

The Influence of Teacher Curriculum Leadership on the Implementation Effectiveness of Curriculum Ideological and Political Education

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Abstract

The study looks into how ideological and political education in college English courses is influenced by teachers' curriculum leadership, respecting their curriculum design competence, curriculum development competence, curriculum implementation competence, and curriculum evaluation competence. Cronbach's Alpha in a pilot test (n=30) was adopted for the reliability test of the instruments and Index of Item-Objective Congruence (IOC) was investigated for the validity test. The study resorted to Multiple linear regression analysis to confirm the substantial link between variables in 630 (30 from teachers and 600 from students) valid replies from SUMC (Sichuan University of Media and Communications). Multiple linear regression analysis results showed that the ideological and political education in college English courses was strongly impacted by each of the four independent variables. This study examined four key factors in the context of private schools in Sichuan, China, and provided some guidance on how to improve curricular leadership among instructors in order to enhance curriculum ideological and political education in higher education.

Keywords: ideological and political education, teacher leadership, influence, college English

1. Introduction

1.1 Research Problem

In recent years, the integration of ideological and political education into foreign language courses has emerged as a prominent research focus in foreign language studies. Scholars have conducted in-depth explorations regarding its conceptual foundations, instructional design, and pedagogical methodologies, systematically addressing fundamental questions including "the rationale (why)", "stakeholder responsibilities (who)", "temporal dimensions (when)", "contextual implementation (where)", and "operational approaches (how)" (Wen, 2021). However, since curriculum-based ideological and political education is not a traditional course but rather a comprehensive system encompassing educational objectives, content, methodologies, and approaches, academic circles generally acknowledge the considerable difficulty in evaluating its implementation effectiveness, with limited operational feasibility (Gao, 2017; Ministry of Education, 2020). Consequently, relatively few studies have focused on assessing the implementation outcomes of curriculum-based ideological and political education (e.g., Li & Sun, 2019; Song, 2021; Zhou et al., 2022). Furthermore, there is an almost complete absence of research examining which factors related to teachers' curriculum leadership might influence the effectiveness of its implementation. This study examines the relationship between college English teachers' curriculum leadership and the implementation effectiveness of ideological-political education in English courses, analyzing correlations between leadership components and educational outcomes. The research aims to enhance faculty development and promote the "Three-Wide Education" framework at Sichuan University of Media and Communications, ultimately advancing moral education.

1.2 From Ideological and Political Construction to Curriculum Reform

The Education Ministry of China issued the "Guidelines for Ideological and Political Construction in Higher Education Courses" in 2020, which explicitly requires comprehensive advancement of curriculum-based ideological and political education. The document emphasizes leveraging the educational function of every course to establish an all-encompassing education framework that involves all staff, covers the entire process, and permeates all aspects of education. Meanwhile, "College English Teaching Guide (2020 Edition)" further specifies that as a compulsory foundational course for most non-English major undergraduates, College English teaching should play a significant role in fulfilling the fundamental task of fostering virtue through education (Ministry of Education, 2020).

Since 2001, when China proposed the three-tiered curriculum management goals of national, local, and school levels during the basic education curriculum reform process, schools and teachers have taken on more responsibility and autonomy in curriculum leadership and guidance. Research on curriculum leadership in the academic community has also increased (e.g., Wang, 2020; Wang & Zhu, 2020; Wang, 2022), but as stated by Wang (2020) that it mainly focuses on the curriculum leadership of school leaders at various levels, with relatively less research on teacher curriculum leadership. Teacher curriculum leadership, simply put, can be understood as the influence teachers have on the curriculum.

Teacher curriculum leadership is closely related to the effectiveness of teaching practice. In the context of ideological and political education in courses, teacher curriculum leadership is also closely related to the effectiveness of implementing ideological and political education in courses. However, there is currently little research on how they are related. Therefore, this study aims to explore the relationship between college English teachers' curriculum leadership and the effectiveness of implementing ideological and political education in college English courses, helping English teachers to enhance their curriculum leadership in a targeted manner, ultimately achieving the goal of promoting the effectiveness of implementing ideological and political education on the whole.

