How Do They Transform?

The Story of Two Primary Schools about Curriculum Leadership and Development in Taiwan Curriculum Reform

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Abstract: This study aims to describe and offer recommendations for curriculum development and curriculum leadership. It first analyses the change from 2001 to the present. Secondly, it probes into the expectations of two school leaders and twenty-six primary teachers about the New National Curriculum (NNC). Through using 2 interviews with different primary school curriculum leaders and literature analysis, this study found that the starting points of curriculum leadership in both schools were different due to their different school cultures. However, both schools encouraged teachers to become learners, in order to better understanding the learning process, to motivate the students better, and to provide appropriate materials. The objective was to maintain flexibility, and to embrace diversified voices. In terms of the school-based curriculum, while both schools had their respective characteristics, both observed the changes in the environment and everyday school life. Teachers returned to the cultivation of student quality, gradually adjusting teaching methods based on their existing experiences, and, collaborating with each other, they were able to implement reform curriculum.

Keywords: Curriculum Reform, Curriculum Leadership, National Curriculum, School-Based Curriculum, Taiwan

1. Introduction

Taiwan has initiated two major curriculum reforms since 2000. First, it implemented the Grade 1-9 Curriculum in 2001, then the national curriculum shifted its attention from knowledge and concept to student ability. Second, it issued the 12-Year Basic Education Curricula (New National Curriculum, NNC) in 2014, which was to be implemented in 2019. The key points of reform lie in literacy-based education, which integrates knowledge, ability, attitude, and value, as well as curriculum exploration on integrated subjects/special topic/theme, and transformation of the school-based curriculum (Ministry of Education, 2014).

The school-based curriculum has been the main theme since Taiwan's Grade 1-9 curriculum reform in 2001. The second round of New National curriculum reform, 12-Year Basic Education curricula, was

implemented in 2019. The period of the post-Grade 1-9 Curriculum reform, took place between 2014 and 2019. According to the NNC, schools should gradually adjust their curricula and reform their teaching methods. School-based curriculum planning and development requires leadership and collaboration. How can curriculum leadership be transformed during the transition period? What are the context design, teaching strategies, and methods? How does the New National Curriculum (2014-2019) compare with the Grade 1-9 reform (2001)?

In the above context, this paper aimed to describe and offer temporary annotation for curriculum development and curriculum leadership. In this study first analyses the changes from 2001 to the present and clarifies the context of curriculum development in Taiwan. Second, it probes into the expectations of primary teachers for the New National Curriculum. Third, it describes how the leaders of two primary schools led their members to conduct reform and transformation while maintaining school-based curriculum development. Finally, it analyses the characteristics of curriculum leadership and the school-based curriculum development of the two schools.

2. Research Objectives

This study chose two primary schools to explore. The two schools have the following background:

Sunlight Primary School was built during the Japanese occupation period and had a history of more than 90 years. It belongs to a typical large-sized school with 60 classes, about 114 faculty members, about 1,800 students, and an average teacher age About 40 years old. Sunlight Primary has been involved in the nine-year curriculum and has actively promoted the school-based curriculum to create a diverse, innovative, and flexible learning environment (Sunlight Primary School, 2016). After many years of development, the school-based curriculum has gradually stabilized, but it has also become rigid and gradually formalized.

Moonlight Primary School, founded in 2010, is a new school of eight years of school age. It belongs to a typical Medium-sized school with 46 classes, about 72 faculty members, about 1,000 students, and an average teacher age About 32 years old. The school-based curriculum has been under construction since its establishment. When it published in the New National Curriculum, it found that the spirit of the curriculum and the existing school-based curriculum in the school had a connotation. The teaching and administrative director-led teachers in the past two-year Gradual adjustment to build the school-based curriculum.

3. Research Methods

3.1 Interview

Thinking determines one's attitude, while attitude determines one's action. Through interviews, this study explores the thinking of Taiwanese teachers regarding the New National Curriculum during the period of the post-Grade 1-9 Curriculum. Interviews classified into group and individual interviews.

The interviewees of the group interview include 26 teachers: 14 teachers from Sunlight Primary School and 12 from Moonlight primary schools. The affirmative inquiry strategy is employed[1] to discuss three

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[1]Appreciative inquiry is often operated in teams. The theoretical basis was proposed by David Cooperrider. Appreciative inquiry is used to seek effective directions and strategies and create the statement of "where an organization goes", as such statement will be based on true experience and courses. Members used past experience, thought about external possibilities, and triggered

questions regarding the New National Curriculum—don't want, want, and want more, in order to learn their expectations for the New National Curriculum of the teachers of primary and middle schools in Taiwan.

The interviewees of the individual interviews are Principle Chen of the Sunlight Primary School and Principle Hsu of the Moonlight Primary School, who in charge of curriculum in Taiwan. The interviews were conducted on October 11, 2016.

