

A Curriculum Analysis Of The Tactics Needed And The Content Area Subjects Addressed By Successful Teachers And Educational Educators Depicts To Show Off Their Skills

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ABSTRACT

The Soviet-era secondary school curriculum, which was widely criticised for not equipping students with 21st-century abilities, is now undergoing significant changes in China. This issue was discovered in 2014 when the Organisation for Economic Co-operation and Development (OECD) examined secondary education. The OECD panel proposed curricular modifications as a solution to the problem. Beginning with the current year, the proposed improved curriculum has been put into practise. Finding out how teachers at a typical public school felt about the new curriculum revamp was the aim of this study. The factors supporting and impeding the implementation of the new curriculum were also looked at. The researchers thoroughly examined the viewpoints of instructors by using a qualitative research approach. This strategy gives the participants' replies to additional context by using qualitative data from a subset of the participants. Diverse participants provide distinct perspectives to the discussion. Looking more closely at these comments, the qualitative element of the study found that compared to their less experienced peers, senior instructors were less excited about the new content and approach of the upgraded programme. Their enthusiasm for putting the new ideas into practise is, however, dampened by the obstacles presented by a lack of funding for education, diversity, and the sheer quantity of children, limited parental involvement, memory, and pressure from the top.

KEYWORDS: Upgrade Curriculum, Curriculum Reform, Teachers' Development, Teaching and Learning, Teachers Educations, Professional Development

1. Introduction

Higher education institutions have prioritised providing instructors with affordable professional development opportunities in the expectation that this would increase teacher satisfaction, improve classroom practises, and improve student learning. Numerous studies have shown a connection between teachers' greater effectiveness and their participation in professional development. Though the evidence suggests that professional development might increase teachers' self-efficacy, her Ohio study apparently had fewer positive results. The staff of successful schools are introspective, collaborative, and independent, while the staff of failing schools are unreflective, isolated, and helpless. This difference is evident, according to the researchers. He claimed that improved choices regarding students, topic or curriculum learning, and classroom teaching represented instructional development and that the gap was the result of outside influences. Additionally, he said that experienced teachers are more likely to understand and apply pedagogical innovations if they can connect the new advancements to their prior learning and professional experience. The aforementioned study indicates that there is a connection between the efficacy of instructors in the classroom and their involvement in professional development. But in reality, transformation is more important than theory for determining a teacher's efficacy. The capacity of a teacher to effectively integrate new curricula that result in greater student accomplishment is, in fact, the greatest indicator of that teacher's efficacy. Numerous studies have shown that, among all the variables that may affect a student's education, teacher quality has the most impact. Professionals in the field all agreed that the biggest influence on students' final grades was from excellent teaching. He said that the instructor's calibre is almost twice as important as any other consideration. Researchers discovered that measures of teacher quality in the context of teacher training and certification are more strongly connected with student success than other forms of expenditures, such as lower-class sizes, greater spending on education, and higher teacher compensation (Showkat, 2017).

2. Background of the Study

The Soviet Union's focus on factual knowledge and rote learning had an impact on China's educational system, which is presently undergoing major changes. This has given rise to worries over the development of strong human capital, which is essential for a nation's prosperity. The Soviet and post-Soviet curricula failed to adequately prepare students for the 21st century, which is a critical component of a country's prosperity (Volman, 2016). The State Programme of Education Development of the Republic of China for 2011-2020 (SPED), which was created by the Chinese government, aims to bring China's educational system up to the level of developed nations by 2015. The government has been trying to enhance the country's educational system. Still, there are a lot of barriers in the way of offering chances for high-quality education. According to the 2009 Programme for International Student Assessment (PISA), Chinese pupils did not do well in science, maths, or reading. According to PISA 2009, general education teachers gave their pupils a lot of stuff to study but gave them little advice on how to use it in the real world. Research has shown that the Soviet Union's legacy of emphasising memorization, theory-based knowledge, and inflexible, harsh training is to blame for pupils' subpar academic achievement. To progress the discipline and provide a greater understanding of the interaction between science and society, scientific education must be integrated (Vitikka et al., 2016). This entails considering traditional knowledge