1.3 Curriculum Leadership

In the mid-20th century, Passow first used the term "curriculum leadership" in the research project "The Organization and Development of Curriculum Leadership" (Passow, 1954). In the 1970s, with the rise of the school-based curriculum development movement in the United States and the gradual involvement of regular teachers in this process, curriculum leadership flourished during this period. Curriculum theory experts also proposed new curriculum theories, among which the proposition of "teachers as researchers" by British curriculum theorist Lawrence Stenhouse established the central role of teachers in curriculum development, providing practical possibilities for teachers' curriculum leadership (e.g., Daehling, 1981; Stenhouse, 1985). Research on curriculum leadership during this stage tends to focus on technical guidance in curriculum planning, organization, implementation, and evaluation, with a clear "instrumental" orientation (Wang & Zhu, 2020).

Since the 1990s, curriculum leadership theory has developed from an "instrumental" orientation to a "value" orientation. During this period, many new ideas emerged in the field of curriculum leadership research, focusing on liberation and making significant contributions to the re-recognition of teachers. This sparked a wave of scholarly interest in researching teachers' curriculum leadership (Harris, 2003; Anderson, 2004), leading to the emergence of numerous leadership theories such as transformational leadership, moral leadership, and distributed leadership. These theories provide a theoretical foundation that can be referenced for the study of teachers' curriculum leadership (Wang, 2020).

The definition of teacher curriculum leadership stems from the understanding of leadership, curriculum leadership, and teacher leadership, and it continues to evolve with the development of theories on leadership, curriculum leadership, and teacher leadership. It is both a process and a behavior, emphasizing specific leadership contexts while having clear goal orientations (Wang, 2020; Wang, 2022). Through the analysis of the aforementioned three concepts, Wang (2020) believes that teacher curriculum leadership is the influence exerted by teachers in developing and constructing school curricula according to the institutional positioning and educational objectives. In Wang's view, the connotation of teacher curriculum leadership should include the following aspects: First, teachers are curriculum leaders at the school or classroom level, including both formal and informal leaders; second, teachers' roles in curriculum leadership are multiple, including intermediary roles, participatory leadership, guiding roles, and interpersonal communication; third, the main tasks of teacher curriculum leadership are to improve curriculum quality and promote teacher professional growth; fourth, teacher curriculum leadership is a form of influence closely related to school culture, and the school environment and atmosphere will affect the form of teachers' leadership and their actions in sharing curriculum leadership opportunities. In brief, teacher curriculum

leadership can be conceptualized as educators' influential capacity over curricular matters, encompassing curriculum development, instructional design, implementation strategies, assessment methodologies, quality improvement initiatives, team leadership, organizational coordination, and professional development facilitation, etc. (Wang, 2020).

Based on the connotations of teacher curriculum leadership proposed by Wang Shufen, this study defines college English teachers' curriculum leadership in four aspects: curriculum design Competence, curriculum development Competence, curriculum implementation Competence, and curriculum evaluation Competence

(1) Curriculum Design Competence

The curriculum design competence of teachers refers to their capacity to lead and guide the design of the course content and activities they teach (Wang, 2020). Due to different school requirements and the nature of various subjects, the definition of curriculum design competence varies for teachers in different schools and subjects. For college English teachers at Sichuan University of Media and Communications, their course design Competence is mainly reflected in their competence to make corresponding adjustments to the course content and design the teaching accordingly. Therefore, the curriculum design competence mentioned in this topic refers to the competence of college English teachers to adjust the course content and design the relating teaching process. This is manifested in two key aspects. Firstly, it involves the ability to adapt course content and design instruction based on the overall framework for college English courses outlined in the College English Teaching Guidelines (2020 Edition) issued by the National Advisory Committee on College Foreign Language Teaching under the Ministry of Education. This adaptation must consider students' actual English proficiency levels and institutional educational objectives while working within prescribed class hours and selected teaching materials. Secondly, college English teachers' curriculum design competence is reflected in their capacity to grasp the essence of the curriculum and systematically integrate ideological and political education throughout the entire teaching process—from setting teaching objectives and selecting content to organizing instructional procedures and implementing evaluation feedback. This comprehensive approach ensures the achievement of ideological-political education goals and facilitates the "whole-process", "all-round" education (Hu, 2021).

