

THE DEVELOPMENT OF PRINCIPAL CURRICULUM LEADERSHIP CAPABILITIES MODEL FOR SECONDARY SCHOOLS IN SHANGHAI, CHINA

Beibei Chen¹

Sangob Laksana²

Abstract: The purpose of this study aimed to develop principal curriculum leadership capabilities model for secondary schools in Shanghai. Both qualitative content analysis and quantitative survey were employed by this study. From the findings, the highest curriculum leadership capabilities of principals of current practice and expectations are the same factor, namely, empathizing. Findings from the gap analysis showed that the priorities of improvement of curriculum leadership capabilities for principals listed by the ranking of: (1) knower and expertise, (2) skills in curriculum development process, (3) diagnosis, (4) building a learning school, (5) strategy, (6) influencing, (7) self-regulation, (8) flexibility and responsiveness, and (9) decisiveness. All above major findings and the foundational theories including Shanghai context and academic leadership capabilities framework (Fullan & Scott, 2009) along with its supported theories were utilized to create the model. The proposed model was constructed in form of bloom graphics presenting its vision, mission, objectives, as well as its applications. It will be applied to equip principals well to shape the future curriculum leadership: leading from *curriculum* to *currere* in order to meet the needs of students and the society, and also, make principals become change capable curriculum leaders who have been dedicating to school sustainable development orientated to “Go global, and Stay local”.

Keywords: Curriculum Leadership, Leading curriculum, Leadership Capabilities.

Introduction

As one the United Nations member countries, the government of China had made a solemn commitment to *Education for All. The Decade of Education for Sustainable Development (2005-2014)* put forward by UNESCO has been strongly advocating for national education policies to take action to ensure the sustainable development of education.

Base on the performance of PISA 2009 & 2012, secondary education in Shanghai should definitely be called “a stunning success”(OECD, 2010a, p. 3). At the same time, the sustainability of school development was under the spotlight in secondary education in Shanghai. It was set to the priority to balance Education in

¹ Ph.D. Candidate in Educational Leadership, Graduate School of Education, Assumption University, Thailand.
chenbeibei_2009@126.com

² Ph.D., Dean, Graduate School of Education, Assumption University, Thailand.
sangoblks@gmail.com