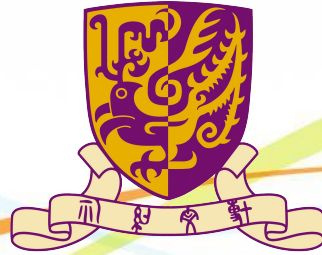


Curriculum leadership in exam-driven curriculum: An auto-ethnographic study of prospective teachers' field experiences



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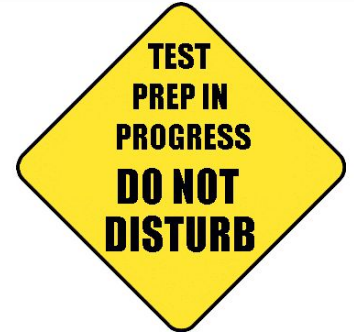
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Outline

- Context of study
- Theoretical framework
- Method
- Findings & discussion: Our stories & reflections
- Conclusion: What do the stories tell us?

Context of study



Exam-driven learning cultures Hong Kong ...

- High-stake assessment: public exam (i.e. Diploma of Secondary Education)
- Confucian cultures: academic success (Lam, 2016) vs catering for learner diversity (Wan, 2017)
- “Teaching to the test” (Davison, 2004; Gipps, 2002)
- Recent curriculum reform: Assessment of Learning vs. Assessment for Learning (Berry, 2011)
- Dominance of shadow education (i.e. private tutoring) (Bray et al., 2014; Bray & Kobakhidze, 2015)

Realities & complexities in the teaching context


What have teachers encountered so far? How do they manage?

- Attitudes
- Compromise? Negotiation?




Initial teacher education

Prospective teachers ...

- Socialization: Reality shock? (Gaede, 1978; Cole & Knowles, 1993; Hoy & Woolfolk, 1990)
 - Motivation to teach (Marso & Pigge, 1987)
 - Concerns
 - Field experience as a capstone for teacher beliefs, teaching efficacy and attitudes (Fletcher & Luft, 2011; Garvis, Twigg & Pendergast, 2011).
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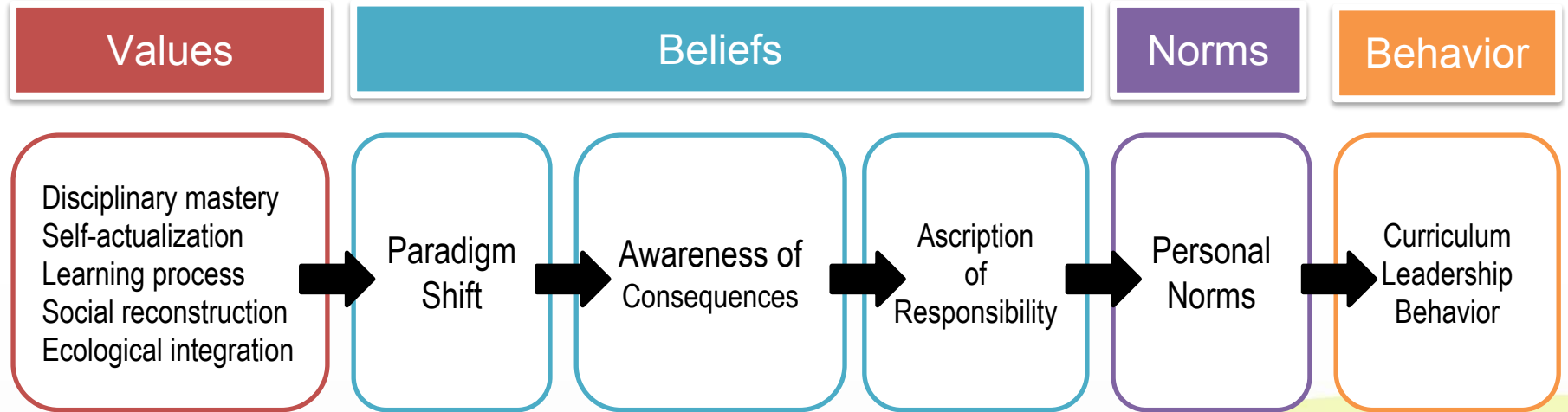
Curriculum leadership

- positional vs. non-positional
 - formal roles vs. informal roles
 - “engagement” in decision-making → influence on learning & teaching (Wan, Law & Chan, 2018)
 - ethical decision-making + **critical reflection** + professional judgement (Orchard & Wan, 2017; Scales et al., 2018)
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Conceptual framework

Value-Belief-Norm (VBN) Model of Enacting Curriculum Leadership

(modified from Stern et al., 1999)



Auto-ethnography

What does auto-ethnography mean?