(2) Curriculum Development Competence

The competence of teachers to develop courses refers to the power of teachers, guided by certain educational philosophies, to use their knowledge and skills in course development to enhance the effectiveness of course implementation and promote the continuous development of students, teachers, and the curriculum (Wang, 2020). College English teachers at SUMC would demonstrate their curriculum development competence by comprehensively implementing the requirements of both the College English Teaching Guidelines (2020 Edition) and the Guiding Outline for Ideological and Political Education in Higher Education Curriculum. Building upon these national standards, they carefully adapt their course design to align with the university's distinctive media-focused institutional positioning and specific educational objectives, while also taking into full consideration their students' actual learning profiles. By effectively leveraging diverse teaching resources, educators develop specialized instructional content and formulate concrete implementation strategies that are uniquely suited to their institutional context. Furthermore, they employ scientifically-grounded pedagogical approaches to ensure effective course delivery. Most importantly, they systematically integrate ideological-political elements throughout the entire curriculum development process—from initial planning and content selection to classroom implementation and outcome evaluation - thereby achieving seamless incorporation of value education into language instruction.

(3) Curriculum Implementation Competence

Curriculum implementation can be divided into broad and narrow senses. In the broad sense, curriculum implementation refers to the process of putting into practice the curriculum plan, which is the fundamental way to achieve the curriculum goals. In the narrow sense, curriculum implementation refers to teaching. Some studies (e.g., Shulman, 1987; Guo, 2009; Richards, 2017) divide curriculum implementation Competence into two dimensions: curriculum knowledge and curriculum skills. Curriculum knowledge mainly refers to subject teaching knowledge, while curriculum skills encompass various skills such as curriculum understanding, curriculum design, curriculum teaching, curriculum evaluation, curriculum development and research. Within this study, we define college English teachers' curriculum implementation competence as manifesting in three interrelated aspects during the English course delivery process: (1) the educational philosophies teachers hold regarding college English instruction, (2) their cognitive understanding of the college English curriculum, and (3) the integrated demonstration of their English linguistic and cultural expertise alongside pedagogical skills when implementing the curriculum.

(4) Curriculum Evaluation Competence

Teachers' ability to evaluate courses is an important component of their professional competence and a significant factor influencing the implementation of courses. However, the academic community has yet to provide a clear and precise definition of teachers' course evaluation competence (Zhou et. al., 2022). This study defines course evaluation Competence as the capacity of teachers to use evaluation theories and skills, based on certain course values or objectives, to further improve and refine the course and enhance student learning outcomes.

1.4 Implementation Effectiveness of Curriculum Ideological and Political Education

"Curriculum Ideology and Politics" is a concept and educational philosophy, not a specific course (Ministry of Education, 2020). Therefore, constructing an evaluation index system for the implementation effect of curriculum ideological and political education is highly complex. Although there is still a lack of unified academic understanding regarding the evaluation of the implementation effect of curriculum ideological and political education, in recent years, scholars in academia have gradually conducted research on it from multiple perspectives and different levels (e.g., Wan et. al., 2017; Hu et. al., 2022). Current research on evaluating the implementation effectiveness of curriculum-based ideological and political education primarily focuses on four domains: (1) the significance and value of such evaluations, (2) the construction of evaluation frameworks, (3) assessment approaches from diverse research perspectives, and (4) discipline-specific implementation assessments (Wu & Ke, 2021). Although the theoretical foundations for these evaluations require further exploration, and the established evaluation indicators in existing frameworks still lack robust justification, scholars have nevertheless made preliminary progress in developing characteristic evaluation systems through multiple research lenses (Zhou et. al., 2022). Notably, these emerging frameworks have begun to account for disciplinary variations across different academic specialties. These pioneering studies on assessing the implementation outcomes of curriculum-based ideological and political education in higher education institutions have established valuable references for subsequent research.

