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Research on the Enhancement of Teacher Curriculum Leadership in Accounting Affairs Major of Secondary Vocational Colleges

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Abstract:
This study focuses on teacher curriculum leadership in the accounting affairs major of secondary vocational colleges, using the foundational accounting course as an example to explore the enhancement and practice of curriculum leadership. Based on an analysis of the current situation of teachers in the accounting affairs major of secondary vocational colleges, the study proposes strategies for enhancing teacher curriculum leadership, including improving teachers' professional qualities, enhancing their course design abilities, and strengthening their teaching evaluation skills. Additionally, through practical case studies, the study demonstrates the process and methods for enhancing teacher curriculum leadership in the foundational accounting course. It is hoped that this research will provide theoretical guidance and practical references for the enhancement of teacher curriculum leadership in the accounting affairs major of secondary vocational colleges.

Keywords:
Teacher Curriculum Leadership; Secondary Vocational Colleges; Accounting Affairs Major; Enhancement Strategies

In the process of transitioning from a major human resources country to a strong human resources country, China’s demand for highly skilled talent has significantly increased, which gives secondary vocational education a new mission in this era. As the cornerstone of the modern vocational education system, secondary vocational education holds a foundational position in the application-oriented talent cultivation system, providing a practical path towards building a social blueprint where "everyone desires to succeed, everyone strives to succeed, everyone can succeed, and everyone can fully display their talents" [1]. The rapid economic development has driven the increased demand for accounting affairs professionals. As an important channel for cultivating accounting affairs professionals, the quality of teaching in secondary vocational education directly affects the quality of talent development. The "key link and core content of vocational education connotation construction is curriculum construction" [2], and teacher curriculum leadership in the account-

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ing affairs major of secondary vocational colleges is a key factor influencing teaching quality. Curriculum is the core element of talent cultivation, addressing the most fundamental issues. Curriculum construction and teacher development are essential components in building a high-quality education system, and enhancing teacher curriculum leadership is a key strategy for building such a system. Currently, there are several issues with teacher curriculum leadership in the accounting affairs major of secondary vocational colleges in China, such as an insufficient understanding and grasp of the curriculum, inadequate course design abilities, and a singular approach to course implementation and evaluation. These problems severely affect the quality of accounting affairs talent cultivation and need to be urgently addressed.

Currently, we need to accurately understand the connotation of teacher curriculum leadership, fully recognize its value, and adopt multiple strategies to rapidly enhance teacher curriculum leadership.

1.The Concept of Teacher Curriculum Leadership

Regarding the concept of "curriculum", in Chinese education, it is generally believed that "curriculum refers to the planned, organized, implemented, and evaluated learning content and its process arrangement in the educational process to achieve educational goals. It is the basic unit of educational practice, including teaching content, teaching goals, teaching methods, teaching evaluation, and other aspects [3]. Curriculum is not a static 'educational plan', but a process in which all teaching conditions and content dynamically affect the educational object in a specific educational context. This process builds a bridge between students' learning and life worlds, seeks knowledge construction for students' personal understanding, serves students' "basic learning ability", focuses on the development of students as "whole people" [4], and creates a personalized school culture.

Leadership is originally a concept from the field of management, which can be understood as the impact, influence, and effectiveness generated by a behavior. It refers to the ability and behavior of a leader to exert influence, provide guidance, motivate, and communicate with organizational members in order to achieve organizational goals. Leadership is a dynamic, evolving, and multifaceted capability that includes aspects such as strategic planning, human resource management, organizational communication, and innovation and change [5]. Leadership is not only applicable to businesses and organizations, but also plays a key role in the field of education, especially in curriculum leadership. When the term "leadership" is introduced into the field of education to explain curriculum, it refers to the ability of teachers to lead and guide students smoothly through the learning process via the curriculum.

Based on the above understanding of "curriculum" and "leadership," this study defines teacher curriculum leadership as the ability of teachers to guide, promote, and innovate in aspects such as curriculum planning, design, implementation, and evaluation throughout the educational process. Curriculum leadership is an important component of educational leadership, encompassing areas such as curriculum reform, curriculum innovation, and teacher professional development [6]. The enhancement of curriculum leadership is crucial for achieving educational goals and cultivating outstanding talent.