systems, the progression of scientific discovery, and real-world applications of science. Science teachers find it extremely difficult to integrate inquiry-based learning into science lessons, even with new curriculum policies in place. This is because they lack the pedagogical capacity, especially with regard to a model that is appropriate for fostering science teaching and learning in a social constructivist classroom. Social constructivist classrooms are unable to use an appropriate model to support the teaching and learning of scientific ideas due to this pedagogical competency deficiency. These difficulties are caused by a number of things, including a lack of resources, including skilled instructors, instruments, and time-on-task strategies. China has been debating the best way to prepare its future teachers for teaching since the 1970s, carefully examining every facet of the curriculum, including content, delivery, and evaluation. This has led to a great deal of worry around the definition of a competent curriculum (Suyundikova, 2018).

3. Problem Statement

Since they choose what is taught and how, teachers are essential to the curriculum's implementation. But their beliefs and attitudes may prevent them from taking on the role of change agents in their educational institutions. The initiative must come from educators themselves in order to implement curriculum change. It is critical to comprehend how new curricula are received by educators as well as the elements that either facilitate or hinder their adoption. Since President Nixon founded the Department of Education in 1970, there has been discussion on the importance of education in China. During the "Eight Waigani Seminar" in 1974, Tololo (1975), an indigenous educator, took part in a discussion on the importance of education in China. He voiced reservations over the assurance that every student would be given the chance to complete their elementary, middle, and high school educations as well as the growth of chances for further education. The Matane Report (1986), which looked into and addressed these issues, was published eleven years later. The Department of Education (1991) derived the goals and objectives of this study from the National Constitution. The National Constitution, according to Matane (1986), requires that all citizens get an education that is in line with the "five pillars" of holistic human development. This duty is applicable to both adults and children. The Matane research served as the model for a new educational system implemented after independence and "birthed the education reforms, in particular the reform of the curriculum". There has been a suggestion that education may function as a means of equipping students to make contributions to their country's growth, both tangible and immaterial. The Matane Report's proposals would be too difficult to incorporate into secondary school and university curricula, according to a number of education experts who disagreed with it. A number of people have pointed out that not much has changed about the quality of education provided in China after the publication of the Matane Report (Ungar, 2016).

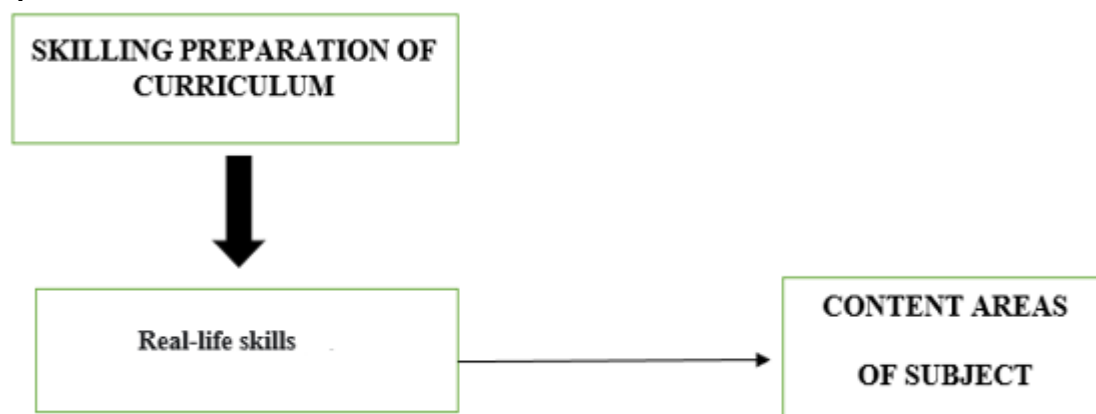
4. Research Objective

This study sought to ascertain if policy goals correspond with the pedagogical approaches actually used in secondary school curriculum implementation by collecting qualitative data from participants. The curriculum's presentation, teachers' perceptions of its execution, and the instructional strategies used were the three facets of English instruction that were investigated. China and other Melanesian nations would benefit from the framework that the research attempted to build. The study, which focuses on the local environment and contextual factors that may help or impede efforts, adds to the expanding body of knowledge on curriculum implementation and educational reform globally. The study aimed to examine how one of China's well-known public schools' curriculums was updated, how satisfied the instructors were with the new methods, and what variables were affecting their replies. A window into the realities of teaching in today's secondary schools may be provided by the research's emphasis on the perspectives of instructors on curricular modifications.