Table 1. Distribution of Interviews of Principals and Teachers

Data Collection	Sunlight School	Moonlight School	Total
Participant	1	1	2
Teacher interviews	14	12	26

The interview questions included:

1. What were the problems of and reflections on school-based curriculum development?
2. How can curriculum leadership be reformed during the transition to the period of the post-Grade 1-9 Curriculum?
3. What are the thinking, strategies, and methods? What patterns does the curriculum have?
4. What are the differences and similarities, as compared with the school-based curriculum development during the period of the Grade 1-9 Curriculum?

3.2 Document Analysis

The contents of document analysis include the curriculum information on the websites of the two schools, as well as the curriculum experience and documents shared externally by the school members.

4. Literature Review

4.1 Reflections on the Experience of Curriculum Reform

Hargreaves (2003) pointed out that curriculum reform has experienced several trends since 1980: education standardization (the gradual increase of core subjects e.g., abilities in liberal arts and science), restrictions on curriculum designs, and educational management policies (with high-risk test performance). In terms of global trends, Sahlberg (2011) argued that the introduction of educational standards, indicators, benchmarks, portfolios of evaluation and testing, and restricted curriculum contents drove the services of the educational system to subjected to performance. Thus, education has become a commodity.

Kliebard (2002) referred to the era of the curriculum "shopping center "; it seemed that anything could be included in a curriculum which is resulting in continuous curriculum changes. This phenomenon is related to the infinite expansion of the scope of the curriculum; it is legitimate to join this competition, as there are many competitors, followed by numerous reforms. As early as 1971, Eisner predicted the dilemma of

positive, affirmative, and encouraging energy throughout the courses. Source: http://www.open-quest.com/facilitation/detail.asp?GuidanceId=4.

curriculum reform and pointed out that these "new curriculum" basically started from the viewpoint of discipline. When immersed in such varied disciplines, and implementing new curriculum schemes, professionals found the "plug it in anywhere" course scheme to be the most effective, as it assumed that the contexts of all schools were the same. However, how the curriculum constructed not only fails to integrate new courses in different fields but also does not consider the impact of the new curriculum on existing curriculum options (Eisner, 1971). Due to the absence of direction, with the goal that the entry opens, anything can be a contender for the educational plan as long as it is deliberate, and if the change is just "out there for anyone to see," educational program change will inevitably give " spitting out" (Kliebard, 2002) to the current school structure and culture.

Some countries facing the above tricky problems have recently begun to reflect on the curriculum reforms they took for granted. Take Japan and Singapore, for example. Both countries adopt "less is more" education policies, hoping to give more scope to creativity and innovation. Alberta, Canada's best-performing province, has abolished provincial standardization, loosening control over education and creating a smarter accountability system that cares about real learning. Even in England, one of the most test-intensive countries in the world, the government is looking at ways to end standardized testing in primary schools, at the urging of teachers on the ground. (Sahlberg, 2011).

This same trend occurs in Taiwan, and the proposal for a New National Curriculum contains several core principles: decrease without increase, and diversified adaption and flexibility. However, as the major topics of the Grade 1-9 Curriculum are increased continuously, in terms of the New National Curriculum, awareness had been raised to the increasing problems, as pointed out by Kliebard. Unlike the separation of the past, the major topics of the New National Curriculum integrated with each field (Ministry of Education, 2014). The inclusion of significant issues is a niche for the future course promotion, which can reduce the visit of the issue promotion process, and the associated cumbersome norms are expected to be reduced. However, this is only a small part of the curriculum reform that needs systematic thinking and related factors and mechanisms.

4.2 Curriculum Leadership toward Post-Standardization

Kliebard (2002) analysed the curriculum reform in the United States from the perspective of curriculum history and proposed a proposal that curriculum reform should be combined with the school structure, and should be consistent with the current school structure if necessary. Fullan (2010) also argued that school reform was better than fractional reform. For example, a school support system to ensure that schools are organized to support teachers' teaching and students' learning is not a requirement for teachers to work in response to various challenges. Sahlberg (2011) deemed that school was the only place to conduct indeed educational management and relevant matters, rather than politics.

Therefore, the school is an essential base of course practice, also need the force of the curriculum reform. Nevertheless, the need to change the thinking is that school in change towards standardization, not "asked" to reach the relevant standards or qualities but to provide school enough resources and support, to build a good, also easy to teaching and learning environment.

4.3 Transformation of Taiwan Education Context

Taiwan's Grade 1-9 Curriculum initiated in 2001, which was the peak period of globalization, and all goods, customs, trade, education, talents, and circulation were borderless. The period also witnessed

increased outsourcing and the first round of party rotation in Taiwan. At the end of 2014, after the release of the New National Curriculum, the curriculum reform of Taiwanese primary and middle schools entered the period of post-Grade 1-9 Curriculum. Over the past decade, some characters reflect on the context of Taiwan curriculum reform:

4.3.1 Due to the Impact of the Low Birth Rate, Parents Have More Rights in School Choice

Due to the impact of the low birth rate in the past decade in Taiwan, the new Grade 1 pupil in 2001 was 320,000, which reduced to approximately 183,000 in 2017 (Ministry of the Interior, 2017; Ministry of Education, 2016). However, the number of schools has not been reduced, thus, the education selection rights of parents changed from a concept to their daily reality. The quality of a school determines its student enrolment, as well as the turnover rate of teachers.