- Auto=self
- Ethno-culture (social context)
- Graphy=field of study



Auto-ethnography in teacher education

Reflexivity

Action research

Narrative inquiry



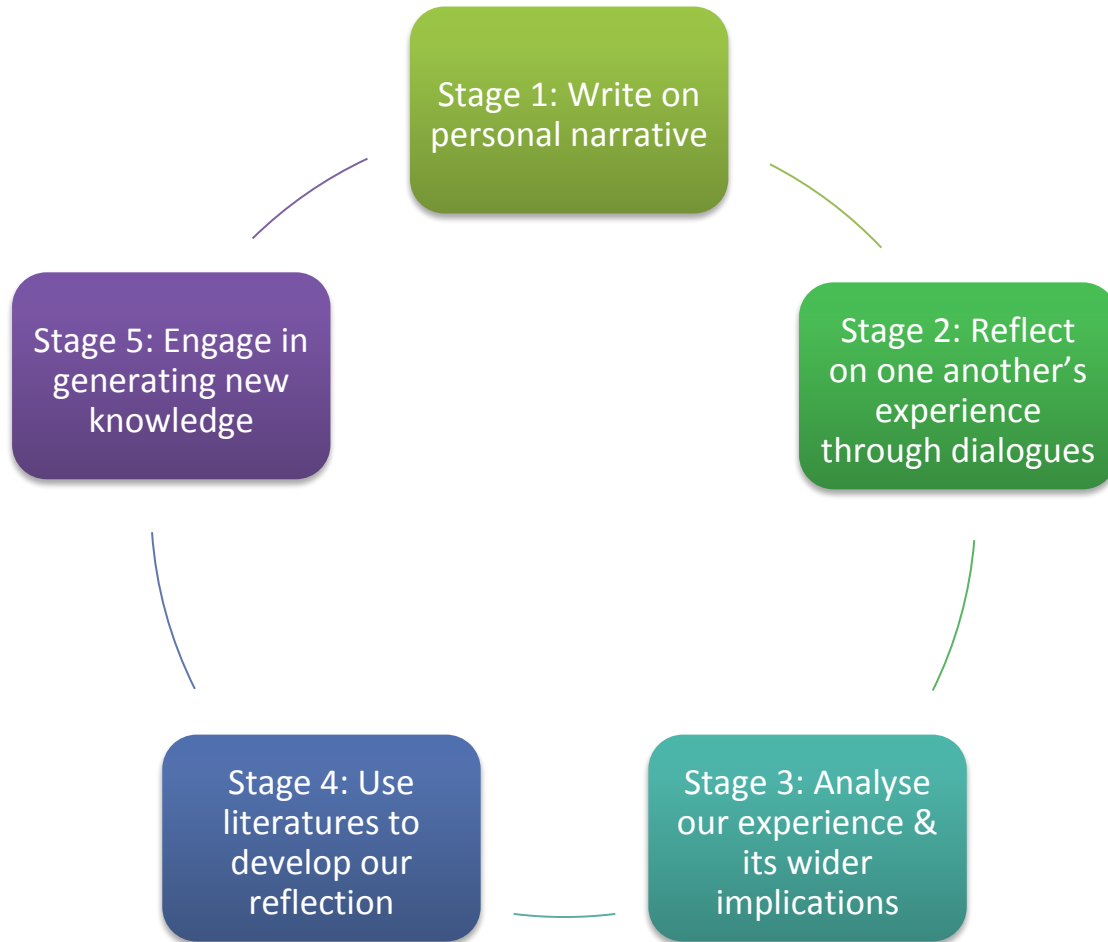


Diagram: Auto-ethnography cycle

Our stories

From exam-driven curricula to our practice ...