5. Literature Review

Since they are in charge of implementing new ideas and modifications put forward by legislators in the classroom, teachers are essential to the process of updating educational curricula. They are seen as the main drivers behind the development of fresh initiatives as well as the extension of established ones. Studies from 2010, 2013, and 2016 have examined a revitalised perspective of teachers as curriculum architects and change agents, with the author stating that teachers' opinions are frequently overlooked. Teachers face several challenges when implementing new changes brought about by a top-down approach. They often have to answer questions concerning the educational programme and adhere to statutory regulations. Teachers might be more dedicated when their classroom is organised, and they can be more involved in implementing the curriculum when they work in a supportive environment. Researchers have shown that a school's environment and ambiance have a big influence on how well instructors perform at work and how dedicated they are. the connection between the school's structure and environment, which in turn suggests specific relationships within the organisation, including those between teachers and administrators or instructors and other teachers. The concept of "environment" has been expanded to include a healthy learning environment, appropriate infrastructure, enough instructional resources, and a well-managed course load. Using an ecological lens, Pristley et al., (2015) defined the term "teacher agency environment" to describe the circumstances and strategies that allow teachers to exercise agency in their daily work. It is the duty of educators and other leaders to provide a courteous and inviting environment for pupils. In conclusion, even though their opinions are often disregarded, teachers are essential to the process of updating curricula in schools. Teachers may actively engage in curriculum implementation and contribute to the overall success of the educational system by being given supportive working circumstances and supportive settings (Visser et al., 2016).

6. Conceptual Framework



7. Research Design

This study used a qualitative approach, which combines and incorporates both qualitative data into one study. In the social and human sciences, this methodology—which was first used in the 1980s and 1990s—is regarded as a relatively new development. According to Creswell (2014), there are three reasons why this approach is advantageous: first, it is generally safe because it relies on qualitative research; second, it is more sophisticated and complex practically than other approaches; and third, it offers a procedural opportunity to gain a deeper understanding of the research questions. When the outcomes of one data collection are utilised to inform the outcomes of a future data collection, sequence designs are used. An explanatory sequential design was used in this investigation to facilitate the sequential and logically coherent collecting and analysis of data. It is simpler to do in-depth research on the subject using this technique. However, since qualitative procedures are more difficult than quantitative approaches, researchers who choose for a qualitative approach must invest more time in the data collection and interpretation process. During the sampling phase, eight randomly selected respondents conducted in-depth interviews after they had completed the survey. A method known as maximum variation sampling was used by the researchers to record many variants and spot recurring themes. This made it possible for the researcher to approach the question from many perspectives and identify recurring themes. Each instructor in the sample was subjected to semi-structured interviews by the researchers, who also used a questionnaire. This research used the explanatory sequential qualitative technique, and data collecting got on as the required ethical clearance was secured.

8. Result

Following the compilation and analysis of the poll results about the redesigned curriculum, eight instructors were selected to take part in in-depth interviews. Finding educators who had different opinions regarding the redesigned curriculum was the most crucial element considered when choosing which educators would be interviewed. Furthermore, they had to be proficient in a multitude of different subjects and have a broad range of teaching experience. After manually transcribing every interview, using codes to conduct a thorough analysis of the data, and deriving conclusions from those analyses, the researchers were able to group the findings into the following categories. a) Teachers' opinions on the implementation of the new curriculum. b) Differential elements that each provide something special to the realisation. c) Before the execution may happen, some obstacles need to be removed.

