The Structure of of Executive Situations and Knowledge Management of the Grade1-9 Curriculum in the Elementary School

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Abstract: The purpose of this research is to realize the viewpoints of the related questions of the grade1-9 curriculum, and to offer the practical suggestions. There are “questionnaire” and “interview” involved in this study. The public elementary school teachers in Kaohsiung city are the main objects in this research. After arranging these data, we obtain some suggestions from the findings of this study. Actually, the main conclusions of the study are as follows:

Situation of the Grade1-9 curriculum of the elementary school teachers.

Finally, according to the conclusions of the study, we hope to offer some suggestions for teacher-training institutions, educational authorities, and administrators of elementary schools, elementary school teachers and the future researches.

Keywords: elementary school teacher, Grade1-9 curriculum, curriculum innovation.

1. Introduction

Nowadays, many teachers and social populace have some variance about the state implementation of Grade1-9 curriculum, because of policy formulation department from top to bottom and being insufficient basic level participation. This research will explore elementary teachers in the state enforcement of Grade1-9 curriculum and the understanding of the content. One of the research motives is to analyze the influence in curriculum reform.

Furthermore, the researchers will comprehend the state implementation of Grade1-9 curriculum from administrators of elementary schools and elementary school teachers to inquire into how to aim at the above questions, and from knowledge obtainment, share and innovation to get solvable comment and suggestions.

2 Literature review

The former curriculum standard focus on subjects primarily by separated teaching fields. There are some limits between subjects. We only stress on knowledge instilled for entering to a higher school and recite like machines. We ignore the integration of development and...
life experience of student’s body and mind, so their learning becomes fragmentally uncompleted and disconnects with lives. The Grade1-9 curriculum substitutes “Grade 1-9 Curriculum Guidelines” for “curriculum standard”. We give the right of curriculum development to schools and teachers. It not only promotes teachers’ expertise, but also embodies schools’ flexibly independent space. The design and decision of the former curriculum focus on national consistent standard. Thus, we lack local, aboriginal curriculum and teaching materials, but they can’t connect with social environment. The statements of Grade1-9 curriculum program replace “Centralization” with “School-based Curriculum Development” to respect teachers’ expertise and give them more flexible independent space, and make this curriculum conforms students’ needs. However, in current curriculum reform, other fields emphasize on “Integrated Curriculum,” that is, to integrate each subject or area horizontal structure, not vertical “Grade1-9 curriculum.” In new curriculum guideline experienced schools, teachers often regard an integrated curriculum as the contact teaching of correlated curriculum, or just combine teaching content into a fusion curriculum and a broad-field curriculum, so it will become a formality and neglect the substance.

This curriculum reforms and then we can get its support and agreement. Educational authority should pay more attention to it.

Many scholars examine in different points of view on the structure of knowledge management, so there are different statements. As a whole, knowledge management will eliminate old knowledge and replace by new one. New knowledge should be collected, shared, applied, and innovated. Hence, the structure of knowledge management can divide into four dimensions, including knowledge obtainment, share, application, and innovation. (1,2,4,5)

As follows:

2.1 knowledge obtainment

Knowledge obtainment is the core of knowledge management. Thanks to information technology development, the rate of renewing knowledge is extremely rapid. If a person or an organization never builds an obtaining knowledge mechanism from outside, they will be exceeded by competitors rapidly. To obtain knowledge can increase the attached values of personal property. Nevertheless, if not obtaining knowledge continually, people will solve problems in a single thinking model.

2.2 knowledge share

Knowledge share is a community. Knowledge is not like commodity which can be transmitted freely. When we learn knowledge from others, it’s time to share others knowledge.