1.5 Hypotheses and Research Design

The study will conduct a comparative analysis of the curriculum leadership evaluation of selected teachers and the implementation effect evaluation of the college English courses they teach, aiming to identify the relationship between course leadership and the implementation effect of ideological and political education in the courses. It will explore whether there is a correlation between various elements of course leadership and the implementation effect of ideological and political education in the courses, and how they are related.

The Conceptual framework of this research is constructed based on the previous literature review, which examines the implementation effect of ideological and political education and the curriculum leadership of sampled teachers from four dimensions: course design Competence, course development Competence, course implementation Competence, and course evaluation Competence.

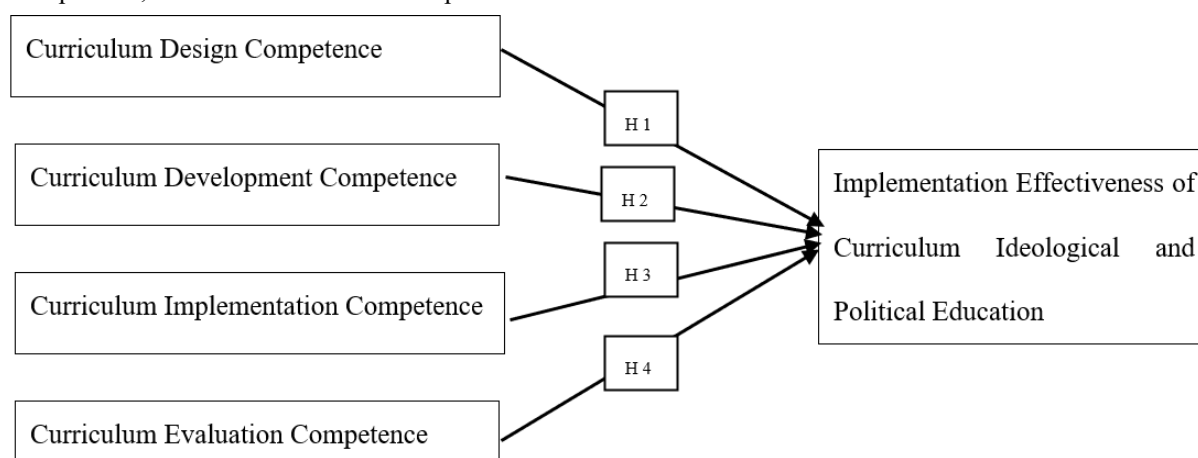


Figure 1. Conceptual Framework

H1: Curriculum design competence has significant impact on the implementation effectiveness of curriculum ideological and political education.

H2: Curriculum development competence has significant impact on the implementation effectiveness of curriculum ideological and political education.

H3: Curriculum implementation competence has significant impact on the implementation effectiveness of curriculum ideological and political education.

H4: Curriculum evaluation competence has significant impact on the implementation effectiveness of curriculum ideological and political education.

2. Method

There were three stages to the research process. The survey instruments were originally refined through pilot tests with 30 teacher participants and 30 student participants. Items that passed the retention criteria with a multiple linear regression p-value threshold of less than 0.05 were retained, and those that did not were eliminated. In the second phase, 30 teachers and 600 students, respectively, were surveyed regarding the state of curricular leadership among teachers and the efficacy of ideological and political education implementation in college English courses. Following that, data for establishing the correlation between the dependent variable, the implementation effect of ideological and political education, and the independent variables, teachers' competency in curriculum design, development, implementation, and evaluation, were then obtained through statistical analysis. This rigorous technique allowed for a full examination of the research's goals and hypotheses.

