

# The Developmental Directions and Tasks of the School Based Curriculum Management System in Korea

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The purpose of this paper is to inquire into the developmental directions and tasks of the School Based Curriculum Management(SBCM) system. The concept of the School Based Curriculum Management can be considered as a subsystem to School Based Management. The logics behind the SBCM system are autonomy, accountability, effectiveness, creativity, professionalism, and participation. The developmental directions of SBCM are to establish and implement the highly autonomous and participative SBCM, the diverse creative SBCM, the highly accountable SBCM, and the professional SBCM. The developmental tasks of SBCM suggested in this study are to establish the School Based Staff Development system, to practice the evaluation system that can control the quality of SBCM, to be managed by a strategic-layer management system, and to constitute the committee of school curriculum.

Key Words: School Based Curriculum Management: SBCM, School Based Management: SBM, Autonomy, Accountability, Effectiveness, Creativity, Professionalism, Participation

The 7th revision of the curriculum in Korea is considered a kind of educational reform by the Ministry of Education. The world-wide trend of educational reform in school management is focused upon the School Based Management (SBM) system to improve school effectiveness. In order to keep up to date with the international trend, the Korea government is now moving toward SBM by reconstructing the current school management system. The SBM system is considered to be representative of optimizing principles. Internationally, the optimization of the curriculum is now universal: The country with a strong decentralized curriculum is balanced with a centralized curriculum, while the country with a strong centralized curriculum is balanced with a decentralized one.

During the educational reform in Korea, the decentralized

curriculum became institutionalized at the local level in the 6th curriculum and at the school level in the 7th. The school effectiveness depends on the autonomy of SBM in Korea. Not only the function and logic of SBM and but school Based Curriculum Management(SBCM), which is based upon the decentralized curriculum management system and coined by Chong-Yul, Park and Soon-Nam, Kim in 2002, are necessary. Thus it is important to establish the operating method of SBM in terms of SBCM in Korea.

The 7th Curriculum, a plan provided by the Committee of Educational Reform in 1995, is focused not on provider-centered education but on learner-centered education. Preparing for the era of globalization, the Curriculum is to increase the autonomy and accountability in school management. In short, the 7th Curriculum in Korea can be regarded as a liberal system that enables each school to operate the curriculum autonomously.

In order to establish the 7th Curriculum effectively, school administrator's ability is important. The Curriculum system needs the administrator who have a deep interest and professional knowledge about the curriculum. Teachers also

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need to be an active participant in developing and operating the curriculum in terms of school level. Therefore, it is necessary to study the current school management based upon the 7th Curriculum. The starting point of this study is to establish the logics and strategies of SBCM.

The purpose of this study is to inquire into the developmental directions and tasks of SBCM on which the 7th Curriculum is based. The contents of this study are: Firstly, to analyze the theory of SBCM. Secondly, to investigate the developmental directions and tasks of SBCM.

### The Theoretical Background of SBCM

#### *School Based Curriculum Management as a School-Based Management subsystem*

School-Based Management (SBM) is a series of planning, implementation, evaluation and feedback systems that require the school member's autonomy and accountability. In order to do this, the school first has to establish the objectives of

school education independently, and then obtain personnel, educational, material, financial resources and distribute them to the school members so that they utilize them efficiently (Chong Yul Park, 1996:18).