2.3 knowledge application

To organize intellectual property accumulation is not only in knowledge obtainment, share, and innovation, it’s better in application to build business center abilities to get the most benefit. Hence, knowledge application is to use former accumulated knowledge to solve present and future problems. (3,6,7,9)

2.4 knowledge innovation

The core of knowledge economy is to innovate and share knowledge. The origin is innovation. Only to innovate products rapidly gets a manageable organization that can integrate and equip inside and outside resource. It will succeed in this global competitive environment (8,10). If the organization sticks to establish practice and doesn’t want to improve, it will get to fail assuredly. In conclusion, the idea of enforcing knowledge management is through knowledge obtainment, share, application, and innovation to command members’ knowledge, to increase organization wisdom, and to establish advantaged competition. The procedure (as picture 2) is a double return circle, the circle will be different due to organization, personal knowledge development.
Picture 2 Flowchart of knowledge management

Consequently, knowledge is the information that passes through processing. Also, it is the key element to show personal and organized special values. If we don’t manage knowledge systematically, along with the knowledge accumulation, it will gradually become fragments and hastens fuzzily, and be forgotten at the end.

3. Purpose of the research

According to the motive of above research, the purposes of the research are as following:

This research takes Kaohsiung public elementary school teachers to be the population, including administrators (contains director, section chief), class teachers, subject teachers. The total 15 teachers accept an interview.

3.1 Implementation of research

After this research first was made the documentary analysis discussion, we carried on the structure draft of research and referred to “questionnaires in Grade1-9 curriculum for elementary school teachers” to edit our questionnaires.

3.2 Summary of interview

We interviewed elementary school teachers on the spot about the enforcement of Grade1-9 curriculum to redeem questionnaire which leads them in another explanations due to the limit contents of questions.

3.3 Problems and state enforcement of Grade1-9 curriculum

From the interview, we understood most teachers (including directors) thought the main idea of Grade1-9 curriculum is to develop students’ basic competencies which focus on incultratio, internationalization, lively and vivid content, and diversification. It’s the positive fact, but they suffered following difficulties and obstruction in enforcement.

1. Grade1-9 curriculum can’t guide adequately, so teachers, students parents, and all society don’t have a common sense. (Teacher A 911224)

2. It’s a good idea for each purpose infusing into a curriculum, but too many purposes will cause the curriculum failing to explore deeply. (Teacher B 920102)

3. Teaching hours of some curricula decline sharply, so teachers can’t be firm in the curriculum. (Teacher D920103)

4. The area expertise teachers on teaching are lack. (Teacher C 920102)

5. There is a different thought between policy of educational authority and locale teachers.

6. It’s too slow in examining textbooks. (Teacher H 920302) (Teacher K 9250320)

7. Educational authority emphasizes on surface and instant effects, but neglects the help for teachers. (Teacher A 911224) (Teacher G 920225)

3.5 Opinions of Grade1-9 curriculum related advanced courses activity

Teachers are in the first line in enforcement of Grade1-9 curriculum, so they have the most important responsibility. Teachers not only comprehend their own curriculum, but also control the connection with each subjects. Hence, by related advanced courses, it’s quite important to advance teachers’ professional capability and promote teachers’ professional development. From interviewing, we generalize to know that teachers have following opinions and suggestions:

1. We don’t have enough advanced course activity hours, so it’s hard to advance teachers’ professional capability. (Teacher A 教師 911224) (Teacher M 920329)

2. Most teachers think advanced course activity is fragmentary, lacks of feedback and
share communicative system. It’ll influence the effects of advanced courses.
(Teacher D920103) (Teacher J 920315)

3. During the period of advanced courses, teachers have to handle classes by themselves, so they have less willingness to join.
(Teacher H 920302)

3.6 Opinions of School-based Curriculum Development and Curriculum Integration
Most teachers thought school-based curriculum development and curriculum integration needed a team work of teaching and administrative staff. Integrated curriculum can develop students’ completed learning. But some teachers thought it had to cooperate with a sound curriculum evaluation, and then we could examine this curriculum whether it owned practicability and effectiveness or not. Not to integrate because we want to do so.
(Teacher A 911224) (Teacher D 920103) (Teacher I 920310) (Teacher L 920322)

3.7 Opinions of Grade1-9 curriculum with cooperating measures
When Grade1-9 curriculum has implemented until now, it causes lots of problems. It needs national, local, and related institutions to offer assistant cooperating measures. In interview, sample teachers have four opinions and suggestions about scarce cooperating measures after enforcing Grade1-9 curriculum.

