

Leadership according to the curriculum of teachers under the foundation of wisdom education, a case study of a primary school. in Yin Chuan, China

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Abstract

The purpose of this article is to study teacher curriculum leadership in the context of intelligent education, it is still relatively small and lacks the construction of an overall system of teacher curriculum leadership based on an intelligent environment, thus exploring the elements of curriculum leadership. Teachers in the context of intelligent education, what is the current situation in the curriculum training process? Problems that occur and what problem-solving strategies are available. It has become an issue that the school needs. To focus on smart educational transformation from this, this study synthesizes literature analysis methods, questionnaire survey methods, interview methods, and participant observation methods to explore teacher curriculum leadership in the context of Intelligent education methods used in the study are the main findings or conclusions emerging from the study. Firstly, the presentation elements and values of the teacher leadership curriculum in the context of intelligent education are explained. To provide theoretical reflections for the next in-depth context of teacher curriculum practice, to synthesize the intelligent characteristics of intelligent education and new requirements for teacher curriculum leadership. This study argues that teachers' curriculum leadership, for example, understands the value of the curriculum. curriculum planning Integrating course content Guidelines for implementing the curriculum and course evaluation and reflection. This is the most important component of teacher curriculum leadership in the context of smart education. which can be used to cultivate intelligent abilities with innovative knowledge and openness. We have defined the educational concept of We are committed to "transforming from standardized production" to "personalized learning" so that we can continuously enhance our curriculum leadership. and provide the power of technology to promote change in school curricula and teaching and improve the quality of student learning. In this way, they will increase Leadership effectiveness in one's curriculum and Provide

technical power to promote change in school curriculum and pedagogy. and improve the quality of student learning

Important: wisdom education , curriculum leadership , teachers.

Introduction

With the application of intelligent information technology such as the Internet and with access to a large amount of information in the field of education, how can front-line teachers understand the rhythm of the era of intelligent education? Promote the deep integration of intelligent technology and curriculum teaching. and improving teachers' in-depth knowledge of their roles has become a new topic in the study of teacher education curriculum leadership. Deng Wenchao , Lu Linhai.2012 The Mart model is a new format for developing educational information. Frontline teachers are an important force in promoting smart educational change. This makes it important for teachers to proactively change their ideas about the value of the curriculum. Committed to improving leadership in the curriculum and changing from The traditional curriculum's allegiance to the role of the creator of a more three-dimensional curriculum plays a key role in leading and inspiring. Among those things, There is greater emphasis here that teachers should be able to break through traditional educational concepts. Xiong, _ _ to provide curriculum resources and technical tools Teachers and students can integrate as one. Therefore, it fully mobilizes students' enthusiasm and creativity to participate in teaching and learning activities according to the curriculum. Qian, H., & Walker, A. (2013). And helps them to develop academically. Comprehensive body and mind of The acquisition of their knowledge is the kind of competence that teachers have to respond to the call of intelligent education. and reach a beautiful vision of smart education such as curriculum leadership Xiong, XB, Lim, CP, & Liu, SQ (2020) It can be seen that intelligent education has created more and more new requirements for teachers' curriculum perspective and curriculum practice ability. In this regard, we must examine the actual situation of teachers in the process of participating in educational curriculum affairs. genius and how we The relationship between teachers, curriculum, and technology can be redefined. Tsui, KT (2014). To promote smart transformation of educational activities and leadership in other areas of the curriculum, this study attempts to explore teachers' curriculum leadership issues in the context of smart education through the integration of theory. Interpretation and empirical research Li n, TB, & Chen, P. (2018)... The study consists of the following three main parts: Chen, X., & Yang, F. (2016). Chinese teachers' curriculum leadership through practical knowledge. Curriculum Leadership by Middle Leaders: Theory, Design and Practice, 180–195.

First, it considers the characteristics of wisdom education and the new requirements for leadership in teachers' programs. Law, EHF, & Wan, SWY (2006 , explore the constitutive elements of teacher leadership in the curriculum in the context of wisdom education. and clarify how each element manifests itself in the context of teachers' curriculum operations. Feng, D. (2006).

Second, to analyze the actual form of teachers' curriculum leadership in the context of smart education. To understand what is the true status of teachers' curriculum leadership in today's smart education environment. what types of problems need to be solved and to analyze the causes of such problems Shan, Y. (2022).

