

# Analysis of Teachers' Curriculum Leadership in Sports Schools under the Background of Combining Sports and Education

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## Abstract

The real purpose of the integration of sports and education is to cultivate athlete students whose comprehensive quality has been improved in an all-around way. Based on this concept, this paper focuses on analyzing the current problems of sports schools in my country. From the perspective of improving teachers' curriculum leadership, the combination of physical education and teaching concepts is integrated into teaching activities to promote the comprehensive development of students' comprehensive abilities.

## Keywords

Combination of sports and education; Sports; Leadership; Strategy.

## 1. Introduction

As the participants and leaders of the curriculum, the improvement of curriculum leadership will help teachers to innovate the original teaching methods and carry out teaching based on the actual learning of students. Therefore, schools should take teachers' curriculum leadership as an important direction for cultivating teachers, and this article also discusses how to improve the curriculum leadership of sports school teachers based on this.

## 2. The Connotation of Teacher Curriculum Leadership

With the continuous development of the field of education, the introduction of various new educational concepts has innovated the original teaching methods and optimized the efficiency of classroom teaching. Foreign scholars put forward the concept of curriculum leadership based on curriculum theory and leadership theory, and over time have produced some mature application models around the world. Simply put, curriculum leadership refers to various decisions and practical activities made by schools based on the actual teaching environment and future development trends, which are no longer driven by higher administrative departments but become spontaneous behavior. Essentially, curriculum leadership is to use the relevant theories of leadership to complete the various requirements within the scope of the physical education curriculum, improve the quality of the curriculum through incentives and guidance, and then promote the development of various courses in sports schools.

The main body of curriculum leadership can be not only students' parents, and school principals but also students, teachers, and so on. Teachers are not only the main participants in curriculum leadership but also researchers and innovators in the entire curriculum leadership system. Teachers' curriculum leadership has two main meanings: First, teachers need to take curriculum development as the goal and make reasonable suggestions for the development of the curriculum of various subjects in the school through active communication with the school and equal cooperation with other teachers. Secondly, teachers should formulate corresponding annual, weekly, or monthly plans for the syllabus to improve the quality of courses and students' academic performance. In the actual teaching process, teachers should integrate

emotional education and management wisdom into the construction of the teaching system, to stimulate students' enthusiasm for learning and improve their cultural literacy.

### **3. The Dilemma of Teacher Curriculum Leadership Development**

Compared with ordinary school teachers, sports school teachers need to know more specialized knowledge. At the same time, since most of the students trained by sports school teachers need to engage in sports-related work in the future, sports school teachers must have their leadership and unique educational ideas in curriculum development and teaching to avoid being affected by Multiple influences lead to cognitive bias in teaching direction and teaching concept. However, from a practical point of view, some sports school teachers in our country have been hindered in the development of teachers' curriculum leadership due to their weak ideology or lack of clear understanding of teaching concepts.

#### **3.1. Restricted By Traditional Concepts, It Is Difficult to Exert Curriculum Leadership**

Due to the influence of traditional educational concepts, it is obvious that some sports school teachers are difficult to exert their curriculum leadership. The main reasons for this phenomenon lie in two aspects: First, because of the solidification of the teaching thinking mode of teachers in sports schools, the exertion of curriculum leadership is hindered. The second is that the traditional management model of sports schools has restrained the development of teachers' curriculum leadership and the development of teachers' curriculum leadership. Teachers in sports schools usually produce some fixed teaching behaviors and teaching concepts overtime in their teaching activities. These fixed behavioral concepts may form a rigid and dead cycle in the future education process. For example, most athletic schools will use students' athletic performance as a measure of their overall ability. However, most teachers do not pay attention to the cultural achievements of athletes, which results in that students rarely communicating with cultural teachers, and cultural teachers only complete knowledge-based teaching activities step by step according to the syllabus. In the end, the teaching situation that only pays attention to the practicality of knowledge and ignores the theoretical nature of knowledge appears. If this kind of teaching behavior and teaching concept is not curbed in time, it will not only hinder the professional growth of teachers in sports schools but also affect teachers' curriculum reflection ability and insight, thus failing to improve school teachers' curriculum leadership.