1. Offer enough time to design curriculum development and get ready to teach.
(Teacher C 920102) (Teacher E 920118)

2. Form consultation units to offer consultation service when teachers meet problems and difficulties.
(Teacher A 911224)

3. Promote the coordinating function between administration and teaching, and lighten teachers’ administrative position.
(Teacher E 920212)

4. Edition of “Competence Indicators” can be divided by grades, not by sections. It’ll be convenient to teach.
(Teacher K 920320)

3.8 Opinions of Grade1-9 curriculum plan
From the interview, we knew teachers thought the curriculum plan is their responsibility. Because teachers are the executors and stimuli in teaching field, they understand students’ needs very clearly. Planning a curriculum by themselves can benefit for evaluation of learning effects and examination of teaching goals. But some teachers thought both of us had this responsibility. Administration has to support teaching, and offer necessary help and service to advance teaching quality, and to build a high quality environment.
(Teacher A 911224) (Teacher C 920102) (Teacher E 920118) (Teacher K 920320)

3.9 Other opinions
1. Educational authority and expertise can mostly listen to opinions from basic level teachers.
(Teacher D 920103) (Teacher M 920329)

2. Students’ parents should cooperate with teachers closely.

   In students’ parents’ participation, they can’t be absent in the process of students’ learning because it’s time for cooperation between teachers and students’ parents. They are not only good helpers in education, but also copartners in learning and growing up with teachers and children. Cooperation between teachers and students’ parents can establish the future education. Hence, in Grade1-9 curriculum enforcement, students’ parents play a very important role. We not only strengthen the preliminary cognition of Grade1-9 curriculum, and also need their help and coordination in many curriculum plans. Nowadays, teachers and students’ parents have more interaction than before. For example, there is a meeting with students’ parents. They also support morning activities, like reading Confucian classics or teaching techniques. It’s various and colorful. Besides, they also support and help outdoors teaching and art performance. Therefore, students’ parents are teachers’ best partners. In this cross-century educational reform challenge, they can hand in hand overcome
difficulties together and find the radiant future for the children. (Teacher C 920102)

3. The conformity between vertical and horizontal teaching materials must overcome:
   In linking with new and old curriculum, because various textbook editions have different competence indicators or Benchmark, it’s hard to link with different editions and they have too many repeats which lead students feel boring easily with learning. From the interview, we find that interviewed teachers thought when selecting textbooks, they had troubles because different subject editions or various grades used different editions that couldn’t link and integrate. Although the problem of curriculum conection, it likely happened to old and new stages connection. Not only to Grade1-9 curriculum, when the transformation of school report cards in old and new curriculum was not defined precisely, it’s the toughest challenge in connections with teaching and evaluation. (Teacher A 911224) (Teacher J 920315) (Teacher F 920212)

4. Conclusions:
From this research, we find that teachers’ understanding in reform idea, Core Competence, and learning areas reaches to over ninety percentage. It demonstrates that most elementary school teachers understand the idea spirit of Grade1-9 curriculum and they have the high uniformity. From this research, we find that elementary school teachers understand the idea spirit and meaning of the organization functions of "curriculum development committee" and "learning area group" in Grade1-9 curriculum, school-based curriculum, and integrated curriculum. Their percentage reaches above 85%. It means that most elementary school teachers already understand the curriculum guidelines of Grade1-9 curriculum and they have high uniformity. The age below 30 year-old teachers, they have higher understanding about the curriculum guidelines of Grade1-9 curriculum than other background conditions teachers. we find that elementary school teachers understand the curriculum reform of Grade1-9 curriculum, and its percentage reaches above 80%. It means that most elementary school teachers understand the curriculum reform of Grade1-9 curriculum and they have high uniformity. By feminine, graduate school educational background, and large school above 60 classes elementary school teachers, they have higher understanding about the curriculum reform of Grade1-9 curriculum than other background conditions teachers.