4.3.2 The Changing School Atmosphere

Meanwhile, in response to teacher taxation, the weekly classes of primary school teachers were reduced to 16 to 18, and class tutor fees increased. Most teachers preferred teaching rather than involvement in administration. The so-called escape from school administrative caused by numerous evaluations, rising education topics, and insufficient understanding and support between administration and teachers, thus, school administrative personnel became tired and exhausted from running about on missions.

4.3.3 Challenges of School-Based Curriculum

Schools are not passive educational institutions and should use the curriculum as a strategic tool and development goal (Halinen & Holappa, 2013) to win the recognition of students and parents. In combination with the rights granted to schools to create curriculum since the period of the Grade 1-9 Curriculum, curriculum development has become the primary mission of school management. However, the quality of the school-based curriculum is not the same as the development process, often depending on the situation of the school, the attitude of the leader, the teacher's team, thinking, and practice. In particular, in the context of the low birth rate, whether a school-based curriculum can bring out the quality of school education is more important.

The Grade 1-9 curriculum has launched since 2001. After 17 years of school-based curriculum in elementary school, there are several types: first, some school characteristics, such as reading, science, and technology, natural ecology, local literature and history, sports, etc.; Second, the design of non-long-term and comprehensive school characteristic curriculum, with temporary activities as the school-based curriculum; Third, the school-based curriculum is only paperwork, as a document sent to the education bureau; Fourth, the development of the school curriculum structure from grade 1 to grade 6 combined with the vision of the school, which is long-term and comprehensive. However, the challenges faced by teachers were the same and should be adjusted according to school vision, curriculum framework, and the times.

4.3.4 Mutual Influence of Educational Theory and Practice

Over the past decade, various educational theories have emerged and practiced in teachings, such as learning communities, group cooperative learning, flip education, online learning, mobile learning, outdoor exploration, design thinking, and Design for Change (DFC). If schools have proper and correct

leadership or severe and professional teachers, a positive learning atmosphere will be formed. Theory and practice are mutually intertwined and beneficial, and many teachers share their knowledge, cooperating with University professors, and working together to deepen the atmosphere of co-learning.

4.3.5 The Developing of Teacher Professional Learning Communities

Internal force is the key point to drive the dramatic change in education (Fullan, 2011). Teachers' professional learning communities, where teachers independently decide the topics of professional development and seek like-minded partners, is a beneficial policy implemented by Taiwan over the past decade. From an interest in expertise, they gradually focus on curriculum design and improve the learning of students.

4.3.6 Attending the Classes of Other Teachers—Observations of Other Teachers' Classes

During the implementation of the Grade 1-9 Curriculum in Taiwan, Teacher Professional Development Evaluation (TPDE) was formed, which is encouraging teachers to observe the classes of other teachers, have meetings before observing other classes, and offer feedback after observation. Many school leaders organized learning communities to prepare lessons, observe the classes of other teachers', and have lesson discussions; thus, it has become a part of teachers' teaching life.

4.3.7 Independent and Professional Growth of Teachers without the Limits of Space and Time

With the convenience of the Internet, the pattern of professional learning for teachers is changing, from the previous top-down teacher empowerment to the recent cross-school group study, cross-school, or online lesson preparation. Some teachers also set up relevant platforms to share their daily teaching experience. Cross-regional, online, and substantive teacher professional development is closer to the voluntary, practical, and real-time learning of adults.

The above-mentioned educational styles result in different contents during the transitional period from the post-Grade 1-9 Curriculum to the New National Curriculum. As the context of curriculum development of primary schools differs from that of the past, the visions of teachers regarding school curriculum also change.

5. Findings

5.1 Teachers' Expectations for the New National Curriculum

Teachers' thinking affects their actions, thus, 26 teachers considered and discussed the three dimensions of "want the least", "want", and "want the most" after reading the new curriculum, which is summarized and analysed in Table 1.

Table 1: Teachers' expectations for the New National Curriculum

	Aspects	content
Don't want		Change just for the change
		Acting without meaning
		Too much paperwork
	Teachers	Too many expectations on teachers
		Ask the teacher to flip the classroom but did not take into account the extent of the students.
		Too much administrative work, chores, so that teachers cannot focus on teaching
		The mindset of teachers has not changed; curriculum form remains unchanged.
	Curriculum	Mandatory promotion disregard the context of school.
		Textbook fixed learning content, the same standard
		The formalism of a course leads to the passing of a course or activity.
	Student learning assessment	Study for the purpose of competition
		Inefficient assessment and exam
Want	curriculum	Develop various courses in order to improve students' interest and development.
		Curriculum shall be refined (to be more structured) to reduce repetitive content.
		Curriculum and instruction combined with multiple assessments.
	Teachers	support teachers to improve competency
		open mind and cooperate with colleagues.
		Lead student holistic learning by exploration and practicing
		Empathy, listening, and inspire students