Take the traditional management mode of sports schools as an example. Generally speaking, the management of sports schools in my country is still in the traditional bureaucratic management model. Most sports schools are mainly based on the concept of medal first, which seriously affects the enthusiasm of teachers to participate in curriculum leadership. Although the combination of sports and education has improved the cultural literacy of sports school students to a certain extent, it has also exacerbated the contradiction between cultural teachers and coaches. The difficult interpersonal relationship has also had a certain impact on teachers' creativity. Therefore, if there is no real cooperation and communication, it is still difficult for teachers' curriculum leadership to be truly and effectively displayed.

#### **3.2. Teachers Have A Weak Sense of Curriculum Leadership and Lack Creativity**

In essence, curriculum awareness is a way for teachers to find efficient teaching methods in the process of teaching curriculum planning and making various curriculum decisions. Curriculum awareness can affect teachers' follow-up teaching behavior, and curriculum awareness is also a direct reflection of teachers' basic professional ability. If teachers in sports schools have higher curriculum awareness, then their critical awareness and innovation awareness will be

developed to a certain extent. However, from the actual teaching situation, because most sports schools have long attached great importance to the sports performance of athletes and neglected the improvement of teachers' curriculum leadership, this has led to some teachers not only lacking the cognition of the subject curriculum, but also the current situation. Some teaching courses lack certain critical and creative abilities.

In short, it is difficult for these teachers to optimize the original teaching methods according to the students' learning situations. Ultimately, most teachers' teaching methods are single, their teaching is content with the status quo, and it is difficult to fully mobilize the enthusiasm of students. In addition, if a single teaching model is always provided for students, it will also affect the emotional and intellectual cultivation of athletes and hinder the overall development of athletes.

### **3.3. Teachers' Curriculum Leadership Is Weak and Lacks Participation**

The inner quality of teachers determines whether teachers have strong teaching ability, which in turn affects teachers' curriculum leadership. Therefore, updating teaching concepts in time and improving teachers' practical skills are conducive to promoting teachers' contact with curriculum leaders. However, with the further deepening of the curriculum reform of the combination of sports and education, some sports school teachers in our country cannot keep pace with the teaching philosophy. The main reason for this phenomenon is that schools do not directly participate with school teachers in the process of curriculum development and implementation of various decision-making processes. Students' individual needs can only blindly change the teaching content from the original teaching materials, which is undoubtedly an inefficient teaching method.

In addition, because most teachers' teaching concepts are too outdated, they can only teach traditional teaching content to students step by step and do not integrate curriculum content. From the perspective of teaching, some teachers do not provide students with collaborative or research learning content during the course teaching process, that is, it is difficult to form effective communication between students or between students and teachers.

In addition, due to the characteristics of the single-entry examination, teachers only pay attention to the students' single-entry cultural performance, and there is a lack of evaluation in teaching methods and emotional education in the teaching evaluation process, which leads to the practice of teaching process carried out by some sports schools. It is difficult to improve students' comprehensive literacy, and it is impossible to improve teachers' teaching practice ability in combination with teaching concepts, which in turn affects teachers' self-confidence in participating in curriculum leadership.

## **4. Strategies for Improving Teachers' Curriculum Leadership**

With the continuous reform of my country's basic education concept, various training activities have been carried out in various regions to improve teachers' professional abilities and implement various educational reform policies. However, judging from the actual teaching situation of teachers in sports schools in my country, they do not have clear thinking and cognition of curriculum awareness and curriculum concepts, which leads to their failure to effectively improve their curriculum leadership. If the implementation of the new curriculum and the new educational concept is only the replacement of the standard books, then the teaching activities that continue to use the traditional teaching methods still cannot improve the comprehensive ability of students.

