

Curriculum Leadership of Academic Administrators in Selected Higher Vocational Schools in China

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Abstract: In today's ever-changing and developing educational environment, the curriculum leadership ability of school administrators has become a key factor in improving the quality of school education. Therefore, an in-depth understanding of teachers' and administrators' evaluations of administrators' curriculum leadership abilities and best practices in school curriculum development is of great significance for promoting educational innovation and improving the overall quality of schools. This study aims to delve into this topic through literature research, logical analysis, interviews and other methods, provide scientific guidance and practical experience for school administrators, and deeply explore the evaluation of teachers and administrators on the curriculum leadership ability of school administrators and their best practices for administrators in school curriculum development. In terms of evaluation, the current design status shows the characteristics of diversification, comprehensiveness, combination of quantitative and qualitative, dynamic and interactive, providing managers with more comprehensive course leadership feedback. In terms of instructions, clear, specific, and consistent features provide a clear direction for evaluation and ensure that the evaluation is fair and effective. The implementation process focuses on standardization, comprehensiveness, objectivity, effectiveness and sustainability, making evaluation a continuous driving force for the development of managers. The evaluation process emphasizes science, comprehensiveness, combination of qualitative and quantitative, dynamic and developmental nature, and provides managers with targeted development suggestions. Finally, in terms of best practices in school curriculum development, managers can effectively lead the development of school curriculum through steps such as needs analysis, curriculum design, teacher training, resource integration, feedback and improvement, curriculum evaluation and quality assurance, and curriculum promotion and sharing, improve the quality of education. These findings provide a useful guidance framework for school administrators to better understand and improve their own curriculum leadership.

Keywords: Curriculum Leadership; Academic Managers; Higher Vocational Colleges.

1. Introduction

Vocational education is increasingly highlighted in the national education system, aiming to cultivate high-quality technical and skilled talents with both theoretical knowledge and practical abilities. It provides talent support for the economic development and industrial upgrading of the country. However, with the expansion of the scale and the rising educational requirements of vocational colleges, the issue of curriculum leadership among academic administrators has become more prominent. Curriculum leadership is a crucial responsibility of academic administrators, and its effectiveness directly influences the quality of teaching and the outcomes of talent cultivation, playing a vital role in enhancing the overall teaching quality of vocational colleges. Against the backdrop of rapid development in vocational education, the role of academic administrators in curriculum leadership has become increasingly critical. It encompasses aspects such as curriculum design, implementation, and evaluation, making academic administrators the guiding force throughout the entire curriculum process. As vocational education undergoes deeper reforms, higher demands are placed on the curriculum leadership capabilities of academic administrators. However, there are several issues in curriculum leadership among academic administrators in current vocational colleges, such as inadequate connection between curriculum design and industry enterprises, a disconnect between curriculum content and vocational needs, insufficiently scientific and

standardized curriculum implementation management, and an imperfect curriculum evaluation mechanism lacking effective feedback and improvement processes. These issues not only impact teaching quality but also impede the professional development of academic administrators themselves. Therefore, conducting an in-depth study on the curriculum leadership of academic administrators in vocational colleges becomes crucial. Through analyzing the identified problems and their underlying causes, proposing effective strategies for improvement, and offering theoretical support and practical guidance for policy-making and implementation, this research aims to enhance the curriculum leadership capabilities of academic administrators and contribute to the enrichment of theoretical frameworks in vocational education and academic management. Additionally, it provides concrete solutions for improving teaching quality in vocational colleges, serving as a decision-making reference for government officials and school administrators. Simultaneously, it offers guidance to academic administrators, fostering their professional growth and development, and benefits students by enhancing learning outcomes and comprehensive skills, laying a solid foundation for their future career development. In summary, this study holds significant importance both theoretically and practically.

