural characteristics. Whether accepting or taking the initiative, this type of school sports culture that is integrated with the community can not only gain local recognition and resources, but also enhance the dialogue between the school and the community because of the cultural connection.

4. Conclusion

Transformational curriculum leadership is an educational philosophy with the courage to criticize and reflect upon the trend of the times. It is practice-oriented with implementation as the goal, and faces the complexity and irreducibility of school education. At first glance, although It is not as clear as the traditional view of curriculum leadership, but it is closer to the real education situation. It is a revolutionary inspiration for the transformation of school physical education curriculum management.

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