		Enhancement of the autonomy of teachers
		Reduce competition through cooperation and creation of win-win situations
		Embrace multicultural culture, and connection with the world
	Student	Students have motivation and passion for study.
		Students are cultivated to learn in an active manner and explore solutions.
		Shift from competition to co-learning
		participate in various real situations and learn different skills not limited to subject knowledge.
Want more	Demonstration of teacher professional development	Teachers can identify students' strong points and appreciate them.
		Develop suitable teaching methods to approach core competency of New National Curriculum.
		Teachers can teach in combination with their own advantages.
		Topics can be truly integrated in the curriculum of different disciples.
		Teachers have relevant expertise to lead students to obtain successful learning experience and truly cultivate "competency ".
	Students develop in a suitable, flexible, and energetic manner.	Students can develop learning plan.
		Education is conducted based on the aptitude of students. They are not forced to study.
		Learning to interaction with peers, family members, and real society.
		Learning by trial and error and developing learning strategies suitable for oneself.
		Cooperative with others to accomplish mission.
		Promotion in a more comprehensive manner: parents, teachers, schools, and society

		Changes in and support for parents' opinions
	Well supportive system	All citizens shall participate and understand that educational responsibility does not rely only on schools. The status of family and social education shall be raised, in order to realize life-long learning.
		Superior organization and supervisors shall trust and respect the practices of teachers, rather than assess teachers' performance.

Kliebard (2002) argued that, if reform is a lack of purpose or only for "public display," curriculum reform would be "disgorged" by the current school structure and culture. The opinions of the 26 teachers are consistent with the above statement. Regarding the factors of "don't want," "want," and "want more" in terms of the New National Curriculum, teachers, students, curriculum, and the relevant supportive system should not be separated. Teachers want neither formalism nor reform just for reform, and they dislike the interference of non-teaching affairs, ridged curriculum, and competitive and standardized test. In terms of "want" and "want more" regarding the aspect of students, teachers hope that students can learn autonomy, develop their potential, and cultivate their competency. Teachers must have more autonomy, as well as qualitative and professional growth, in order to help students, learn more flexibly and competently. Concerning the curriculum and support system, they hope that the curriculum can be more flexible, teachers can be more trusted, focus on teaching and student learning.

5.2 The stories of Sunlight Primary School and Moonlight Primary School on School-Based Curriculum Development

The following stories of school-based curriculum development are mainly based on interviews with Principle Chen of the Sunlight Primary School and Director Hsu of the Moonlight Primary School. The interview analysis and summarization can be divided into three aspects：a. Problems and reflections of the school-based curriculum. b. The practice of curriculum leadership c. Development of a school-based curriculum. This researcher edits and supplements the stories on the premise that the meanings are not changed.

5.2.1 Sunlight Primary School

5.2.1.1 Problems and Reflections of the School-based Curriculum

"The school has more than 1,000 children in 60 classes, which should be noisy; however, at four o'clock in the afternoon, when I was in the office of the principal, I felt the surrounding quiet; no students remain at the school. Teachers prefer comfort and are almost separated from the administrative personnel. As the school is close to emerging residential communities, it is not affected by the low birth rate. Teachers do not have a sense of risk, and they often asked me, "Why to change?" Parents do not have many opinions on how teachers treat their children because they want to pass this time. In such a context, how can teachers improve?"

[Principle Chen]

"During the period of the Grade 1-9 Curriculum, the school also had a school-based curriculum, fields, curriculum with characteristics, topics, etc. The excessive teaching materials combined in the school curriculum. Teachers failed to understand the meaning and purpose of the curriculum, and they felt they lacked stimulation and passion after the long-term implementation. (Lin, 2016) Moreover, new teachers in the school also failed to understand the original school-based curriculum. Thus, the curriculum was not spread among the majority of students. While ability-oriented teaching is stressed, the teachers lacked sufficient abilities, and their knowledge was separated from the actual scenarios, meaning teachers were teaching material to students they already knew, and students lost their passion for study."

[Principle Chen]

"The habits of the teachers and the contents of the school-based curriculum are fundamental issues that Sunlight Primary School must face. Fortunately, in such a context, when one part shakes violently, the other parts remained unchanged, which renders the entire system stable. Thus, I have time to handle each part step by step. Another issue is that the schools are not linked, as is extremely difficult to create a network in the school."

[Principle Chen]

5.2.1.2 Practice of Curriculum Leadership

"I always ask the teachers two questions. First, whose school is this? Second, who shall be responsible for expertise? Without external monitoring, how great would the tests be? Such questions deconstruct the habits of the teachers and create cultural dialogue. Meanwhile, I try to cultivate teacher leaders, encouraging experienced teachers lead other teachers."

[Principle Chen]

"In regard to the training of teachers' expertise, I changed the mandatory seminar on Wednesday afternoons to optional. Three courses are simultaneously opened, and teachers are asked to select one to attend and share what they learn with their peers. The remaining time is for the community of teacher expertise. Currently, 10 communities are simultaneously held on Wednesday afternoons2. In the second year, several communities will begin to share with each other. In the third year, all the communities will become involved in preparations, observations, and discussions lesson."