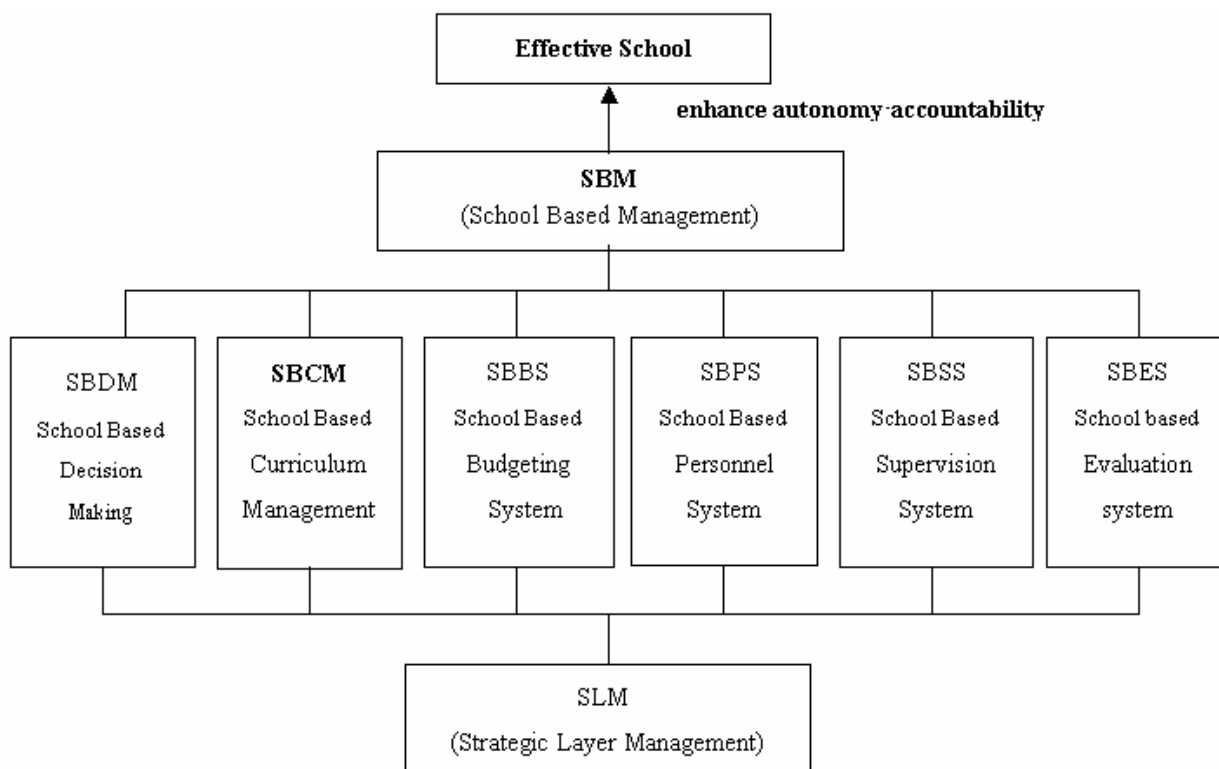
Compared to the past school management system which concentrated on the controlling system of the Government, SBM is a decentralized self-management system which can increase the autonomy, accountability, and diversity of each school. According to the system, the school can enhance the effectiveness and creativity of the school.

#### *The School-Based Management Subsystem*

There has been a strong need for School-Based Management in Korea. As a result, SBM is considered now as an important item for the school evaluation.

Chul-Soo, Park(2000), Guan-Suk, Hong(1996), and Se-Hoon, Park(2000) suggested that the three decentralized elements of SBM are staffing, curriculum and budgeting.

The previous study on School-Based Management has largely focused upon staffing and financial problems, and



Data: Soon-Nam Kim (2003), Logics and Tasks of School Based Management, *Korean Education*, 30(2), p.98.

Figure 1. '6SB-1SLM Theory' of SBM

upon the school council as a decentralized institution. However, from the viewpoint of curriculum, there have been some limits on the choice of subjects, instruction times, choice of contents and method in the study. The planning-implementation-evaluation of school curriculum as an independent institution has not been made in previous studies. Therefore, the discussion of school-based curriculum management based on the SBM mechanism is necessary.

#### *'6SB-1SLM Theory' of SBM*

As noted in [Figure 1], '6SB-1SLM Theory' is a subsystem for the settlement of SBM. 6SB consists of School Based Decision Making, School Based Curriculum Management, School Based Budgeting System, School Based Personnel System, and School Based Supervision System, School Based Evaluation System. 1SLM means Strategic Layer Management which requires the total concept of strategic management and layer management. The SLM is necessary for the dynamic process of SBM.

Strategic Layer Management(SLM) is the sum of layer leadership and strategic leadership. According to Cheng's School Effectiveness and School Based Management(1996), the layer leadership and strategic leadership are necessary. The concept of strategic layer leadership is thus coined by the layer as a subject and the strategic leadership as a process.

School Based Decision Making as a subject of SBM has to be based on the School Based Curriculum, School Based Budgeting System, School Based Personnel System. To do so, the layer(individual, group, school) management and strategic layer management system is necessary.

Strategic management refers to the process of environment analysis, planning and structuring, staffing and directing, monitoring and evaluation. Based on this strategic management process, the sub-units management in SBM can adapt the management process. The Principal's strategic leadership which is combined with the layer leadership needs three strategic levels such as individual, group, and school in strategic management.