Common “observed” phenomenon: “problems” about “exam-driven curricula”

- handle the needs of public exam
- meet the external requirements as given by field experience, mentor teachers & schools (due to school-based curricula)
- lack of confidence in teaching

Jacky

Rational (self-actualization & social reconstruction)

- Teaching belief: Promote and implement communicative rationality (Habermas, 1981, 1987) in Liberal Studies lessons (Social studies in HK)
- Context: Freedom is given, discourses is always used as a medium for achieving communicative rationality, but the exam-driven logic is in built, internalized, some of them have been institutionalized as a common practice in the school based curriculum
- Struggle: The “exam logic” (which is instrumental) always overridden the teacher teaching belief (instrumental rationality > communicative rationality)
- Implication: institutionalization of exam-driven logic requires attention

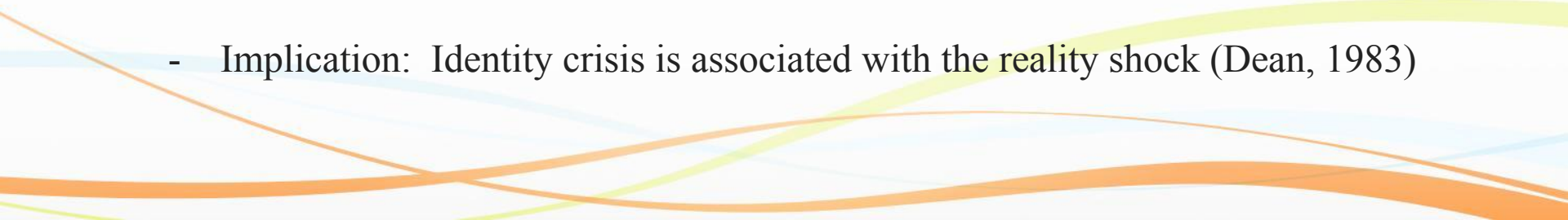
Jacky

Liberating & Authentic (social reconstruction)

- Teaching belief: NSS-LS for liberation of mind (Harvard Committee, 1945), while
implicating the curriculum in an authentic way (real social context, public issue)
- Context: Freedom is given, a number of critical debate in HK was introduced, while students often responded by using the mindset in exam (i.e. rigid frameworks)
- Struggle: The “exam logic” (which is instrumental) always overridden the teacher teaching belief
- Implication: changing the marking rubric may avoid alienation

Carman

Challenging(C), Disappointing (D), Unexpected (U)

- Context: Must follow the school-based curriculum and teaching material (fill-in-the blank and actual facts)
 - Struggle: Hard to conduct group discussion and sharing section of current affairs during the lesson. The school-based notes controlled the way of implementation
 - Struggle (con't): Identity crisis as TP school was the alma mater, different thoughts on the school curriculum caused confusion
 - Implication: Identity crisis is associated with the reality shock (Dean, 1983)
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Leo

Overprotected (O) & Experimental (E) & Challenging (C)

- Teaching belief: **Trying out innovative teaching methodology (E)** aiming at raising students' learning interest towards mathematic and bettering their logical thinking skills.
- Context: Senior teachers worried about students learning outcome. More drillings are advised. **Not much freedom are given (O)**
- Struggles: Pleasing both teachers and students at the same. **Giving students what the teachers want then to have v.s. giving students what i want then to have (C)**

Leo

Implication:

- School life promote hierarchy → Creating social norm → Listen to the instruction suggested by the senior teachers.
 - leading to the “system manipulation”.
 - Innovative within the frame.
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Ylena

Independent (I), Practical (P), Disappointing (D)

Belief: To promote understanding and interest in learning mathematics (Learning process)


Context: Girls' college. Students were with medium-low abilities and extremely low motivation in learning.
Can make decision independently (I).

Struggles: **Struggling with unmotivated colleagues and students** who didn't even care about their learning
(D) Have to **tailor-make every teaching material on my own(I/P)**



Ylena

Implication:

- The importance of being motivated all the time, no matter you are the teacher or the students.
 - Students need successful learning experience to keep motivated.
 - The importance of professional learning community
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What do the stories tell us?

Implications for teacher education

- Enacting “**form with substance**” curriculum leadership of prospective teachers in making ethical curriculum decision making (Brodie, Lelliott, & Davis, 2002)
 - Developing **professional identity** for deepening the root in the growth of professional judgement (Monereo, 2018)
 - Addressing Personal norms vs Social norms
 - Challenging and (re-)constructing **teacher beliefs** and habits of teaching behaviours (actions) within comfort zone (Pajares, 1992)
 - Creating “struggling **third-spaces**” for arousing **reflective dialogues** & rising-above reflections upon conflicting teaching realities (Segal, Lefstein, & Vedder-Weiss, 2018)
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