Overall, the curriculum leadership of teachers is not only reflected in the comprehensive abilities of individual teachers, but also in the integration of the teacher community - that is, the curriculum leadership com-

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munity. The so-called curriculum leadership of accounting affairs teachers refers to the ability of teachers to design, implement, and optimize course content, teaching methods, evaluation systems, and other aspects in the process of accounting affairs professional education. Enhancing the curriculum leadership of accounting affairs teachers is of great significance for improving teaching quality, cultivating students' professional competence and innovation ability. This ability involves multiple aspects such as teachers' professional knowledge, teaching experience, educational philosophy, leadership skills, etc., [7] and is a complex comprehensive system.

2.The Composition of Teacher Curriculum Leadership in the Accounting Affairs Major of Secondary Vocational Colleges

Based on the key elements of leadership, such as essential insight, vision foresight, scientific decision-making, effective guidance, and human motivation, this study defines the basic content of leadership for accounting affairs teachers as the following five aspects [8]:

2.1. Teacher Curriculum Value Insight

In the accounting affairs major, teachers should have an in-depth understanding and judgment ability regarding the value of the curriculum. This includes insight into accounting professional knowledge, skills, and professional ethics. Teachers need to clarify the value of the accounting curriculum, such as how to help students master core skills like financial accounting and analysis, as well as how to incorporate professional ethics education into the teaching process to ensure students develop good professional qualities. Additionally, teachers must evaluate whether the course content keeps pace with industry trends to ensure the curriculum remains of high quality.

2.2. Teacher Curriculum Design Foresight

All hypertext links and section bookmarks will be removed from articles during the processing of articles for publication. [5] If you need to refer to an Internet email address or URL in your articles, you must type out the address or URL fully in Regular font.

Accounting affairs teachers should have the foresight regarding the overall structure and implementation process of the curriculum. This means that during the curriculum design phase, teachers need to fully consider students' learning needs, knowledge base, and future career development, and anticipate potential problems and challenges that may arise during the course implementation. For example, when designing accounting courses, teachers should foresee that students may face difficulties understanding certain complex concepts, and therefore, adequate guidance and support should be provided during the teaching process. Additionally, teachers should anticipate developments in the accounting industry and integrate emerging accounting technologies and concepts into the curriculum design, enabling students to adapt to future professional demands. This involves foresight regarding both the overall structure of the curriculum and the specific implementation process.

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2.3. Teacher Curriculum Development Decision-Making Ability

Accounting affairs teachers need to possess the decision-making ability to choose and prioritize curriculum resources. This includes selecting the most suitable content from numerous accounting teaching resources based on students' needs and the teaching objectives, as well as integrating different resources to enhance teaching effectiveness. For example, when selecting accounting textbooks, teachers should consider the quality, applicability, and practicality of the materials. Furthermore, teachers must have the ability to update and supplement course resources to ensure that the curriculum content remains timely and relevant.

2.4. Teacher Curriculum Implementation Guidance

In the teaching implementation of the accounting affairs major, teachers need to possess the ability to guide students in learning the curriculum. This not only involves imparting accounting knowledge but, more importantly, teaching students how to learn. For example, teachers can use various teaching methods, such as case analysis, practical exercises, and group discussions, to stimulate students' interest in learning and enhance their active learning abilities. At the same time, teachers should pay attention to students' learning progress and needs, offering personalized tutoring and guidance to help students overcome challenges in their learning.

2.5. Teacher Curriculum Evaluation and Motivation

Accounting affairs teachers need to have the ability to motivate students, teachers, the curriculum, and the development of the school through evaluation. This includes evaluating students' learning outcomes, teachers' teaching effectiveness, the design and implementation of the curriculum, and the overall quality of the school's teaching. For example, teachers can evaluate students' learning achievements through regular exams, assignments, and projects, thereby motivating students to engage more in their learning. At the same time, teachers need to objectively analyze the strengths and weaknesses of the curriculum, providing a basis for continuous improvement. Additionally, teachers can use evaluations to motivate the teaching team, enhancing the overall teaching level and quality. Based on these key elements, a detailed analysis and specific elaboration of these aspects, considering the specific characteristics of the accounting affairs major, can help optimize teaching strategies and improve the quality of the curriculum.