#### *The Concept of SBCM*

The School Curriculum must adopt the criteria for the curriculum not only at a national level but also at a school level which combines the program provided by each educational department and the program reflected by the situation of each school. Thus, the School Curriculum is considered as a practical and operational program including educational goals, contents, methods, and evaluation available

for students. The concept of management contains planning-implementation- evaluation-feedback for development.

Therefore, SBCM is a series of processes in which the curriculum is planned, implemented, and evaluated by each school's own management.

If we review the definition of the curriculum, we will know that the connection between curriculum and administration is needed. The definition of the curriculum can be divided into four types: subjects and knowledge teaching at school, experiences provided to students, learning results, and educational plans (Jong-seo, Kim, 1987; Dae-Hyun, Kim: 1996)

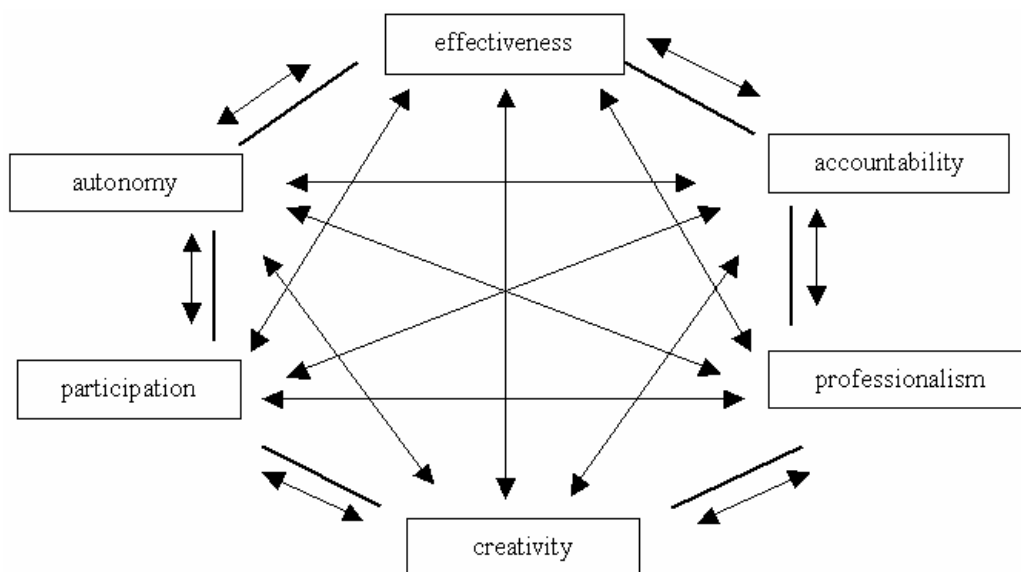
Recently, among these four definitions, many scholars agree that the curriculum should be viewed as part of an overall educational plan. Therefore, curriculum is the plan designed at the school-level, containing at the national-level, the criteria of curriculum and the guidelines at the provincial office-level. Therefore, school managers are needed who have the insight and professional ability in regards to curriculum. An administrative approach in regards to curriculum is needed from the perspective of the 4th definition which was confirmed recently by curriculum scholars. According to the standards and guidelines of the Ministry of Education and provincial office, school curriculum is the concrete and implementation-centered educational plan, and school managers must have professionalism regarding planning, operation, and evaluation of the school curriculum.

We would like to situate the school's role regarding school based curriculum management in the context of school based management, under the new term of the 'school based curriculum management' which aims to operate the school curriculum efficiently. School curriculum needs to plan how to operate the school curriculum during one whole academic year, how to operate the curriculum according to plan, evaluate the plan and operation, and finally, how to conduct and evaluate feedback for the next year's school curriculum as a management system to improve the curriculum management

#### *The Logic of SBCM*

The 7th curriculum, based upon SBM, aims to strengthen the autonomy and accountability of the school unit for the curriculum management. As the autonomy of the curriculum has increased, the administrator's professional knowledge in terms of the management of the curriculum in each school is needed.

The logic of SBM is to provide the school unit with autonomy and accountability through decentralized management, and provides teachers able to participate in the management.



Data: Chong-Yul Park & Soon-Nam Kim. (2002). Logics and Strategies of School Based Curriculum Management. *The Journal of Curriculum and Evaluation*, 5(1), p. 39.