2. Statement of the Problem

1. What is the assessment of the teacher and administrator respondents on the level of curriculum leadership competency of the administrators in terms of

- 1.1 Designing
- 1.2. Instruction
- 1.3. implementation process
- 1.4. Assessment

2. Is there a significant difference in the assessment of the teacher and administrator respondents on the level of curriculum leadership competency in terms of the aforementioned variables

3. What are the best practices of administrators in the development of the curriculum in their school

4. Based from the findings of the study what curriculum leadership framework can be developed

3. Scope and Delimitation of the Study

This study is focused on the level of curriculum leadership competency of the principal in terms of designing, instruction, implementation process, and assessment.

One hundred teachers from four selected higher vocational colleges will be selected using stratified random sampling. Total enumeration will be utilized to select the administrator respondents.

4. Data Analysis Procedure

The investigators will review and analyze the data collected through the questionnaire to determine whether these four competency dimensions meet the requirements of teachers and administrators for the curriculum leadership level of managers. Divide values indicate:

- | | |
|-------------|-----------|
| 4.60 – 5.00 | Very High |
| 3.60 – 4.59 | High |
| 2.60 – 3.59 | Average |
| 1.60 – 2.59 | Low |
| 1.00 – 1.59 | Very Low |

5. Theoretical Framework

The development of this study is based on the following theoretical framework:

According to Brungardt (1997) there are five major theories of leadership. Trait theory suggests that certain traits such as intelligence, confidence, and charisma are essential for effective leadership. A leader who is aware of their own strengths and weaknesses can use trait theory to develop their leadership skills. Behavioral theory emphasizes the importance of a leader's behavior in influencing their followers. Situational theory suggests that the effectiveness of a leader depends on the situation they are in. Power -influence theory focuses on the use of power and influence by a leader to achieve their goals. Transformational theory emphasizes the importance of a leader's ability to inspire and motivate their followers to achieve a common goal. These theories can be used to develop a curriculum leadership model that is effective and efficient. For example, a curriculum leader who is aware of the situational factors affecting their team can use situational theory to adapt their leadership style to suit the situation.

Based on the above, I will focus on using leadership theories to support my research. When administrators practice curriculum leadership, they will decide how to use leadership according to different stages of curriculum construction, so that the curriculum leadership of higher vocational administrators can ultimately be successfully exerted, thereby promoting the smooth reform of higher vocational courses.

6. Hypotheses

H₀ There is no significant difference in the assessment of the teacher and administrator respondents on the level of curriculum leadership competency of the principal

7. Research Object

This study explores the role of academic administrators in curriculum leadership in some higher vocational colleges in China, focusing on their responsibilities and challenges in higher vocational education to promote more effective curriculum management and leadership practices.

8. METHODOLOGY

8.1. Research Design

The study will adopt a descriptive comparative research design. It will seek a numerical description of principals' curriculum leadership for curriculum reform. It will also determine whether the principal's curriculum leadership can be established to demonstrate effective teaching practice. Test courses and evaluate their impact on student learning.

8.2. Research Participants

This study will be conducted in four higher vocational colleges in Shangrao City, Jiangxi Province, China. The schools are Shangrao Vocational Technical College, Shangrao Preschool Education college, Jiangxi Medical College, Shangrao Xinzhou Polytechnic School.

Shangrao Vocational Technical College has more than 14,000 students of various types and more than 600 faculty members, including 323 full-time teachers, 147 with master's degrees or above, 105 with professors, associate professors or above, and 1-2 majors in each major. There are 8 provincial-level key teachers as leaders, provincial-level famous teachers, and provincial-level outstanding teams.

Shangrao Preschool Education college has 418 faculty members and 360 full-time teachers, 217 of whom have master's degrees, 94 teachers have associate senior professional titles or above, and 210 are dual-qualified teachers. Jiangxi Medical College, there are 462 full-time teachers and 14 people have doctorates, 239 people have master's degrees, 177 senior teachers.

Shangrao Xinzhou Polytechnic School, there are more than 80 faculty members, 25 of whom have obtained senior professional titles. Respondents for the study will be academic staff involved in curriculum planning, including master teachers or senior teachers. The table below shows the population and target respondents based on Qualtrics sampling and random sampling with a margin of error of 5%.