[Principle Chen]

"This transformation is very interesting; to flip a school, the establishment of school culture is vital. First, stories and images are used to create empathy for the life community of the school, as stories are often told to create empathy. I recorded a video of a guard who was sweeping. All the people were gone. Only the old man was there, sweeping. IS THERE A POINT HERE? I let the team watch the video, and I shared the stories of teacher and administrative personnel works. Second is dialogue culture. Third is the desire for expertise. To create a dialogue culture and stimulate teachers' desire for expertise, I must change the teachers' attitude toward study. In the past, over

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2 IN Taiwan, Wednesday afternoons are the primary school teachers' professional developing time because primary school students stay at school from 7:50 to 12:00 on Wednesday.

100 teachers corrected the homework of students while attending seminars. They did not know what good study was, thus, I divided them into small communities. They were supposed to improve the expertise they needed, and would be responsible for their study. If the seminars we arranged had no relationship with the life and teaching of teachers, how could we flip the school? I often think about how to create the possibility of expertise growth of teachers and how to touch the teachers. I make the teachers become students again, in order that they can perceive the feeling of students. If I did not turn teachers to students, student-centered teaching practice would be impossible."

[Principle Chen]

"Over the last decade, I learned how to keep a balance between outcome and faculty development. We need to find the truth rather than take unnecessary pains to study the necessity of reform. I try to let everyone enjoy creation at work and explore wonderful experiences in practice. To reform or not is just an external form. The key is to identify the essence of education and find who we are."

[Principle Chen]

5.2.1.3 Development of School-Based Curriculum

"In recent years, Sunlight Primary School has endeavoured to change from being teaching material-oriented to competency-based in terms of the school-based curriculum. Through teacher professional learning community and curriculum development meetings, the study model for the Sunlight Primary School is established, which is problem-oriented and involves cooperative study, hands-on experience, and public participation. Furthermore, the core competency has been transformed into the school-based curriculum target of each grade of Sunlight Primary School. Teachers can respond to the school-based curriculum target during teaching and design a school-based curriculum with specific characteristics."

[Principle Chen]

"Curriculum reform is primarily teachers, and only teachers can produce courses. If we are going to be different from Grande 1-9 Curriculum, which is how the curriculum will be transformed into a substantial change in the way it is taught, I think this is the establishment of the environment and culture."

[Principle Chen]

5.2.2 Moonlight Primary School

5.2.2.1 Problems of and Reflection on the School-Based Curriculum

"Moonlight Primary School is a relatively new school, founded only six years ago, and each year, it employs many new teachers. As the teachers are not familiar with each other, the cohesion among them is being formed. As the school culture is being formed, teachers' life status and devotion to teaching will vary. The school is located in the emerging residential communities, and many students' parents are engineers at the scientific park. Thus, they have many opinions regarding school education. Though parents have high social and economic status, they do not necessarily have correct opinions regarding education."

[Director Hsu]

"Recently, the international education curriculum is the school-based curriculum of Moonlight Primary School, and school-based ability indicators have been established. However, teachers lack reflection and feedback on their teaching."

[Director Hsu]

5.2.2.2 Practice of Curriculum Leadership

"The education philosophy of the school focuses on the cultivation of the practical abilities of students. To this end, the school must balance the actual situation and expectations regarding education, as average balance and persistence are necessary for the cultivation of students to be significant. Moreover, the Principal must consider the cultivation of the quality and abilities of both teachers and students."

[Moonlight Primary School]

"In terms of curriculum leadership, times without classes shall be planned for curriculum development meetings, subject meetings, grade meetings, and the curriculum development meeting is the highest decision unit of the school. These three meetings are held monthly, and the topics and the implementation strategies of these three meetings are planned in advance for the entire semester. The curriculum development meeting demonstrates how to discuss curriculum and teaching issues, and informs the leader of each subject, as well as grade directors, what topics to discuss and what strategies to apply."

[Director Hsu]

"Meanwhile, I also designed worksheets to help the leaders of the meeting plan their tasks for the entire semester. There are four subject seminars each semester, and these worksheets can guide them to plan the four seminars. There are two themes for discussion, including the school-based curriculum and the theme decided by each subject group; the four seminars must be cohesive. During the monthly curriculum development meeting, leaders report any difficulties they faced. The curriculum of subject development shall also be discussed during the grade meeting, and we apply the operation of the teacher community to the seminar. At the end of each semester, each subject group will share their findings or outcomes after the hands-on experience, and the final target must be the publication and sharing practice and reflect results."

[Director Hsu]

"I find that, due to the above efforts, the teachers gradually learn the working model with directions. During the first semester, teachers only shared what was related to their own curriculum; however, during the second and the third semesters, the teachers started to discuss how to assess and adopt diversified modes. Through this process, school communities were gradually formed, and teacher leaders appeared. Initially, three to four teachers actively requested, they set up the community; however, as more and more teachers wanted to join the community, they requested mutual cooperation."