2.1 Research Population and Sampling Procedures

33 English teachers and 750 students were selected as the research population for the survey. According to the SUMC report (2024), they represented 52% of the 64 English teachers in the foreign language department and 6.82% of the approximately 11,000 students enrolled in college English courses. Students from five different SUMC schools with a range of major backgrounds were selected as the research target. 645 pupils and 32 teachers used the Questionnaire Star applet to fill out the online survey. The researcher then verified that 612 (student) and 32 (teacher) of the responses were legitimate.

Pilot tests were conducted with 30 student volunteers and 30 instructor volunteers to verify the validity of the survey's chosen questionnaires. Then, using a sample of 30 valid responses from the 64 foreign language department teachers and 20 students from each teacher's class, for a total of 600 students, the researcher employed multiple linear regression analysis to determine the relationships between the independent and dependent variables.

The following sampling procedures demonstrate the multiple samplings conducted in this study.

Sampling 1: Test and pilot survey

Out of the research population, 30 teachers and 30 students were chosen at random by the researchers for the pilot tests. Participants were asked to fill out a questionnaire and offer feedback.

Sample 2: Sampling through surveys

Through the Questionnaire Star applet, 645 students and 32 English teachers responded to the online survey. The researcher next examined each of the 600 students' and 30 teachers' responses to confirm their validity.

2.2 Research Instruments

When creating the survey questionnaire, the researcher followed three procedures.

Step 1: From three publicly accessible articles, choose the sources for the questionnaire (Wang, 2022; Yu, 2020; Chow et al., 2022).

Step 2: Examining and modifying the survey questions.

Step 3: Survey implementation.

Three components make up the survey questionnaires used in this study:

Part 1: Screening questions. The purpose of the screening questions was to separate the non-research population. The study's target audience consisted of first- and second-year college English course students at SUMC as well as English teachers in the foreign language department.

Part 2: Basic information questions. Questions in this section were used to collect basic data about the research population, such as gender and years of English language learning or teaching.

Part 3: Questions for the survey. To ascertain their current IV and DV levels, survey questions were distributed to all teacher and student participants.

2.3 IOC and Pilot Test Results

For the IOC (Index of item-objective congruence) test, the researcher recruited three independent experts: a doctor, an associate professor, and a professor. During the IOC process, independent experts assigned a score of +1 for

congruent, 0 for dubious, and -1 for incongruent. Because all of the study's questionnaire items scored higher than 0.67, the researcher decided to keep them all in the final draft of the survey.

The researcher randomly selected 30 teachers and 30 students to receive a pilot survey, asking them to fill out the form and offer comments. The researcher then examined the Cronbach's Alpha internal consistency reliability test, which should yield values of at least 0.7 (Nunnally & Bernstein, 1994). The results demonstrating the great reliability of each construct were displayed in the table below.

Table 1. Pilot Test Result

Variable	No. of Item	Sources	Cronbach's Alpha
Curriculum Design Competence	5	Wang, (2022)	0.871
Curriculum Development Competence	6	Yu, (2020)	0.929
Curriculum Implementation Competence	10	Wang, (2022)	0.906
Curriculum Evaluation Competence	7	Wang, (2022)	0.874
Curriculum Implementation Effectiveness of Ideological and Political Education	13	Chow et al. (2022)	0.907

3. Results

3.1 Demographic Profile

As indicated in Table 2, the researcher supplied the demographic profile of the overall student research population (n = 600) as well as the demographic profile of the chosen teachers group (n = 30) who took part in the study method.