8.3. Research Instruments

Since this is research made instrument, it will undergo pilot testing the data gathered will be analyzed and encoded into the Spss to compute the Cronbach alpha coefficient this is to ensure the internal consistency of the constructed questionnaire

The study will use a self-designed questionnaire as the primary data collection tool that will assess the extent to which administrator curriculum leadership is implemented. And is composed of the following constructs: Designing, Implementation, Instruction, and Assessment. The first draft of the questionnaire will undergo face validity and content verification. After validation, the questionnaire will be pilot

tested and its reliability tested using Cronbach Alpha. Acceptable alpha values range from 0.70 to 0.90. The collected data will be analyzed and coded into Spss to calculate the Cronbach alpha coefficient, which is to ensure the internal consistency of the constructed questionnaire.

8.4. Data Gathering Procedure

Researchers have sought approval from the president to collect the relevant data needed for this study. After obtaining the president's approval, the researchers will conduct them from this study in Shangrao City, Jiangxi Province, China. The school has cooperated with relevant teachers from Shangrao Vocational and Technical College, Shangrao Preschool Education College, Jiangxi Medical College and Shangrao Xinzhou Institute of Technology respectively. The researchers surveyed the relevant teacher participants through the Questionnaire Star website (<https://www.wjx.cn/>). We used frequency, percentage, weighted mean, t-test and one-way analysis of variance (ANOVA) to organize, analyze and interpret participants' responses in the questionnaire.

8.5. Statistical Treatment of the Data

In order to analyze and interpret the data obtained from the respondents, the following statistical techniques and procedures will be applied: Weighted Mean, Independent Sample t-test. Weighted Mean. This will be used to assess and interpret the overall responses of teachers and administrators to the key research variable: curriculum leadership. Independent Sample t-test. This is thought to determine the extent to which master teachers are involved in curriculum reform, as well as testing the curriculum and assessing its impact on student learning outcomes.

9. Results and Analysis

9.1. Teachers and Administrators' Evaluation of Administrators' Curriculum Leadership Ability Level

9.1.1. Design

The evaluation of administrators' level of curriculum leadership by teachers and administrators is a complex and important issue. In the field of education, curriculum leadership is one of the key factors that lead the development of schools and improve the quality of education. In order to better understand and evaluate managers' curriculum leadership capabilities, we need to delve into the current status of its design.

First, the current state of design reflects a diverse and comprehensive evaluation philosophy. Traditional evaluation methods may only focus on students' academic performance, but modern evaluation concepts place more emphasis on diversity and development. This means that evaluation not only involves students' academic performance, but also includes students' overall quality, teachers' professional development, and the overall environment of the school. For example, whether managers can mobilize teachers' work enthusiasm, whether they can effectively utilize teaching resources, whether they can create a good learning atmosphere, etc., are all included in the scope of evaluation .

Secondly, the current status of design also reflects the way in which evaluation combines quantitative and qualitative methods. When evaluating administrators' curriculum leadership capabilities, quantitative evaluations can be measured through data and indicators, such as students'

academic performance, teachers' professional development, etc. Qualitative evaluation pays more attention to the process and details, such as the manager's decision-making ability, communication ability, innovation ability, etc. For example, more comprehensive and in-depth evaluation information can be obtained by observing managers' daily behaviors, listening to teachers' feedback, and communicating with students.

In addition, the current state of design reflects the dynamic and interactive nature of evaluation. Evaluation is not one-way, but two-way. It is an interactive process between administrators, teachers, and students. Through this interaction, managers can better understand their course leadership capabilities and can also provide managers with targeted feedback and suggestions. At the same time, dynamic evaluation can better reflect the changes and development trends of managers' course leadership capabilities.

In summary, the current design status of teachers and administrators' evaluation of administrators' curriculum leadership ability levels embodies a diversified, comprehensive, quantitative and qualitative combination, dynamic and interactive evaluation concept. This kind of evaluation method can better reflect the curriculum leadership ability of managers and provide strong support for improving the quality of education.