[Director Hsu]

"The feedback of curriculum leadership is collected during its implementation. In terms of disputes during the process, my strategy is to raise questions to each community at an appropriate time. No matter whether I agree or disagree with the results, I accept them, as there are no preset answers. Different opinions can be further discussed and modified and reported at the curriculum development meetings. In fact, the school only needs to implement a curriculum development meeting properly, and subject seminars will cooperate with the former. As teachers work toward the same target, it will not have high demands for their time. Through discussions, teachers reached a consensus on the school curriculum. Thus, there was no need for promotion. In this way, they understand what they are discussing and know how to operate. Our current status includes both advantages and disadvantages, and some teachers have taken action. To me, teachers are supposed to take the initiative, and I used this strategy to flip the teachers in the school successfully. The teachers in our school are great. They did it."

[Director Hsu]

"Over the past years, we had fun, enjoyed the process, and were excited to see what would happen during the 12-year curriculum guideline. As long as we encourage and support each other, we can definitely achieve our goals. What I see is attention to students, the challenges faced by them, and the true abilities they need for their study. In the future, a 17-year or 18-year curriculum would be the same for me; no matter how the system changes, I absorb and try to have good experiences. There is no one correct answer, only suitable ways for each school, and I look forward to sharing our experiences with other schools."

[Director Hsu]

5.2.2.3 Development of the School-Based Curriculum

"Three years ago, the school had just begun to create their vision and curriculum framework through the various practices of teachers, as a school-based curriculum needs the participation of the entire school. The strategy first focused on student's learning materials, and I personally designed a set of curricula, including learning sheets and PPT; however, the difference lay in the spirit of exploration. I allowed the students to think and practice many things, and share after learning, encouraged teachers to try new things, advised teachers not to worry, and suggested they assign small tasks to students who were interested. At the end of the semester, all teachers and students shared their experiences and results."

[Director Hsu]

"After practice, the teachers modified their teaching materials and provided me with feedback, which was the first outcome. The second outcome was to flip both teaching and learning. Teachers found that most of the students did not listen to what they taught, and were restless in class; however, when the teaching model was changed, the students were eager to learn. I encouraged the teachers to shift their attention and encourage students to complete tasks of interest to them, rather than forcing them to concentrate on study."

[Director Hsu]

"Later, as the curriculum of other fields were altered, the school curriculum began its transition. On this basis, I find that the spirit of the school curriculum is close to the core quality of the New National Curriculum, both of which are student-centered, respect differences, and allow students to make choices based on their interests. Under the school curriculum framework, teachers could gradually change the themes and connotations of the curriculum, as based on the interests and needs of students. Teachers learn to practice the curriculum rather than implementing teaching materials without targets."

[Director Hsu]

"In addition to continuous curriculum practice, we gradually established indicators for the quality of the school-based curriculum in order to conduct in-depth cultivation of quality students. During the curriculum transformation, tools and tables are provided to guide teachers to think about specific issues: "What do you think is the most important element in the school-based curriculum? What do the students do?" After this table is completed, they continue to think about the core qualities: "Combined with the learning performance of the new curriculum, we should think about which is the core quality that we should practice? What are the students currently, need, lack, students to strengthen what?" Tools are used for this transformation, and the essential quality indicators of low, middle, and high grades are analysed by focusing on the students. Regardless of changes in the environment, teachers shall stress the study of students and the curriculum."

[Director Hsu]

6. Discussion

Sunlight Primary School and Moonlight Primary School are located in a different district, respectively, and have different foundations and cultures, and the leaders of school curricula lead their teams to form school-based curricula. The characteristics of curriculum leadership and school-based curriculum development are analysed and described, as follows:

6.1 The Characteristics of Curriculum Leadership

6.1.1 Perception, Dialogue, Community, Cooperation, Flexibility, and Diversity are the Common Elements in Curriculum Leadership

The curricula leaders of the two schools have the characteristics of post-standardization transformation, high awareness of curricula, perceive school cultures, utilize changes according to the needs of teachers, activate curriculum development meetings, and uses the sharing end of each semester to strengthen the communities. They help and lead teachers to work together towards their goals, stress the reflections of teachers on teaching, listen to different voices, have professional dialogues, and gradually improve the professionalism of the curricula and teaching. Work teams with diversified opinions are an inseparable part of school curriculum innovation. In particular, in the face of difficulties in curriculum teaching, diversified and different voices are necessary, which is consistent with that of Friedman (2017), who advocated that, in addition to communities, diversity is a significant basis for reform. School curriculum leaders shall regularly summarize and integrate the thinking and practices of teachers, summarize their visions, practices, and quality indicators, and provide feedback to teachers to drive school-based curriculum transformation.

6.1.2 Differences in the Entry Points of Curriculum Leadership: Sunlight Primary School Started from Communities, while Moonlight Primary School Started from Curriculum

Though the leaders of both schools have similar characteristics, due to different school cultures, they started from different viewpoints. For instance, Sunlight Primary School is a large school which teachers have few interactions. The Principal leads communities using multi-level professional communities to allow teachers to exchange with each other, cultivates community leaders, and narrows the distance between teachers. In contrast, Moonlight Primary School is a medium-sized new school, where Director Hsu leads the teachers to work with and share the learning materials of students. This school breaks the line between administration and teachers and encourages teachers to try, embraces all kinds of possibilities with an open attitude, and drives teacher growth.