Third, it combines findings from existing studies and this study. We propose strategies for improving teachers' curriculum leadership in the context of smart education. It provides teachers with some ideas for building and developing leadership in the curriculum. The aim is to help teachers create A more pragmatically guided professional development path

Content

At present, there are many different understandings of The "study of intelligence" including the theory of endpoints. Mean Theory and the theory of integration of the two Among the objective theories is considered the study of wisdom. (Lee, JCK, & Dimmock, C.,1999) It is a model of education that inspires the minds and wisdom of students while learning by example is a model of education that emphasizes both learning and thinking with the main objective of improving the quality of education. teaching and learning (Gongfang, Lu Linha,.2012)

(Li Manli, Wang Yongchuan, 1999) This article argues that the purposive view has certain limitations because it departs from the generative nature of intelligence and fails to expand its connotations in response to changes in social context.(Tung, TK, 2010). Mean theory occupies a prominent position today. The academic world interprets the study of wisdom from a technical level and believes that the study of wisdom (Law, EHF, Galton, M., & Wan, SWY, 2007) Uses modern information technology in education comprehensively and deeply to promote the process of educational reform and development." ® It is not difficult to find that This means that the theory overemphasizes the role of technology in education, neglecting its rich humanist component. and deviates to some extent from the nature of intelligent education. On the other hand, the integration theory holds that The real essence of wisdom education is to create an integrated technology-based learning environment that allows teachers to use highly effective teaching methods. (Qian, H., & Walker, A., 2013) and learners will receive appropriate personalized learning services and excellent development experiences. So that they are not possible and can be powerful. Therefore, cultivate people to have a positive attitude. Have a

strong ability to carry out Better quality of thinking and a deeper creative potential, a deeper quality of thinking and a deeper creative potential. (Lai, M., 2010) Emphasizes the dual role of intelligent technical means and wisdom characterization.

1.1 Meaning of teacher leadership in the context of smart education

From the above mentioned It can be seen that intelligent education supports the use of information technology to create a learning environment in space and time with a certain degree of wisdom. It aims to promote the comprehensive, coordinated, and sustainable development of learners' wisdom, which is fully revealed. The deep meaning of the word Education should be beneficial to the development of students' wisdom. For this reason, this study defines the concept of smart education It is stated as follows: Educators follow the educational philosophy of promoting the development of human wisdom. (Zhu, H, 2014) and create an ecological learning environment with precision, information, and diversity through smart technology. To optimize the classroom experience for teachers and students as much as possible. and to achieve deep integration of technology and curriculum teaching. To achieve a deeper integration of technology and curriculum teaching. It is an educational model that maximizes the classroom experience of teachers and students. and realizes the deep integration of technology and curriculum teaching To achieve the goal of cultivating special abilities with advanced thinking qualities. creativity and perfect morality as determined by future society (Feng, D., 2006).

2. Curriculum Leadership

The leadership curriculum is a concept that extends leadership theory to the field of study. which leadership theory focuses on "Leadership" is the main focus, that is, the study of leadership effectiveness. Scholars have different opinions about its meaning. This is largely due to the complexity of the leadership phenomenon and the diversity of research perspectives. As Burns puts it, leadership is one of the most easily observed and least understood phenomena.(Pinar, W.F, 2005).

Current definitions of leadership focus on the following points: First, it is defined from a process perspective. It considers leadership to be a process of collective, subjective experience in certain situations. especially Leadership is The process by which each leader (or leadership team) influences a group of people through persuasion or example. to achieve the common goals of the leader and his or her followers” ® II defines it from the perspective of competence. By arguing that “Leadership is a force outside the field of leadership (Hua, Z, 2014) and acts as a leader of the resource allocation process This perspective has been put forward to strongly suggests that leadership is a set of unique competencies expressed through a variety of integrated competencies that support leader behavior. (Qi- quan , Z, 2006).

Third, it is defined from the perspective of influence as “Leadership is a type of influence. It is a comprehensive influence that arises from the combined action of a leader's knowledge, abilities, behavior, and circumstances. (whether with or without a managerial position) ” “Scholars who hold this view believe that leadership is the leader's ability to inspire others to excel through their behavior. However, it is not denied. That is, scholars of all persuasions generally agree that Doesn't "leadership" come from position? It comes from the way leaders drive change for their reasons and in their ways. It can be seen that most of the existing studies have defined the meaning of leadership In terms of processes, capabilities, and influence, however, the three aspects are not mutually exclusive. but related (Zhang, H., & Zhong, Q, 2003). Leaders can motivate and influence followers only if they can support their leadership behavior. The process of this role is not achieved overnight but is gradually formed in the process of shared experience with other participants. In short, leadership is a type of influence and this type of influence is ultimately highlighted through the process of leaders demonstrating or inspiring other stakeholders within the organization due to their overarching abilities. Therefore, this study determines The concept of Leadership is defined as the leader's ability to attract and influence followers to achieve maximum organizational goals in a given environment. In this context, "force" does not refer to a single force. It refers to a power system that consists of a variety of capabilities. It is an important factor that largely determines whether an organization can achieve its ultimate goals or not. (Nanzhao , Z., Muju , Z., Baohua , Y., Xia, G., Wenjing, W., Li, Z, 2007).