9.1.2. Instructions

In terms of instruction, the current status of teachers' and administrators' evaluations of administrators' curriculum leadership abilities is clear, specific, and consistent. First, clarity means that evaluation instructions must be clear and specific to avoid ambiguity. For example, administrators should clarify course objectives, lesson plans, and assessment criteria to ensure that both teachers and students understand their roles and responsibilities. Specificity means that the instruction must not only have general requirements, but also specific operational guidelines. Taking the course plan as an example, it is not only necessary to formulate the overall course objectives, but also to clarify the specific content, teaching methods and evaluation methods of each lesson .

Secondly, specificity is also reflected in the specific and quantitative requirements for managers' course leadership abilities. For example, a series of evaluation indicators can be developed, such as curriculum design ability, teaching organization ability, teaching resource integration ability, etc., and each indicator can be refined to facilitate accurate evaluation by evaluators .

Consistency means that assessment instructions must be consistent with the school's overall educational philosophy and curriculum goals. For example, if the school emphasizes innovative education and practical ability cultivation, the evaluation instructions should reflect this concept and focus on the administrator's curriculum leadership ability in these aspects.

In addition, in order to ensure the fairness and validity of the evaluation, some principles should be followed in terms of instructions. The most important of these is fairness, that is, the evaluation instructions must treat every manager fairly and not favor any party. For example, evaluation criteria should apply to all managers rather than being formulated for a specific manager.

At the same time, the effectiveness of instructions must also be emphasized, that is, the evaluation instructions must accurately reflect the manager's course leadership ability. To this end, instructions should be continuously adjusted and improved according to the actual situation to adapt to changes

in the educational environment and the development of administrators' abilities.

For example, when a certain school evaluates the curriculum leadership ability of administrators, it formulated the following instructions: 1. Ask all administrators to formulate curriculum plans for this semester based on the school's educational philosophy and curriculum goals; 2. Invite all administrators to Clarify the teaching objectives, teaching content and evaluation methods in the course plan; 3. Managers are asked to pay attention to student participation and interaction during the course implementation process, and cultivate students' practical abilities and innovative thinking; 4. Managers are asked to regularly collect and Analyze teaching feedback and continuously optimize course design. These instructions are specific, clear, and consistent with the school's educational philosophy and curriculum goals, which help to accurately evaluate the administrator's curriculum leadership ability.

9.1.3. Implementation Process

In terms of implementation, the current evaluation status of teachers and administrators on administrators' curriculum leadership ability levels is mainly reflected in the following aspects:

First of all, the implementation process needs to follow certain norms and procedures. Generally speaking, evaluation implementation will have a complete process, including evaluation preparation, evaluation implementation, evaluation analysis and feedback. In the evaluation preparation stage, it is necessary to formulate evaluation standards, determine evaluators, clarify evaluation tasks, etc. During the evaluation implementation stage, evaluators obtain evaluation information through observation and data collection. In the evaluation and analysis stage, the obtained information is sorted, analyzed and processed to obtain the evaluation results. In the feedback stage, the evaluation results are fed back to relevant personnel for improvement and improvement.

Secondly, the implementation process needs to focus on comprehensiveness and objectivity. This means that the evaluation should cover all aspects of the manager and cannot just focus on some aspects while ignoring others. At the same time, the evaluation must be objective and fair, and cannot be subjective or biased. In order to achieve this goal, evaluators need to undergo professional training and have corresponding professional knowledge and skills to ensure the accuracy and reliability of evaluation .

In addition, the implementation process needs to focus on effectiveness and sustainability. The effectiveness of evaluation means that the evaluation can accurately reflect the course leadership ability of managers and provide strong support for improvement and improvement. The sustainability of evaluation refers to the long-term and stable operation of evaluation, and continuous optimization and improvement. In order to achieve this goal, the evaluation process needs to be continuously adjusted and improved to adapt to the development and changes of the educational environment and administrator capabilities .