6.1.3 Turning Teachers into Learners, and Cultivation of Empathy and Identity

Sahlberg (2013) points out that overly rational reform methods cannot succeed, and if there is no emotion, only scientific knowledge or political interests are never enough, because innovation requires strength, and power comes from emotion and identity. Sunlight Primary School leads teachers to become learners again, perceive the feelings of students and introduces different growth methods to teachers. Through dialogue, Moonlight Primary School guides teachers to understand the status of students from the perspective of students. The curriculum leaders of both schools attempt to transform the role of teachers. When teachers became students, they perceive the feelings of students. The inner feelings of teachers are the basis of empathy and identity, as well as the willingness and ability to guide student studies.

6.1.4 Focusing on Student Studies and Leading Teachers to Return to the Essence of Teaching and Learning

The leaders of both schools lead their teams to focus on student learning, which echoes the proposition of Fullan. Teachers are encouraged to discuss their teaching practices during seminars, publicly share their practices and experiences, and focus on meaningful teaching affairs, thus, student study courses are more specific to improve practice (Fullan, 2007).

Both schools consider the essence of the study, adopt student-centered curricula, help teachers understand the feelings and needs of students, and understand the expectations of administrative personnel and the needs of teachers. When teachers see students actively learning during class, and accumulating and recording knowledge, teachers are willing to learn to guide students to conduct self-study.

The curriculum leadership of the two schools returns to the basics of teaching and learning. Teachers are guided to develop their expertise, which demonstrates the sustainable operation of curriculum leadership, and displays the nature of teaching and learning, as advocated by post-standardization, and thus, conducts reform at their step by step pace (Chen & Kuo, 2012).

6.1.5 Demonstrating and Offering Resources and Support to Help Teachers Achieve their Goals

During school-based curriculum development, the demonstration of curriculum leadership is indispensable. The two schools have minor differences in their demonstrated aspects: Sunlight Primary School demonstrated how to lead communities and asked fundamental questions, such as "Whose school is this?" and "Who shall be responsible for expertise?". Moonlight Primary School demonstrated how to

conduct exploration-oriented teaching, and during the curriculum development meeting, it demonstrated to the leaders how to guide curriculum discussions and provided support. The two schools displayed changes in the expertise growth model of the teachers; they did not use expert speeches or authority guidance, instead, they asked teachers to demonstrate to each other. Through understanding, experience, hands-on practice, and dialogue sharing, they stressed the necessity to meet the demands of various groups, provide a safe and welcoming environment, embrace various possibilities in curriculum development, offer positive power and guidance, and gradually established the curriculum and improved teachers' abilities.

6.1.6 Utilization of the Current Curriculum Operational Mechanisms

The curriculum leadership strategies of the two schools lay in the utilization of the existing curriculum development mechanisms. Both give full play to curriculum development meetings, subject meetings, and community meetings, combine the tasks of their school-based curriculum development, introduce critical topics, and conduct qualitative dialogues and meaningful discussions. Teachers decide the meeting topics, and through subject meetings, community meetings, grade meetings, curriculum development meetings, and by dialogues and interaction, teachers are encouraged to have common feelings on the joint development of the curriculum. Thus, the school-based curriculum became "our curriculum," rather than that of the principals or directors.

6.1.7 The Perception and Commitment of Curriculum Leaders Are Key to School Curriculum Development

This study observes that the perceptions and commitment of curriculum leaders are crucial to school curriculum development. Curriculum leaders are expected to trigger the passion of teachers, create a culture of dialogue and a desire for expertise, create the life community of the school, cross over limits, and allow teachers and students to understand each other. Due to their devotion during curriculum development, teachers receive the feedback of students and see different aspects of themselves. The characteristics of the curriculum leader of the two schools are described in Table 2.

Table 2: Analysis of the characteristics of the curriculum leadership of Sunlight Primary School and Moonlight Primary School

	Entry Point of Curriculum Leadership	Characteristics of Leaders	Application of Strategies	Common Elements	Resources	Curriculum Development Mechanism
Sunlight Primary School	Starts from community, guides teachers to perceive themselves, and then, plan a curriculum	Be keen to perceptions Being willing to shoulder responsibilities	Turning teachers into learners Focusing on the study of students Demonstration Learning through practice	Awareness Dialogue Community Cooperation Flexibility Difference	Supportive resources to teachers Help teachers realize their goals	Utilization of the existing curriculum development mechanism, including curriculum development meetings, grade meetings, subject meeting, and community meetings
Moonlight Primary School	Starting from curriculum design, and changing ideas during practice					

6.2 School-based Curriculum

The two schools have the following similarities in terms of school-based curriculum development:

6.2.1 Learning from the Good Experiences of the Past, Improving Existing Practices, and Conducting Meaningful and Active Transformation

During the post-Grade 1-9 Curriculum period, the two schools did not wholly abandon the experience but tried to seek correlation, improve the existing practices, and conduct meaningful and active transformation. Sunlight Primary School found that its life curriculum has the feature of quality-oriented teaching. In other words, it expanded from this field to other fields and developed a quality-oriented curriculum and teaching model. Moonlight Primary School utilized the existing international curriculum, explored the comprehensive teaching of the Grade 1-9 Curriculum, and expanded the relevant subjects. The characteristic finding of the two schools is, "The ways found by all the members of the school are the most suitable."