Figure 2. Hexagon Model of SBCM Logics

The logics of SBCM can be explained by the Hexagon Model, as noted in Figure 2. The Hexagon Model can be applied to the logic of SBCM. Not only do autonomy, accountability, and effectiveness result from the decentralized management but creativity, participation, and the professionalism of the school unit are added to SBCM in recent years.

*Autonomy*

The characteristics of the 7th curriculum are based on the student-oriented curriculum, level, diversity of education contents and method, autonomy of curriculum in schools, and the establishment of systems for the evaluation of the curriculum. In particular, there is a strong demand on the autonomy of school unit in the 7th curriculum.

The features of the 7th curriculum are the induction of the national common basic curriculum and choice-centered curriculum, enlargement of the autonomy of the principal's office and school on the creation and operation of the curriculum, and the establishment of the evaluation system for the curriculum. In terms of these features, the autonomy of the 7th curriculum is partly the autonomy of school-based. The autonomy of school curriculum management can be divided into the autonomy of decision making on curriculum

construction and the autonomy of the operation.

In the elementary, middle and high schools, the core domains of autonomy are creative discretionary activity, options related to the curriculum discretionary activity, and choice of subjects in high school. This means that the constituents (for example, student, teacher, parents) are given the right of choice. In particular, discretionary activity is the momentum of the enlargement of the autonomy of school curriculum.

*Accountability*

In terms of accountability, the school unit is fully responsible for the curriculum planning and management. This accountability can be acquired by way of the evaluation of SBCM. Since the concept of autonomy and accountability is not incompatible, each school is responsible for curriculum management. Especially when managing the curriculum, the school unit must take account of both students and their parents and the ruling office.

Ho-Soon, Bae(1996: 167) has said that in terms of confidence regarding the quality and management system of school education, the establishment of educator-entered accountability is needed. This is especially true if it is related to curriculum management, when the autonomy of

management at school is enlarged, the accountability to students, parents and the principal's office is to be enhanced.

#### *Participation*

SBM is considered as a participative management system. In this sense, SBCM as a subsystem to SBM must induce teacher's participation. The participation that SBCM requires is democratic decision making in which both teachers and principals discuss and make decisions about the curriculum. All members in schools can participate in the planning, implementation, and evaluation of the curriculum.

The basis of the participation of school based curriculum management is that school constituents participate in decision making of curriculum. This participation will produce efficiency in the operation of curriculum. Participation means that all the constituents who engage in school, actively participate in the process of planning, operation and evaluation, and as such, their opinions must be reflected.

#### *Professionalism*

Professionalism means that since teachers and the principal have to partake in school management, they must have the ability that enables them to understand, plan, and operate the curriculum.

In general, there are two development types of curriculum; R&D(Research & Development) and SBCD (School-Based Curriculum Development). R&D focuses on the expert's research and development of the curriculum, while in SBCD, the research and development of the curriculum is dependent on the school unit. The present 7th curriculum requires teachers to have a collaborative view of both R&D and SBCD. Thus, members in school must have professionalism when it comes to the curriculum.

The school curriculum demands that teachers and the principal must be professional in terms of educational content and methods. They must have professionalism in operating and developing the school curriculum in the SBCM system. Presently, in Korea, in regards the 7th curriculum, teachers are the curriculum developers in club-activities and engage in discretionary creative activity. Additionally, school managers must have professional knowledge regarding management and development of the curriculum.

#### *Effectiveness*

The effectiveness of SBCM means that the goals of curriculum have been achieved. The school curriculum is defined as all programs focusing on increasing both student's learning ability and teacher's teaching at school level. The

goal of curriculum management is to achieve the effectiveness of teaching and learning. In short, the effectiveness of teaching and learning the result of the curriculum.

The aim of school education is to enhance the effectiveness of education. The basic intention of school based curriculum management is the mechanism to enhance the school effectiveness. Therefore, curriculum management is the core of school management. Additionally, finance and staffing are institutional conditions for curriculum management. However, the study of school curriculum management as well as these institutional conditions to enhance school effectiveness is very important.

#### *Creativity*

Until now, the general characteristic of education in Korea can be described as uniform education. The concept of creativity permits the school unit to manage affairs by themselves. The creativity in the curriculum leads to the creativity of school management. This means that the creativity of SBM can determine the autonomy of SBCM.