For example, when a school evaluates the curriculum leadership ability of managers, the implementation process includes the following aspects: 1. Formulate detailed evaluation standards and clarify the specific requirements for each indicator; 2. Determine the evaluators, including teachers, students and peer managers, etc., to ensure the comprehensiveness and objectivity of the evaluation; 3. Use

a variety of evaluation methods, such as questionnaires, interviews, classroom observations, etc., to obtain multi-faceted evaluation information; 4. Organize the obtained information, Analyze and process to obtain evaluation results; 5. Feed back the evaluation results to relevant personnel and make suggestions for improvement. This implementation process follows certain norms and procedures, focusing on comprehensiveness and objectivity, while emphasizing effectiveness and sustainability.

9.1.4. Evaluation

In terms of evaluation, the current evaluation status of teachers and administrators on administrators' curriculum leadership ability levels is mainly reflected in the following aspects:

First of all, the evaluation process needs a scientific and reasonable indicator system. This index system should be able to comprehensively reflect the administrator's curriculum leadership capabilities, including curriculum design, teaching organization, teaching resource integration, teacher professional development and other aspects. At the same time, the indicator system should be specific, operable, and able to provide clear guidance to evaluators. For example, a series of specific evaluation indicators can be developed and clear scoring criteria can be developed for each indicator.

Secondly, the evaluation process needs to focus on combining qualitative and quantitative aspects. This means that the evaluation cannot make a conclusion on the manager's course leadership ability based on just one or two numbers or indicators, but should combine a variety of data and information for a comprehensive analysis. For example, various data and information can be obtained through questionnaires, classroom observations, student performance analysis, etc., to conduct a comprehensive assessment of the administrator's course leadership capabilities.

In addition, the evaluation process also needs to pay attention to the dynamic and developmental nature. This means that evaluation must not only focus on current results, but also on future development potential. For example, a manager's development trajectory and potential can be assessed by longitudinally comparing a manager's course leadership skills over the past few years. At the same time, the evaluation results should provide targeted suggestions and guidance for managers' professional development to promote their further improvement.

Finally, assessment results need to be used effectively. The purpose of evaluation is not to simply evaluate the manager's ability, but more importantly, to improve and improve. Therefore, the evaluation results should be fed back to managers in a timely manner and provide them with specific suggestions for improvement. At the same time, schools or educational institutions should provide professional training and development opportunities for managers to help them improve their curriculum leadership capabilities.

For example, when a school evaluates the administrator's curriculum leadership ability, it uses the following evaluation methods: first, through questionnaires to understand the satisfaction of teachers and students with the administrator's curriculum leadership ability; second, through classroom observation The administrator's teaching organization ability and teaching resource integration ability; third, understanding the administrator's curriculum design and teaching implementation effect through student performance analysis; fourth, evaluating the development trajectory and potential of the administrator in the past few years through longitudinal

comparison. This evaluation process is scientific and reasonable, focusing on the combination of qualitative and quantitative, dynamic and developmental, and effectively applying the evaluation results to the professional development of managers.

9.2. Best Practices for Administrators in School Curriculum Development

9.2.1. Needs Analysis:

This is a key step in curriculum development, which ensures that course content matches the needs of students, teachers, and the community. Administrators should regularly conduct needs analyses, including surveys of student interests, academic needs, and community expectations for education. For example, if managers find that companies near the school have a greater demand for information technology talents, they can develop corresponding information technology courses.

9.2.2. Course Design:

Based on the results of needs analysis, managers should organize a team of teachers to design courses. The design should include course objectives, content, teaching methods, evaluation methods, etc. Administrators should encourage teachers to innovate and introduce new teaching concepts and methods at this stage. For example, administrators can introduce teaching methods such as project-based learning or flipped classrooms to increase student motivation and engagement.

9.2.3. Teacher Training:

During the new curriculum development process, managers should provide sufficient teacher training to ensure that teachers have the ability to teach new content. Training can include new teaching methods, in-depth understanding of course content, etc. For example, when launching new programming courses, managers can organize training on programming basics and programming teaching methods.