In summary, this study analyzes curriculum leadership from the research category “Curriculum” by considering the overall elements that makeup “Curriculum” (Li Yifan, 2008) together with existing research results. This includes the curriculum subject's ability to recognize and understand the value of the curriculum as well as the curriculum subject's comprehensive practical competence in specific aspects of curriculum planning and design. Integrating course content Guidance on how to use the curriculum and curriculum (Hua, Z., Gao, Z, 2013). Evaluation and reflection Therefore, this study conceptualizes curriculum leadership as the comprehensive practical ability of curriculum subjects to attract and influence followers. Realize the vision of the curriculum Promote teachers' professional development and increase the quality of students ' learning in the process of equal participation in the affairs of the school curriculum and is the main form of the course to show wisdom in performing the work according to the curriculum in the subjects, curriculum activities and to realize The value of his/her own life forms the work. (Huang, F, 2004).

Teacher Curriculum leadership in the Context of smart education Teachers as one of the main subjects of leadership in the school curriculum. It plays an important role in the implementation of the school curriculum. Teachers are different from other leaders. (Liaoqing, 2012) who holds an

administrative position Teachers are not supported by special powers to manage the play of curriculum leadership. Teachers must rely on their professional abilities to ensure that they can carry out effective curriculum leadership activities. As the Vee said: “Teachers as leaders do not rely on their offices. But it requires extensive and deep knowledge and mature experience. 20 This requirement is especially evident in the context of intelligent education. which teachers not only have to pay attention to cultivation But also need to develop their professional abilities to deal with various challenges (Pinar, WF, 2014). Emergence of information technology in teaching the curriculum. Teachers must not only focus on developing the intelligence abilities that society needs but also continuously improve their professional abilities to cope with the many challenges posed by curriculum teaching. Teachers can be said to be An important force in promoting the implementation of the smart education concept, especially in the process of integrating smart technology and curriculum. (Pinar, WF, 2014) Teaching and learning towards innovation The implications for teachers' curriculum leadership also led to new developments. (Huang, F., 2004)

On the one hand, the formation of teacher curriculum leaders reflects the pursuit of the most basic values and core propositions of wisdom education.(Huang, F., 2004). Wisdom is the ability to think of a higher order. It emphasizes the volunteer's ability to analyze and apply things and actively create. as well as the value of the subject's identity and ethical and moral concepts. (Huang, F., 2004) and advocates that knowledge should be transformed into behavioral and collaborative methods. It is a morality to create a well-rounded and integrated process of internal knowledge and cultural behavior. It can be said that the development of students' wisdom crystallizes the purpose of developing educational information. It is both the starting point and landing point for the study of wisdom. (Hua, Z., & Gao, Z, 2013). Therefore, in addition to the original focus on educating students and developing good morals, Teachers must also recognize and understand the essence of wisdom education, that is, education should act in Creating the intelligence of students (Jianjun, W, 2012). With application-related smart technology, It helps create a suitable learning environment for the formation of learners' wisdom. On the other hand, the formation of teacher curriculum leadership is emphasized in the process of integrating curriculum and technology that adapts to the intelligent environment. Under the environment of intelligent education Emerging technologies such as the internet, big data, artificial intelligence, and other emerging technologies It is increasingly becoming an important tool for teachers to participate in curriculum practice. Integrating information technology and innovative curriculum teaching not only widens and expands the space for teachers' curriculum practice. But it also provides necessary and guaranteed technical support for changing the professional growth trajectory of teachers. For that teachers need to continuously improve. Professional qualifications, especially the ability to teach an

informed curriculum Learn how to use smart technology to support learning and practice the curriculum. (Zhang, H., & Zhong, Q, 2003). Improving sensitivity to information. and understanding the principles of using data applications Teachers need to continually improve their professionalism. especially the ability to teach an informed curriculum. Learn to use smart technology to support learning and practice across the curriculum. Improved sensitivity to data and information and understanding of the principles of using data applications and create a balance between Links and tensions between curriculum and technology so that teachers can "Not only pay attention to accurate information (Pinar, WF, 2014). But also the uncertainty behind it." (Fan Huaqiang, 2014) so In the context of intelligent education The existence and transformation of teachers' curriculum leaders is therefore an inevitable part of teachers' pursuit of the value of a fulfilling life. As well as caring for and responding to the continuous development of teacher cooperation. Both teachers and students through educational technology (Dello-lacovo, B, 2009).