Creativity enables the creative operation of the school curriculum through the autonomy of school based curriculum management. School based curriculum management consists of characterized management and the creativity of school management. The creativity of school based curriculum management means that the traits of one school curriculum is different from others.

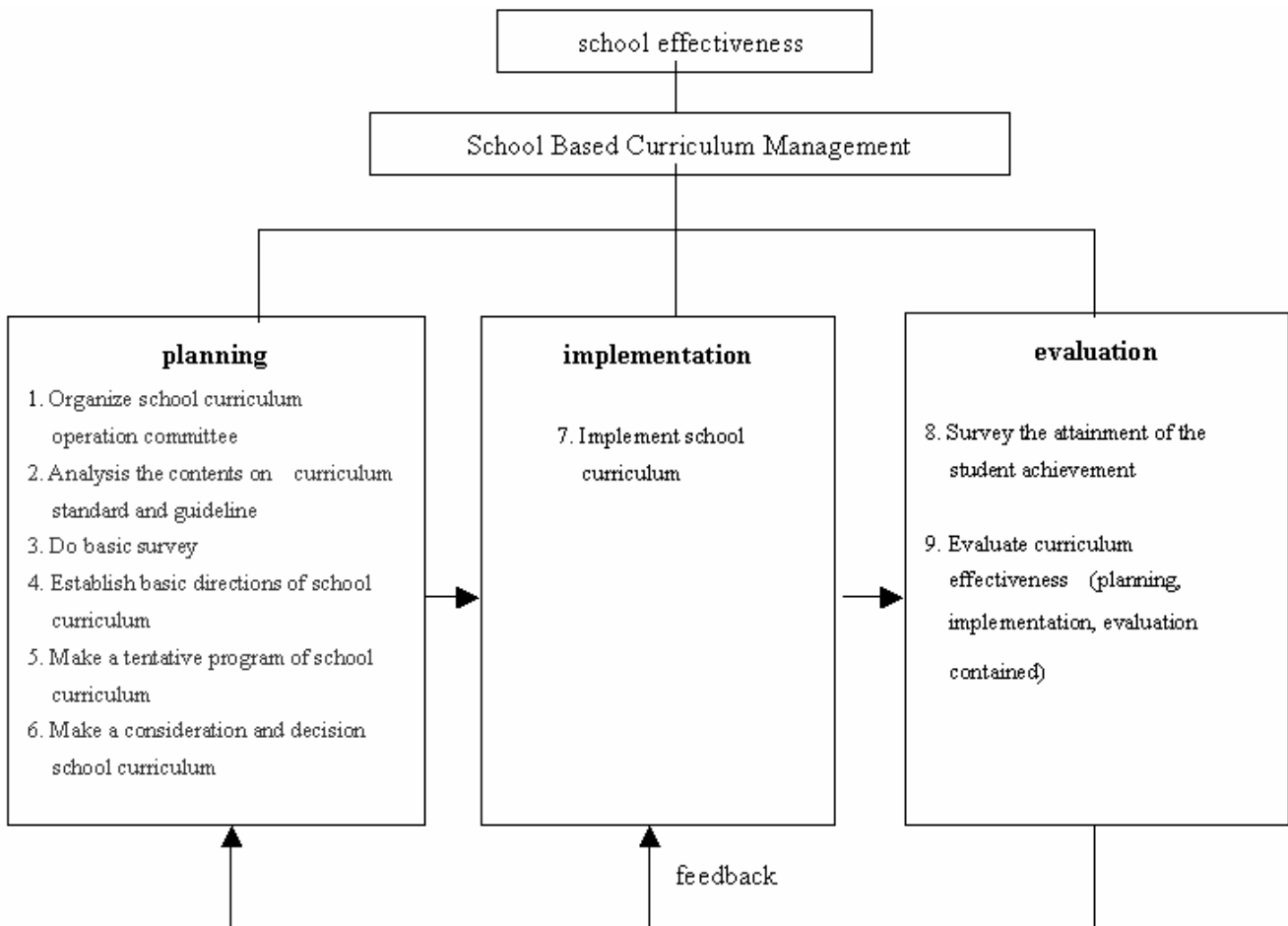
In short, the above 6 elements of logic derive from SBCM. In order to achieve the goals of SBCM mentioned above, all these 6 elements will be compatible with each other.