9.2.4. Resource Integration:

Managers need to integrate various resources to support curriculum development, including teaching materials, equipment, software, teachers, etc. In this process, administrators should actively seek external support, such as cooperation with communities, businesses, and other schools, to obtain more resources. For example, schools can cooperate with enterprises to obtain the latest software development tools and equipment and provide students with practical opportunities.

9.2.5. Feedback and Improvement:

Curriculum development is not a one-time activity, but a process of continuous improvement. Administrators should regularly collect feedback from students, teachers, and parents to evaluate and adjust the curriculum. For example, if students have poor feedback on a certain part of the course content, administrators can organize a team of teachers to revisit this part of the content and improve it.

9.2.6. Course Evaluation and Quality Assurance:

Establishing an effective evaluation mechanism is the key to ensuring course quality. Administrators should develop specific evaluation criteria and methods and evaluate courses regularly. The evaluation results should be used as a basis for improvement to promote the continuous optimization of courses. For example, student satisfaction surveys, course completion rates, test scores, etc. can be used for evaluation.

9.2.7. Curriculum Promotion and Sharing:

Good curriculum design should not be limited to this school, but should be shared and adopted by more schools. Administrators should actively promote the school's excellent curriculum design, share experiences and resources with other schools, and promote educational progress throughout the region.

Administrators should actively promote their school's excellent curriculum design and share their experiences and resources by organizing course demonstrations, communicating with other schools, and participating in educational seminars. In addition, administrators can also establish cooperative relationships with other schools through cooperative projects, joint development of courses, etc. to jointly promote educational progress. At the same time, schools can also seek external support, such as cooperation with communities, businesses, other schools, or educational institutions, to obtain more resources and support. In these ways, administrators can expand the impact of their programs and enhance the school's reputation and visibility, while also promoting educational development throughout the region. These best practices provide administrators with a framework for guidance in the development of school curriculum. However, the specific circumstances of each school may differ, so administrators should be flexible in applying these practices based on the actual situation.

10. Conclusion

Among the best practices for administrators in vocational school curriculum development are needs analysis, curriculum design, teacher training, resource integration, feedback and improvement, curriculum evaluation and quality assurance, and curriculum promotion and sharing. These practices provide administrators with a comprehensive guidance framework to ensure high quality and effectiveness in curriculum development.

In order to better implement these practices, managers of vocational schools should actively promote their school's excellent curriculum design, share experiences and resources with other vocational schools, and seek external support to obtain more resources and support. In these ways, vocational school administrators can promote educational development throughout the region and enhance the school's reputation and visibility. Therefore, vocational school administrators should actively apply these best practices in school curriculum development and cooperate with other schools and educational institutions to jointly promote educational progress.

11. Recommendation

1. Diversified evaluation standards: It is recommended that managers and teachers use diversified evaluation standards when evaluating course leadership capabilities, including students' academic performance, comprehensive quality, teachers' professional development, the overall school environment, etc., to ensure the accuracy of the evaluation. Comprehensiveness and accuracy.

2. Clear evaluation instructions: When designing an evaluation plan, it is recommended to formulate clear and specific evaluation instructions to ensure that there is no ambiguity during the evaluation process. Evaluation instructions should clearly reflect the school's educational philosophy and curriculum goals and provide administrators

with specific operational guidelines to promote consistency and fairness in evaluation.

3. Dynamic evaluation implementation: When implementing evaluation, it is recommended to adopt a dynamic evaluation process, including evaluation preparation, implementation, analysis and feedback. Such an evaluation process can better reflect the changes and development trends of administrators' curriculum leadership capabilities, and at the same time promote the formation of an effective interactive process between administrators, teachers, and students.

4. Scientific and reasonable evaluation indicators: During the evaluation stage, it is recommended to establish a scientific and reasonable evaluation indicator system to fully reflect the course leadership ability of managers. The evaluation process should focus on combining qualitative and quantitative aspects to comprehensively analyze multiple aspects of data and information. The evaluation results should provide managers with targeted suggestions to promote continuous improvement and improvement.

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