3.Issues in Teacher Curriculum Leadership in the Accounting Affairs Major of Secondary Vocational Colleges

Teachers in the accounting affairs major of secondary vocational colleges, in the process of course development, implementation, and evaluation, apply professional knowledge and educational concepts to lead students, colleagues, and parents in achieving curriculum goals. This ability is mainly reflected in aspects such as curriculum design ability, curriculum implementation ability, curriculum evaluation ability, and curriculum innovation ability.Teachers in the accounting affairs major of secondary vocational colleges possess strong capabilities in curriculum design, being able to develop appropriate teaching plans and course content based on industry needs and student characteristics. In the process of course implementation, teachers in the accounting affairs major are able to use various teaching methods and techniques, focusing on combining theory and practice to improve students' practical operation abilities. In terms of curriculum evaluation, they focus

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on combining process evaluation with summative evaluation, paying attention to students' overall quality and ability development. With the continuous update of educational concepts and changes in industry development, teachers in the accounting affairs major are also making continuous efforts in curriculum innovation, actively exploring course systems that meet the demands of the times.

Teacher Curriculum Leadership in the Accounting Affairs Major of Secondary Vocational Colleges shows certain advantages in its current state, but there are also some issues.

3.1. Weak Awareness of Curriculum Leadership

Teachers in the accounting affairs major of secondary vocational colleges may focus more on completing teaching tasks rather than on the overall design and leadership of the curriculum. They may lack sensitivity to the trends in curriculum development and the proactive pursuit of curriculum innovation and improvement.

3.2. Limited Professional Development Opportunities

Teachers in secondary vocational colleges may face the problem of insufficient professional development opportunities, which limits their chances to update curriculum content, master new teaching methods, and develop leadership abilities.

3.3. Lack of Effective Curriculum Feedback Mechanisms

Secondary vocational colleges may not have established effective curriculum feedback and evaluation mechanisms, leading to teachers being unable to understand the effectiveness of course implementation in a timely manner. This makes it difficult to adjust the curriculum based on student needs and learning situations.

3.4. Insufficient Teaching Resources

The accounting affairs major may lack necessary teaching resources, such as modern teaching facilities, practice bases, and case libraries, all of which limit the teachers' ability to lead and innovate the curriculum.

3.5. Unreasonable Teacher Structure

The teaching staff in the accounting affairs major of secondary vocational colleges may have issues with age structure, title structure, and knowledge structure, which can result in a lack of vitality and innovation in teaching and curriculum leadership.

3.6. Insufficient School-Enterprise Collaboration

The connection between the accounting affairs major and enterprises is not close enough, leading to a disconnect between curriculum content, teaching methods, and the actual needs of enterprises. Communication and collaboration between teachers and enterprises are insufficient.

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4.Strategies for Enhancing Teacher Curriculum Leadership in the Accounting Affairs Major of Secondary Vocational Colleges

To enhance teacher curriculum leadership in the accounting affairs major of secondary vocational colleges, we can draw on Henderson's innovative curriculum leadership theory and expand it to include five key areas of competence for teachers: curriculum value insight, curriculum design foresight, curriculum development decision-making, curriculum implementation guidance, and curriculum evaluation and motivation. Henderson's theory advocates for curriculum leadership innovation and the improvement of educational quality through reflective inquiry and the reconstruction of subject standards, guided by the "3S" curriculum goals. This is achieved through the synergistic effect of four decision-making processes: "curriculum design," "teaching innovation," "evaluation improvement," and "organizational reconstruction." This theoretical framework provides educators with a deep-level framework for thinking about and shaping teaching practices, while the expanded five areas of competence further enhance and strengthen teachers' professional development in curriculum leadership. The main strategies are as follows:

4.1. Fully Empowering and Strengthening, Creating a Diversified and Collaborative Curriculum Leadership Community

Teachers as the creators of curriculum meaning and constructors of curriculum culture, should demonstrate their agency and subjectivity in the process of curriculum operation. To enhance the teacher curriculum leadership of the accounting affairs major in secondary vocational colleges, it is essential to grant teachers more curriculum leadership authority, allowing more frontline teachers to participate in the entire process of curriculum planning, design, implementation, and evaluation. By granting teachers autonomy in the accounting affairs major, teachers' awareness of curriculum leadership can be strengthened, and they should be encouraged to adjust course content flexibly according to the development of the accounting industry and the needs of students. School administrators should give teachers full autonomy over the curriculum, leading and encouraging them to combine course content with student characteristics, fully developing the curriculum, exploring more curriculum value, and transforming general courses into personalized courses. This student-centered approach to curriculum design and implementation will meet society’s need for personalized talent cultivation. A teacher curriculum leadership community should be established to optimize the teacher team structure, attract high-level teachers, and promote communication and collaboration among teachers in the area of curriculum leadership, sharing high-quality teaching resources. Regularly organizing curriculum leadership-themed activities and achieving mutual growth through professional dialogue will allow teachers to address specific practical issues, discuss and resolve problems, gain experience, and refine outcomes. This will enhance their decision-making and guidance abilities in curriculum development, implementation, and evaluation. At the same time, teachers should be guided to take proactive actions, strengthening their awareness of curriculum leadership and honing their curriculum leadership abilities. They should actively learn about curriculum development, curriculum construction, and curriculum evaluation, understanding the purpose and significance of curriculum leadership. Teachers should engage in professional practice based on their personal professional learning, accurately understanding curriculum concepts, implementing curriculum actions precisely, continuously reflecting on curriculum practices, and proactively fulfilling their responsibilities in curriculum leadership, thereby constantly enhancing their curriculum leadership abilities.

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4.2. Providing High-Quality Training to Enhance Teachers' Professional Curriculum Leadership

By offering teachers continuous professional development and teaching skills training, the professional level of curriculum leadership for accounting affairs teachers can be comprehensively improved. The training content should be integrated from multiple dimensions. Firstly, in the dimension of theoretical teaching, the focus should be on strengthening educational and teaching theories, including professional knowledge such as scientific views of the curriculum, student views, teaching views, and educational views, with an emphasis on looking forward and envisioning the blueprint for curriculum reform. It is also important to emphasize training in accounting professional knowledge theory, timely updating basic accounting theories, and introducing cutting-edge theories. Secondly, in the dimension of educational policies, training should focus on strengthening the understanding of current Chinese educational policies, especially curriculum reform policies, such as curriculum plans, curriculum standards, and accurately understanding the direction, goals, and guidance of curriculum reform from a practical perspective. Furthermore, in the practical skills dimension, training should include accounting software operation skills and enhancing practical operation abilities. In the dimension of laws and regulations, the latest financial policies should be interpreted, and attention should be paid to accounting industry qualification certification requirements. In the dimension of professional ethics, emphasis should be placed on the importance of accounting professional ethics and cultivating correct ethical views. In the dimension of innovation ability, teachers should be trained in innovative teaching methods and encouraged to engage in teaching research. Finally, in the interdisciplinary knowledge dimension, training should introduce interdisciplinary knowledge such as finance, management, and information technology, improving teachers' comprehensive abilities and exploring intersections between accounting and other fields. Through these training contents, teachers' abilities in curriculum value insight, design foresight, development decision-making, implementation guidance, and evaluation motivation can be enhanced, thereby improving the professional level of accounting affairs teachers' curriculum leadership, which will better guide students toward their future careers. Establishing communication platforms among teachers can enhance teaching quality and professional leadership.

