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## Newsletter

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# Factors Influencing Teacher Curriculum Leadership in the Context of Digital Transformation of Education

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**A**GAINST the backdrop of the new curriculum reform and digital transformation of education in China, it is imperative to further develop curriculum leadership of primary and secondary teachers for a substantive improvement in basic education curricula. Through literature review and empirical research, this study explores factors influencing teacher curriculum leadership and reveals the relationships between core elements in the three dimensions: teacher curriculum leadership in the context of digital transformation, the teacher's personal traits and the organizational environment of the school. Using structural equation modeling, the study analyzes and validates the influencing pathway model constructed.

### Research Findings:

- Within the internal structure of teacher curriculum leadership in the context of digital transformation, the teacher's understanding of curriculum leadership and identification with curriculum leadership were significantly and positively related to their curriculum leadership practice.
- The teacher's digital literacy and technology acceptance had positive effects on their understanding of curriculum leadership and identification with it.
- In terms of the organizational environment, the school's technological environment was positively related to the teacher's identification with curriculum leadership; the teacher's identification with curriculum leadership fully mediated the relationship between the school's technological environment and the teacher's curriculum leadership practice. Organizational culture is significantly and positively related to the teacher's understanding of and identification with curriculum leadership, which fully mediated the effect of organizational culture on the teacher's curriculum leadership practice.

The study proposes the following recommendations for teacher curriculum leadership development in the digital era: (i) Heighten teachers'

acceptance of the changes in their role in curricular implementation and raise their awareness of responsibility for building a technology-enabled curriculum. (ii) Assist teachers in enhancing their digital competence to increase their motivation for curriculum leadership in the context of digital transformation of education, as well as boosting their understanding of technology-powered curriculum leadership. (iii) Create a favorable technological environment in the school and foster a technological innovation-valued organizational culture to promote teachers' identification with technology-enabled curriculum leadership.

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