8.1 The Way Teachers View the New Curriculum's Implementation

The process of adopting the new curriculum required a variety of alterations, including changes to the curriculum's content, assessment methodology, and pedagogical practises. The interview process included asking the teachers about various aspects of their expertise in adhering to the recently introduced curricular standards. After these interviews were finished, some recurrent themes were evident. Since most of the interviewees were also employed as science instructors, they were able to share their opinions on the value of using English in the classroom and how important they thought the trilingual programme was to the recently revised curriculum. This led directly to the following consequences, which were discussed throughout this section: i) how people respond to things that have been changed; ii) observations and suggestions regarding the updated assessment; iii) differences in the methods used in classrooms to instruct students; and iv) opinions regarding the significance of receiving an education in the English language.

8.2 Factors Facilitating the Implementation of Curriculum

The teachers must ensure that they are adequately trained and equipped to implement the new curriculum. Furthermore, for new practises to be successful, they must be communicated at different phases of their individual implementations. The elements that imply the previously described modification need to be implemented in real life are covered in the paragraphs that follow.

8.3 Factors Precluding the Implementation of Curriculum

The educators there identified a number of potential obstacles to the effective implementation of the revised curriculum over the course of the interviews. These difficulties are examined in this subsection. Teachers highlighted the following as the most frequent reasons for problems: There are many factors contributing to this issue, including: a) insufficient educational resources; b) larger class sizes and c) a diverse student body; d) insufficient parental direction; e) an overwhelming workload and insufficient time; and f) a yearning for the educational methods of the past.

9. Conclusion

Using a "top-down" strategy, the Chinese Ministry of Education established a policy framework to promote new curriculum innovations. The Department of Education (DOE) put intervention strategies like the cascade method into practise. These included providing teacher trainers with extensive training and empowering other educators to be change agents in their own classrooms. Teachers, however, were unable to pinpoint any advantages connected to these intervention choices. Teachers were overtaken by the amount of content and open-ended questions. Because the suggested alternatives could start projects without delays and need less time for planning and administration, the US Department of Energy (DOE) thought they would be beneficial. Teachers, however, characterised the method as intricate and having a significant negative impact on an already troubled educational system. One of the main obstacles to educators' access to professional development opportunities throughout the curriculum's adoption was insufficient funding for schools. Academics studying educational reform and applied linguistics have stressed that curricular changes are not straightforward processes that end in property disputes. Ten participants in the poll had differing views on how the outcomes-based curriculum should be implemented. According to the inquiry, the OBE curriculum model that was brought to China was at odds with the customs of the time, especially with regard to the attitudes of teachers towards examinations. Aligning the policy's goals and practises is essential to moving on to the third and last phase of the diffusion process, called continuation. The study discovered notable disparities between the expectations placed on teachers and their actual performance while assisting pupils in the classroom. By highlighting a learner-centered vision of learning, a student-centered vision of learning seeks to counter prevailing cultural ideas on teaching and learning. In order to avoid the possibility of encouraging a "behaviourist" method of instruction, professional development is necessary to appropriately counterbalance the OBE curriculum's effect (Richards, 2013).

10. Limitation of the Study

The extent of the research that was done for this particular case study was limited because of a variety of constraints. This study would need to be redone with a few adjustments made to the way it collects data in order to make up for the fact that the pertinent individuals could not be reached at the time the research was being conducted in the field because it was not possible to get in touch with the appropriate individuals. What has to be improved are:

- It was determined that Ministry of Education staff members would take part in interviews, and moreover,
- Members of the team representing the curriculum development department would be interviewed one on one.

Because the study omits actual data from two significant parties involved in the process of overhauling China's educational system, they contend that it is faulty in these two areas. Despite this, the research's data comes from secondary sources, including seven more official publications and policy documents released by the DOE. Thanks to the availability of the required paperwork, the researcher was able to gather a significant amount of information on the policy and the activities that were taken as a direct result of the policy. The information gathered from observations and discussions with research participants was used to triangulate the data presented in the publications (Pristley, 2016).

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