Table 2. Demographic Profile

Student participants (n=600)		Frequency	Percent
Gender	Male	258	43%
	Female	342	57%
Years of Learning English	Less than 3	45	7.5%
	3-6	90	15%
	More than 6	465	77.5%
Grade	First year	300	50%
	Second year	300	50%
Total		600	100.0%
Teacher participants (n=30)		Frequency	Percent
Gender	Male	12	40.0%
	Female	18	60.0%
Years of Teaching English	Less than 3	5	16.67%
	3-10	13	43.33%
	11-20	11	36.67%
	More than 20	1	0.03%
Professional Title	Assistant Lecturer	5	16.67%
	Lecturer	16	53.3%
	Associate Professor	7	23.3%
	Professor	2	0.07%
Total		30	100.0%

3.2 Results of Multiple Linear Regression

Four study hypotheses were created in order to assess the relationship between each independent variable and the dependent variable, Implementation Effectiveness of Curriculum Ideological and Political Education (IECIPE). Multiple Linear Regression (MLR) was used to analyze 30 questionnaire responses in order to assess the degree of support for each of the hypotheses developed in this study. It can be claimed that the multicollinearity of this study is dependable because the variance inflation factor (VIF) value derived from the analysis in this study is less

than 5. The efficiency of a multivariate linear regression model with four independent variables to explain variance in learning outcomes is demonstrated by R-squared (R^2), which explains for 76.2%.

Table 3. The Multiple Linear Regression of Four Independent Variables on the Dependent Variable

Variables	Standardized Coefficients Value	T-Value	P-Value	VIF	R	R ²
Curriculum Design Competence (CDA)	0.345	3.260	<0.001	3.32	0.832	0.762
Curriculum Development Competence (CDA)	0.339	3.476	<0.001	4.18		
Curriculum Implementation Competence (CIA)	0.282	2.470	0.015	4.36		
Curriculum Evaluation Competence (CEA)	0.189	2.135	0.042	1.89		
Dependent Variable: Implementation Effectiveness of Curriculum Ideological and Political Education (IECIPE)						

In conclusion, each of the four hypotheses was developed and supported by the results of the multiple linear regression analysis, confirming the correlation between college English teachers' curriculum leadership and the implementation effectiveness of ideological and political education in college English courses.

4. Conclusions, Recommendations, and Limitations

4.1 Conclusions

The study examined the influence of four independent variables - curriculum design competence, curriculum development competence, curriculum implementation competence, and curriculum evaluation competence - on the dependent variable, the implementation effectiveness of curriculum ideological and political education. To get pertinent results, it used a thorough methodology, data collection, and efficient research design. The research design comprised a pilot test that employed the Index of Item-Objective Congruence (IOC) to verify the validity of the survey questionnaire items and Cronbach's Alpha to confirm the reliability of the measurement tools. The credibility of the study was enhanced by this careful measurement technique. Multiple linear regression analysis was performed on data from 630 valid replies from students at SUMC (30 teachers and 600 students) in order to verify the significant connections between the independent and dependent variables. The study's conclusions demonstrated that each of the four factors significantly affected the learning outcomes of the pupils. According to statistics, improvements in teachers' competency in curriculum design, development, implementation, and evaluation can increase the efficacy of ideological and political education implementation.

This study demonstrates the inherent relationship between the curriculum leadership of college English professors and the success of implementing ideological and political education in English courses through a rigorous analysis and excellent methodology. Through mechanisms like goal integration, resource reconstruction, interactive engagement, and dynamic feedback, the research shows that teachers' competencies in curriculum design, development, implementation, and evaluation greatly increase the depth of ideological and political education.

These findings are applicable to institutions where strengthening teachers' curricular leadership is anticipated to greatly increase the implementation efficacy of ideological and political education in courses. Teachers might also find some ideas on how to modify their methods and mindset in order to achieve the desired teaching outcomes. The results of this study further emphasize how important it is for educational administrations to prioritize the development of teachers' overall curriculum leadership.