#### *The Procedure of SBCM*

The procedure of SBCM must consider the particular aspects of any given school including students, parents, teachers and the situation of the community. The steps can be coordinated according to the situation of the school concerned. As noted in [figure 3], the general procedure school unit is the planning process, the implementation process, and the evaluation process as a subsystem to SBCM.

##### *1st step : planning of school curriculum*

Firstly, we have to construct and operate the school curriculum committee in which teachers, parents, and experts on curriculum participate. The committee deals with decision-making and the operation of the curriculum. Secondly, an analysis of contents and standards of the curriculum is



Data: Chong-Yul Park & Soon-Nam Kim. (2002). Logics and Strategies of School Based Curriculum Management. *The Journal of Curriculum and Evaluation*, 5(1), p. 44.

Figure 3. SBCM Procedure

undertaken. Thirdly, a basic survey is needed. Fourthly, a basic direction of the curriculum is established. Fifthly, a tentative plan for the curriculum is made. Six, a decision on the tentative plan of the school curriculum is established. Seven, an analysis and review on the tentative school curriculum is planned. Eight, a review on the tentative school curriculum is prepared. And finally, nine, a final school curriculum plan is conducted

*2nd step : implementation of school curriculum*

In this step, the school curriculum plan is implemented. The implementation step occurs through inner self supervision, coping with problems elastically, through supervision, all aimed at improving the quality of curriculum implementation.

*3rd step: evaluation and feedback on school curriculum*

In this step, we evaluate the degree of the attainment of educational objectives and effectiveness of the school curriculum. The school curriculum contains the evaluation of school curriculum planning and operation. In particular, the evaluation will be a guide for the school curriculum for future academic years.

**Inquiry into the developmental directions of SBCM**

School management aims to enhance the effectiveness of school education, focusing on operating the curriculum effectively. It means that the effectiveness of school education is largely dependent on SBCM. To achieve the goal, the

school not only needs autonomy of SBCM resulting from decentralization but also must have accountability in curriculum operation.

In this sense, the directions of the 7th curriculum management through SBCM must be a highly autonomous level of participative school curriculum management, a highly accountable, effective school curriculum management, a diverse and creative system of school curriculum management, and a professional system for school curriculum management for curriculum development.

#### ***highly autonomous and participative SBCM***

In the past, the school administrator and provincial office are the main decision makers on school management, while the teacher's opinion and role was not important. As converted from traditional, external control implementation system to school based management, autonomy of curriculum operation is much stronger.

Therefore, it is important that both the school curriculum council and all staff must participate in school curriculum management. This participative decision making system is necessary for the process of curriculum planning, implementation and evaluation.

#### ***diverse and creative SBCM***

The SBCM in the 7th school curriculum pursues characteristics of diversity for the school. This means that diverse and creative education can be realized.

The present school curriculum is envisaged as a creative curriculum contrary to the centered uniformed curriculum of the past. This curriculum can reflect the demands of school constituents and communities. School based curriculum management should pursue the diversification and characterization of a school. This enables the school to diversify and characterize education

#### ***highly accountable SBCM***

Autonomy and accountability are like two sides of the same coin. Autonomy is followed by accountability. The autonomy principle of SBCM demands high accountability. High-accountability will lead teachers to accomplish the objectives of the school curriculum effectively. Therefore, SBCM requires high accountability and responsibility from teachers.

#### ***professional SBCM***

Complementary forms of R&D and SBCD are necessary for curriculum development in the 7th curriculum. This means that not only teachers but the government must partake in decision-making on the curriculum. Teachers can operate a creative and special curriculum. Thus, there is a high demand on the role of teachers and their professional knowledge when it comes to curriculum development.

### **Developmental tasks of SBCM**

#### ***To organize and operate the Committee of SBCM efficiently: Autonomy, Creativity***

Above all, the committee of school curriculum must be developed and operated efficiently to successfully apply SCBM. Because school curriculum management is a series of processes to plan, implement, to operate and obtain feedback on the curriculum during a year, it needs professionalism. Therefore, to systematically operate the school curriculum, a committee of school curriculum is needed. Recently, a school board as a legal structure must be established at elementary, middle and high school. Additionally, the curriculum committee as a substructure can be established, but it is not a compulsory structure legally. The Committee of curriculum can be established freely in control over the school board or school affairs council.

