



How Principals Promote and Understand Teacher Development under Curriculum Reform in China

Haiyan QIAN & Allan WALKER

The curriculum reform on-going in China demanded that both teachers and principals shift their norms of practice to facilitate student learning. Principals are expected to take a more hands-on approach and work more collaboratively with teachers towards curriculum change. This paper presents case studies of how principals in three different schools in Shanghai shaped teacher development activities to build teacher understanding and capacity to meet the requirements of the curriculum reform. The analysis provides insights into how principals today proactively promote teacher development and also exposes some gaps in their strategies. Implications are drawn about the relationships between curriculum reform, school leadership and teacher development.