4.3. Focusing on Curriculum Design to Meet the Diverse Needs with a Structured Curriculum

Secondary To enhance the curriculum leadership of accounting affairs teachers and meet diverse needs, curriculum design should comprehensively consider several aspects, including theory and practice, modern educational technologies, interdisciplinary cooperation, career development and ethics education, as well as teachers' professional development. Firstly, the curriculum content should cover various fields such as accounting theory, practical operations, tax laws, etc., to meet the diverse interests and career development needs of different students. Teachers need to conduct extensive industry research, strengthen school-enterprise cooperation, and engage in deep enterprise practices to understand industry needs and development trends, integrating industry experience into course teaching. Based on the research findings, curriculum adjustments should be made to ensure that the curriculum aligns with industry development. Teachers should design targeted curriculum modules based on students' individual characteristics and career plans to meet the diverse needs of students. Practical teaching should be strengthened by increasing experiments, practical training, and

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other activities to enhance students' practical operational abilities and real-world experience. During the curriculum design process, teachers should use their curriculum value insight and design foresight to ensure the practicality and foresight of the course content. Moreover, interdisciplinary curriculum design can enhance students' overall abilities and promote interdisciplinary projects and research. The integration of career development and ethics education helps students understand the career paths in accounting and develop professional ethics and social responsibility. A diversified curriculum design will help cultivate students' well-rounded abilities, enabling them to adapt to the future development of the accounting industry.

4.4. Emphasizing Teaching Innovation and Utilizing Modern Teaching Methods to Enhance Student Learning Outcomes

To enhance student learning outcomes and teacher curriculum leadership from the perspective of teaching innovation, it is crucial to adopt a series of modern teaching methods and tools. Firstly, utilizing online learning platforms and course management systems can create a flexible and convenient learning environment for students, allowing them to access teaching resources and materials anytime and anywhere. Additionally, technologies such as virtual reality (VR) or augmented reality (AR) can simulate accounting operations and scenarios, providing students with an intuitive and interactive learning experience to enhance their practical skills. Secondly, based on the characteristics of the accounting profession, innovative teaching methods such as flipped classrooms, project-driven learning, and case-based teaching should be employed. These action-oriented teaching models guide students to independently study theoretical knowledge through video lectures and online resources before class. Class time is then used for discussions, problem-solving, case analysis, and practical exercises. By designing project-driven learning tasks, students can apply the knowledge and skills they have learned while solving real accounting problems. Case-based teaching helps students understand complex accounting issues and develop their analytical and decision-making skills. Action-oriented teaching models increase students' awareness of active learning and critical thinking, while also improving class interaction and participation. Through these teaching innovation strategies, students in the accounting affairs major can develop a stronger interest in learning, which will, in turn, improve their learning outcomes and enhance teachers' leadership in curriculum design and teaching methods. This teaching model not only adapts to changes in the accounting industry but also provides students with more practical and experiential learning opportunities, helping them better prepare for the future development of the accounting industry. Teachers should leverage their curriculum implementation guidance to ensure that teaching methods are aligned with curriculum goals during the innovation process.

4.5. Evaluation and Constructing an Accounting Affairs Curriculum Evaluation System

A reasonable curriculum evaluation can effectively promote teachers' professional reflection and students' academic progress. Constructing a curriculum evaluation system for the accounting affairs major and promoting the integration of ideal and real curriculum leadership is essential. A diversified evaluation body should be formed, practicing a practice-oriented evaluation philosophy and using authentic, participatory evaluation methods. A curriculum evaluation mechanism should be established, forming a team of multiple evaluators who are directly involved in the curriculum and have a firsthand experience of its implementation. This team should be led by the subject leader of the accounting affairs major and include students and school adminis-

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trative staff at all levels. Regular evaluations should be conducted on students' academic achievements and the implementation of the curriculum. Feedback should be collected from students, parents, and enterprises to fully understand the strengths and weaknesses of the curriculum. This feedback should be communicated to the school's curriculum community, and based on the evaluation results, the initial course vision or the course implementation process should be adjusted flexibly to adapt to new situations, ensuring the quality and effectiveness of the curriculum and improving the quality of education in the accounting affairs major. Throughout the evaluation process, it is important to maintain an authentic evaluation orientation. By involving evaluators in a genuine way, the reliability and validity of the evaluation can be enhanced, leading to the development of an accounting affairs curriculum system that reflects the characteristics of the times [9].

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