The domains of the curriculum are diverse: subject activity, life guidance, discretionary activity, and extraordinary activity. These domains need much decision making, to operate properly, to feed back into the curriculum of the next year through the committee activity.

The constituents of the committee can be the representatives of parents, teachers, and curriculum experts. They must analyze the national-level curriculum criteria and provincial level curriculum guidelines, make the curriculum match the characters of the school. Therefore, they must have the professionalism that can help them make decisions properly about all aspects of curriculum. Finally this committee activity can increase the autonomy of school level, and increase the creativity of the school level.

#### ***To establish the evaluation system of SBCM: Accountability, Effectiveness***

Evaluation contains three main functions; to identify the attainment of objectives, to value judge, and to provide

information on decision-making. As a type of evaluation, it is divided into formative evaluation and summative evaluation. When this function and the type of evaluation is combined with SBCM, the quality management through the self evaluation system on school curriculum management is required. The formative and summative evaluation in SBCM will contribute to the improvement of school curriculum management.

### ***To establish the school based staff-development for SBCM: Professionalism***

Staffs are an important resource for schools. If the human resource is well developed, the function of the school will be successfully accomplished. Therefore, there needs to be a suitable environment in which teachers will reveal their professional knowledge through the curriculum. In the era of SBCM, School based staff development system is needed to enhance the professionalism of staff.

Staff development is largely operated at the provincial level in Korea. Faced with the era of SBM and SBCM, however, if the teacher program provided permits only one person per school, then the program would not be very worthwhile. Instead, the participative management system in the school unit can be a useful program because the program based on school-based staff development is open to all teachers in a school.

The plans for a school based staff development plan must be contained in an annual education plan, for this to operate successfully, we must be supported by administrators. The methods of staff development are through seminars, discussions, workshop study, and evaluation. When the same subject council, the same grade council, and school curriculum study meeting are developed, a systematic in service program is made.

### ***Strategic-Layer management for SBCM: Participation***

For the purpose of enhancing the effectiveness of SBCM, a layer-management approach to school organization is needed. SBCM is accomplished not only by the school chief manager but by teacher, chief-teacher, vice-president, and president. If SBCM is harmonized with the 3 level-layer management such as school manager, chief-teacher, and teacher, the efficiency of SBCM will be developed.

The Layer leadership and Layer management provided by Cheng(1996) is adapted in School Based Curriculum Management and is enlarged in actor layer and level layer..

The actor layer management divided the members in the school into administrator, teacher and student, the interplay between the three administrator, teacher and student shows a high effectiveness. In the Figure, the vertical line refers to individual, group, and school, whereas the horizontal line indicates the three domains of education; behavioral, affective, cognitive.

In a level-layer management system, the harmony between three domains of education and the congruence between administrator, teacher, and student within-layer are necessary.

Actor-layer management and level-layer management will be most suitable to SBCM.

Strategic management is needed in the SBCM system. Environmental elements are considered and a strategic method must be utilized. Strategic management is planning, implementation, evaluation with regard to environment. This is especially important, because SBM is the aim of school reform, so the school must carefully judge the peripheral environment, so that the strategic management is efficiently applied in this point.

## **Epilogue**

Because Curriculum is the core of school education, efficient management of curriculum is the determinant factor. Until now, only an education administrator was fully responsible for curriculum management. It is now time that the administrative approach, which is SBM, in terms of SBCM, as outlined in this paper is needed. In the 7th revision of curriculum, the school curriculum effectiveness depends upon the professionalism of the school administrator and teacher.

Although the actual content of the 7th curriculum will be changed in the future, we hope that the advantages and benefits of the SBCM system mentioned in this paper will operate over the long term and be further developed over time.

The 6SB-1SLM theory is suitable for the analysis of subcategory to School Based Management. School Based Curriculum Management system can control the quality of School. Systematic operation of planning-operation-evaluation mechanism procedure of SBCM is needed.

For the Development of School Based Curriculum Management in Korea, the following concepts are strongly recommended; enhancement of professionalism of school managers and teachers, enlargement of autonomy at the school-level, enlargement of the participation of the constituents of school-level layer management, enhancement of the creative operation of the school itself.



The developmental tasks of SBCM which are needed in Korea are as follows: establishment of a School Based Staff Development system, an evaluation system which can control the quality of the School Based Curriculum Management, a strategic-layer management system, and the constitution and operation of the committee of the school curriculum.

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