4.2 Recommendations

4.2.1 Cultivating Teachers' Curriculum Leadership to Enhance the Implementation Effectiveness of the Implementation Effectiveness of Ideological and Political Education Ideological and Political Education

College English teachers can enhance their curriculum leadership through multidimensional strategies to deepen the integration of ideological and political education in English courses. Firstly, educators need to strengthen their understanding of curriculum-based ideological education by studying policy documents and analyzing exemplary cases, thereby internalizing educational objectives as the core logic of instructional design. Building on this foundation, they should systematically improve their four-dimensional professional competencies: optimizing course design using a "language skills + ideological dimensions" matrix tool, integrating MOOCs and AI tools to develop multi-modal resources (e.g., Belt and Road Initiative documentaries), adopting flipped classrooms and role-playing activities to guide value-based reflection, and tracking indicators like "cultural sensitivity in cross-

cultural communication" through a dual-track evaluation rubric that combines language proficiency and ideological literacy. Simultaneously, teachers should establish interdisciplinary collaboration networks, such as co-developing thematic modules (e.g., comparative studies of Chinese and Western governance systems) with ideological and political education teachers, participating in technical training in virtual simulation, and fostering a "practice-reflection-iteration" cycle within teaching communities. Through the synergy of these strategies, teachers can evolve from "passive implementer" to "innovative curriculum leader," achieving profound integration of knowledge delivery and value cultivation in foreign language education.

4.2.2 Supportive Strategies from Management of Institutions

To foster the development of teachers' curriculum leadership, schools should build a multidimensional support system. In terms of institutional support, curriculum leadership should be integrated into teacher evaluations and promotion criteria, with specialized action plans and interdisciplinary collaboration mechanisms established. Regarding resource allocation, a shared cloud platform for ideological and political education resources should be created, aggregating multi-modal cases and AI tools, while prioritizing funding for digital curriculum development (e.g., virtual simulations and cross-cultural corpora). For capacity-building, tiered training programs should be implemented: Novice teachers engage in goal-integration workshops, experienced teachers participate in international curriculum development seminars, and expert teachers lead action research projects, supported by a dual-mentor system pairing educators with ideological and technical advisors. In evaluation and optimization, personalized feedback should be generated through "curriculum leadership portfolios" tracking competency development, complemented by big-data analysis linking teaching practices to educational outcomes. Ultimately, a closed-loop ecosystem of "design-implementation-optimization" can be achieved through coordinated institutional empowerment, resource provision, competency cultivation, and data-driven feedback, transforming teachers from passive executors into proactive curriculum leaders.

In summary, findings from the study validate the pivotal role of curriculum leadership as a "bridge" in resolving the disconnection between language teaching and ideological-political education, offering theoretical support for the practice of ideological and political education in foreign language courses. It offers insightful information to educational institutions and educators who look for ways to improve the effectiveness of ideological-political education implementation in courses. These efforts will advance the paradigm shift of ideological-political education in foreign language courses from "superficial integration" to "value symbiosis."

4.3 Limitations for Future Research

This study has a few limitations which can be addressed in future research.

First, only a small proportion of Sichuan University of Media and communications students were chosen to be the target population of the investigation. Future research should aim to diversify the sample by including students from a wider range of age groups, major backgrounds, and educational experiences in order to assess the generalizability of the findings.

Second, four distinct independent variables and one dependent variable were investigated in this study. Future researchers may look into other independent variables and figure out how they combine to provide a more comprehensive understanding of the elements impacting implementation effectiveness of ideological and political education.

Finally, a particular strategic plan is suggested to formulated in future research, looking into and implement practical interventions in order to figuring out effective strategies promoting teachers' curriculum leadership and the implementation effectiveness of ideological and political educations. To ensure more efficient and fruitful results of teacher development and teaching practice, we need to look into diversified innovative approaches.

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