   From this research, we find that elementary school teachers in the cooperating measures of Grade1-9 curriculum, except at present related advanced course activities can let them be equal to curriculum reform, only a half of teachers hold positive thoughts. Besides, in question that we have enough time to engage in the preparatory teaching after enforcing Grade1-9 curriculum, only few teachers hold positive thoughts. In other questions, most teachers hold positive thoughts. It means that most elementary school teachers understand the cooperating measures of Grade1-9 curriculum and they have high uniformity. But because of different backgrounds, they have different opinions. Female teachers think that the percentage of present related advanced course activity which can let them be equal to curriculum reform is higher than male teachers. Younger teachers worry about scarce time to prepare lessons more than elder teachers. Teachers with educational background of graduate school agree that when enforcing curriculum evaluation, it can evaluate teachers’ teaching at the same time. Except the question of dialects edited into official curriculum, most elementary school teachers agree the curriculum reform of Grade1-9 curriculum.

   From this research, we find that elementary school teachers in the reform attitude of Grade1-9 curriculum, except the questions of representable curriculum development committee, enforcing integrated curriculum causing students schoolwork burden, most teachers hold positive thoughts. Only in dialects edited into official curriculum, almost half of teachers disagree, but most teachers agree in other questions. It means that most elementary school teachers agree the curriculum reform of Grade1-9 curriculum and they have high uniformity.
From this research, we find that elementary school teachers in the state enforcement of Grade1-9 curriculum, they cultivate students ten core competences, and develop the functions of "curriculum development committee" and "each learning area group" according to the needs of curriculum, we can flexibly adjust semester week numbers, minutes of each class, and class's and grade's combination. In the questions of representable curriculum development committee, they hold more positive thoughts. It means that most elementary school teachers agree the state enforcement of Grade1-9 curriculum and they have high uniformity.

Suggestions:
- Adjust the knowledge management education curriculum to implement the combination of area courses and integrated curriculum. Students do not have departmentalism to cultivate the need of teachers in Grade1-9 curriculum all areas.
- In accordance to Grade1-9 curriculum comprehensive implementation, each normal university should cultivate the elementary school and junior high school common teachers to deeply understand the meaning of Grade1-9 curriculum to achieve elementary school and junior high school teachers who can adjust commonly.
- Educational authority holds theoretical and practical advanced course activity to reconstruct teachers’ specialty and self-confidence to promote the results of curriculum reform.
- The curriculum should be reformed at the same time to achieve the curriculum linking function. Therefore, educational authority can consider to lengthen nine-year compulsory education into twelve-year compulsory education, so it can solve the linking problem, and avoid the pressure of elevating to enter a higher school education. However, the meaning and spirit of Grade1-9 curriculum can be achieved earlier.
- This result of research shows that most elementary school teachers thought they didn’t have much time to prepare teaching and evaluation, so educational authority should rapidly improve teaching hours every week, and consider to pull closely the personnel framing standard of teachers and administrative staff in junior high schools and elementary school and strengthen the speed of textbook verification to give elementary school teachers more time to prepare teaching work.

Education specialized knowledge and strengthened abilities of curriculum plan and research development. To make teachers truly possess the specialized education should be all teachers’ goal.

4. Implement preparatory teaching work and apply related knowledge of Grade1-9 curriculum
a. Advance our own expertise and participation in discussion eagerly.

b. Be familiar with the content of Grade1-9 curriculum and strengthen implementation potency.

c. Implement preparatory teaching work and discussion and promote teaching effectiveness.

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