Therefore, this study conceptualizes teachers' curriculum leadership in the context of smart education as follows. In the process of equal participation of teachers in curriculum matters. To optimize the classroom experience for teachers and students. to be aware of (Zhang, H., & Zhong, Q, 2003). Combining intelligent technology and in-depth curriculum teaching. and to achieve the goal of achieving the school's curriculum vision Promote teacher professional development (Ming, CK,1986) And promote talents with high-quality thinking. creativity and perfect morality are required in the society of the future. The ability to practice a comprehensive curriculum to influence or motivate other participants (Rosen, S., 1982). In the process of achieving the goal of achieving the school's curriculum vision. Promote teachers' professional development and cultivate abilities Special with high-quality thinking creativity and perfect morality necessary for future society (Hongbiao, Y, 2013)

Reflective curriculum practice is a practice for managing the quality of teaching and learning that involves all curriculum practitioners in a school and aims to reflect on curriculum behavior and outcomes. (Rosen, S, 1982) has Participated in sustainable learning and achieved personal development and excellence in teaching and learning in schools.® Therefore, teachers' reflection on the curriculum is both an important part of their daily work and an important way for them to promote Changing perceptions of their curriculum and to create innovation in their curriculum practice. Especially in the face of emerging technologies such as big data and cloud computing as carriers, the practice context of teacher curricula should be based on educational experiences in existing and passed curricula. In the context of the new curriculum, teachers should conduct "conversations" (Hua, Z., & Gao, Z, 2013) Continuously review and reflect on the essence of the curriculum and the overall process of curriculum implementation as a guideline for customizing new curriculum experiences that can promote the

development of Smart education, this is critical to improving teachers' curriculum implementation and increasing leadership in their curriculum. Therefore, teachers should improve their level of reflection on their curriculum in the following areas (Zhu, M, 2007).

First, by expanding the original path of curriculum reflection and making full use of online knowledge management tools for practical reflection in the curriculum, teachers should actively respond to the call for intelligent education, and improve the ability to Operate of own information technology based on writing a reflective diary, original writing course or educational storytelling (Law, WW, 2014). Able to create and use a personal space of online education to actively be its own curriculum experience. Or listen to relevant knowledge and technology courses at any time to record in the area. To not only improve their use of technological tools in carrying out curriculum work but also to improve their ability to create curriculum resources.(Li Manli, Zhang Yu, Ouyang Yu, 2012) and (Li Manli, Zhang Yu, Ouyang Yu, 2014) .To accumulate knowledge and experience and Review the deep thinking process This not only improves the ability to use technological tools in course practice but also improves the ability to create course resources so that they can carry out deep thinking processing in Accumulating and reviewing knowledge and experiences, which inadvertently deepens teachers' reflections on the curriculum, is once again practice research (Ming, CK, 1986) Operating in an intelligent environment, insisting on the unity of academic research and practice. The main objective of the action research curriculum is to solve the "here and now" problems in educational practice. By providing the curriculum materials and intelligently changing the curriculum format, teachers have to take initiative. In the study of methods and methods of integrating curriculum and technology, based on the experience of the new curriculum practice environment and changing from a passive curriculum, the operator promotes curriculum change so that teachers can create further understanding. on the knowledge system of the curriculum and the background of intelligent education in the process of research and practice to improve the ability to independently explore and master the curriculum, which will help teachers to develop a better understanding of The knowledge system of the curriculum and the context of intelligent education in the research and practice process, thereby improving the ability to independently explore and manage the curriculum, improve the knowledge and understanding of the traditional knowledge system in conducting research. and provide suggestions to better reflect the actual teaching and learning work in the curriculum (Tan, C., Reyes, V., 2016).