6.2.2 Discovery of Positioning and Directions of the Schools in the Past, at the Present, and in the Future through Spatial Context, Structure, and Time

In the context of changing times and society, what types of talents shall we cultivate in the future? This is an essential question that educational practitioners must consider. Moonlight Primary School and Sunlight Primary School combine spatial dimensions (including locations, overall environmental reforms, existing bases, and current major issues) and time dimensions (including bases in the past, advantages and difficulties at present, and future development directions) to confirm their respective visions, and clarify

the position of their school-based curricula. Moonlight Primary School regards international education as the center of the school-based curriculum, and their goal is to cultivate students who can learn independently by integrating curriculum and information technology, and combines fields to implement the curriculum. Sunlight Primary School stresses the cultivation of talents with hands-on experience, thinking, and leadership, and gives full play to quality-oriented teaching and outdoor exploration experiences to prolong their students' motivation and interest in the study.

6.2.3 Concentrating on the Study of Students is a Core Goal of Curriculum Development

This paper finds that during the post and beginning periods of Grade 1-9 Curriculum, Sunlight Primary School and Moonlight Primary School hold different attitudes toward the school-based curriculum. During the period of the Grade 1-9 Curriculum, they were committed to establishing a complete school-based curriculum and stressed curriculum development, while ignoring the input of teachers and the real and meaningful study of students. Thus, teachers gradually lost their passion for the curriculum, and it became just paperwork. This phenomenon is pronounced in terms of Sunlight Primary School. After identifying the dilemma of its school-based curriculum, it attempted to interpret school-based curriculum development from the perspective of students.

As a new school, though its international curriculum was institutionalized, during implementation, Moonlight Primary School was still concerned about the interest and demands of students at present and encouraged teachers to flexibly adjust and modify the curriculum according to the academic performances of students.

After the issuance of the New National Curriculum, spontaneous learning, interaction, and win-win situations were stressed. Through observations of the two schools, this study finds that the curriculum development during the post-Grade 1-9 Curriculum period shifts its attention to human nature, as well as "the understanding and practice of human nature" (Chen, 2007). Attention to the study of students is both the starting and the endpoints. The key questions in school-based curriculum development include what quality shall students have and how teachers can grow to respond to the study of students. Such core concerns are constantly proposed during curriculum planning, design, implementation, and results from publication. Moreover, this is a common feature of Moonlight Primary School and Sunlight Primary School regarding the school-based curriculum.

6.2.4 School-based Curriculum Does Not Remain Unchanged. The Theme Connotation Will Be Adjusted According to the Demands of Students and Environmental Contexts

During the period of post-Grade 1-9 Curriculum, due to the leadership of the leaders and the improved expertise of teachers, the two schools have more flexible school-based curricula, as well as more precise directions and key points. For instance, Sunlight Primary School understands the quality of students, based on the study characteristics of students in different grades. The quality of students is regarded as the guideline of curriculum development, which stresses quality-oriented teaching. No matter what teaching materials teachers use, or what spatial and environmental adjustments are conducted, teachers shall respond to the cultivation of quality students.

In contrast, Moonlight Primary School follows its existing school-based curriculum framework. It gradually connects the subject and core competencies. Teachers also make theme connotation adjustments

in line with the needs and interests of students. Thus, the implementation of the school-based curriculum is changed from a fidelity perspective to mutual adaption and enactment perspective.

7. Conclusion--Dance in the Eye of the Storm[3]

This paper started from the macro-perspective of global reform trends, listened to the voices of teachers during the period of post-Grade 1-9 Curriculum, shared the curriculum leadership and school-based curriculum development of Sunlight Primary School and Moonlight Primary School, and finally, analyzed the curriculum leadership and school-based curriculum of both schools. During onsite dialogue and writing, I studied according to a new mode, and learned the curriculum development, which was the focus of curriculum reform of Taiwan. It seems that, while it pays attention to understanding the characteristics of the curriculum, it stresses the understanding of human perception, practices, and cooperation, and returns the focus to the study of students. This is what each stakeholder in Taiwan needs to learn during this wave of curriculum reform.

Curriculum reform requires more experience sharing and strategic tools; however, experience and tools cannot be transplanted but shall be used based on the context of the school. The curriculum of "the minority" shall be converted to "our" curriculum through cooperation, mutual support, and sharing.

Meanwhile, while marching toward the New National Curriculum, experts shall learn and work modestly together with the educational practitioners in primary and middle schools. Professional authority exists in each field and at each stage of education; however, it is necessary to conduct the cross-border study and listen to various and diversified voices, which is a possible survival mode for the generation of the curriculum in the eye of the storm.

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[3] Source: Dance in the Eye of the Storm by Friedman (2017). Thank You for Being Late pointed that cooperation, joint efforts, and mutual support and sharing were the operational model of study in the time of great change.

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