Therefore, sports teachers need to optimize their curriculum concepts with the help of the era of curriculum reform. They not only need to focus on improving their professional quality but

also need to optimize students' cultural performance based on their strong curriculum leadership.

#### **4.1. Update the Concept and Stimulate Teachers' Awareness of Participating in Curriculum Leadership**

Essentially, teachers' curriculum leadership awareness is related to teachers' curriculum design, curriculum implementation, and curriculum evaluation. If teachers can guide the correct teaching direction, it can promote the healthy and sound development of the curriculum. Therefore, in the process of practical application, theory and practice must be combined, so that teachers can better understand the true meaning of the curriculum. Therefore, teachers should take the initiative to update the original teaching concepts, strengthen their sense of responsibility in the entire teaching activities, and give full play to their sense of curriculum leadership. At the same time, teachers also need to abandon traditional teaching concepts. Don't take the course design, teaching, activity implementation, and other links simply as a teaching method of teaching knowledge points, but integrate yourself into the course and observe the changes in students' emotional attitudes, to carry out courses based on student's actual learning conditions. Innovate and become the decision-maker and designer of the curriculum. In addition, teachers should also re-establish their relationships with other teachers in the school. The school administrators should also strengthen the communication relationship with the school teachers, so that the school administrators, teachers, and coaches can integrate organically and form a good cooperative relationship. When communicating with school teachers, coaches should also start from the perspective of solving problems and avoid quarrels between the two. This way can effectively enhance the awareness of sports school teachers on curriculum leadership. Of course, if some teachers make mistakes in some teaching decisions due to their lack of ability when implementing curriculum leadership, then coaches and school leaders should also give enough tolerance and care to guide teachers to regain self-confidence, and then teach in the future. Improve your curriculum leadership in the process.

#### **4.2. Strengthening Learning and Improving the Curriculum Leadership Ability of Teachers in Sports Schools**

The improvement of teachers' professional quality is conducive to exploring their curriculum leadership. Professional literacy mainly refers to teachers' course practice communication, teaching ability, and teacher-student relationship in the actual teaching process. Although some teachers have a strong sense of leadership, due to their lack of leadership ability, it is difficult to implement leadership in the curriculum. Therefore, teachers should first learn advanced educational theories, enrich their professional knowledge, and finally be able to form their unique view of curriculum and education, to improve their professional self-confidence. Secondly, schools should also take the initiative to build a training platform for teachers to provide teachers with advanced teaching concepts in my country and the world. Teachers should also organize course seminars regularly. Preparing teachers for curriculum leadership.

#### **4.3. Innovative Management, Empowering Teachers**

Empowering teachers is a key way to ensure that teachers can effectively exert the effectiveness of curriculum leadership. Although the three-level curriculum management system implemented in our country has improved the curriculum leadership of teachers to a certain extent, to better exert the curriculum leadership ability of teachers in sports schools, the original campus management system must be innovated. Therefore, schools should first give teachers room for curriculum leadership, eg. Because sports schools in our country belong to the bureaucratic management, the principal needs to decentralize power according to the actual situation, build a cultural platform for school teachers, and guide teachers to actively participate in the leadership of the school curriculum. In addition to the basic education courses

required by the state, other professional theoretical courses and professional technical courses can be developed by school teachers, making school teachers become real curriculum leaders. At the same time, schools should also empower teachers with curriculum leadership and provide them with all support resources. Only in this way can we help teachers to integrate their own unique and excellent teaching concepts into the curriculum, to achieve the effect of both school curriculum construction and students' academic performance.

To sum up, teachers should first update the original teaching concepts, integrate the curriculum leadership awareness into their minds, strengthen their professional skills learning, and have their unique educational views on the majors they teach. Finally, schools should also empower teachers and guide them to participate in curriculum development.

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