Summarize

Based on organizing and analyzing the literature on "Smart Education" and "Teacher Curriculum Leadership" This study summarizes and analyzes the advantages and disadvantages of existing research at home and abroad. and defines the research position of this article. First, it explores the sources of teachers' leadership in the curriculum (Yin, D., 1993) Explains the implications. representation and the importance of value and analyze the internal logical relationships between elements and elements. Based on the background of intelligent education, the second delves into the curriculum practice context of teachers in x elementary schools through quantitative data analysis. Course observation (McDowell, SG, 1971). And the content of interviews with teachers. and find out the current state of development and presentation of specific issues of current teacher curriculum leadership. Third, through analysis of relevant research results and further discussions with teachers (Zhang, H., Zhong, Q, 2003) Finally, by analyzing the attribution of teachers' leadership problems in the curriculum, we can explore the sources of teachers' leadership problems in the curriculum. Problem-solving strategies for teacher leadership in the curriculum were identified. To help teachers improve their level of leadership in their curriculum to a certain extent. (Yang, A., 1991).

New knowledge received

Identify knowledge that results from the study issues, synthesis of The plan, Figure 1 shows. To achieve the goal of cultivating special talents with advanced thinking qualities. creativity and perfect morality as determined by a future society (Source: Author's name, xx (Specify the year B.E./A.D.)

1. Developing an understanding of the value of the teacher curriculum The overall level of teacher curriculum leadership is slight. which needs to be improved a little.
2. The development of teachers' curriculum planning options is good but overall it is still slightly below average in teachers' curriculum leadership, which needs further improvement and improvement.
3. The development of teachers' content integration is good and slightly higher than the overall development level of teacher curriculum leadership.
4. The development of teacher curriculum guidelines is at a good level but slightly lower than the overall development level of teacher curriculum leadership.
5. The development level of teachers' curriculum evaluation and reflection power is good, slightly higher than the overall development level of teachers' curriculum leadership.

Core data curriculum leadership is an important support for teachers to improve curriculum leadership in a smart education environment. Leadership quality in which the principal, as curriculum

leader, attracts and influences teachers and stakeholders to improve the quality of student learning, promotes teachers' professional development, and improves curriculum quality. "Improving leadership in The principal's information curriculum can effectively guide teachers to actively participate in the theoretical and practical research of integrating curriculum practice and emerging intelligent technology. We create an educational ecosystem that supports technology and curriculum teaching and jointly promotes the development of intelligent education in schools. Therefore, as the driving force for promoting the development of intelligent education in schools, the director must take the initiative to take on the responsibility. Lead school teachers to participate in information curriculum creation and curriculum implementation.

Improving the knowledge structure system of each person

The theoretical knowledge of the curriculum and the corresponding teacher education information is an important basis for building teachers' curriculum leadership. Under the background of intelligent education, teachers through the study of relevant theoretical knowledge can improve the nature. of the curriculum, curriculum subjects curriculum planning Implementing the curriculum, evaluating the curriculum and basic perception of educational information, and through the practical experience of combining curriculum and technology, internalizing the knowledge structure of the system, creating emotional acceptance and identity, recommending teacher curriculum leadership to Improve it even further

Improve your information and cultural knowledge

Formation and development Teacher curriculum leadership is increasingly difficult to abandon improving teachers' information and cultural knowledge only from the perspective of information technology. Teachers only need to obtain relevant information and knowledge according to their life needs. only ordinary people. However, teachers are also educational professionals. Therefore, teachers are required in an intelligent society. People generally need basic information knowledge, flexible use of information technology selection, and analysis of the ability to use information resources. And must have as an educational expert, it is necessary to master the knowledge of relevant information and the ability to better integrate with educational activities, the curriculum to promote society in the future requires intelligent abilities.

Improve your ability to study Curriculum and Reflection Curriculum reflection practice is the joint participation of all curriculum practitioners in a school to reflect on curriculum behavior and outcomes, engaging in continuous learning, and being aware of personal development and Excellent in Therefore, teachers ' reflection on the curriculum is not only an important part of their daily work. But it is also an important way for teachers to promote the change of curriculum consciousness and create innovation of

curriculum practice ability, especially in the face of big data, cloud computing, and other emerging technologies. As providers of the curriculum practice context, teachers should base their existing curriculum experience based on the new curriculum context's "dialogue" with the nature of the curriculum and the overall process of reviewing and thinking about it. It is a guideline for distilling. Their skills can promote the development of educational wisdom and new curriculum experiences. This is an extremely important way to improve teachers' implementation of the curriculum even further. and increasing teacher leadership in the curriculum.

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