

Conceptualization of Needs Based Curriculum Leadership: Scenarios and Possibilities for Curriculum System of Iran

Abstract

Exploring the teacher role in curriculum decision-making has proved an interesting research area over the last few decades. The increasing understanding of teacher and other stakeholders effective roles as well as the reflection of effective and useful experiences regarding School Based Curriculum Leadership and other efforts of curriculum specialists have resulted in the fact that School Based Curriculum Decision-Making should be done by central roles of teachers and involvement of parents, students and community members. The objective of this paper is to identify decision-making nature and qualities using different scenarios, their characteristics and their possibilities for the educational system of Iran. Methodologically speaking, a mixed model has been used for the study, consisting of quantitative and qualitative methods and results have been reported for theoretical and practical purposes in Curriculum decision-making system with special focus on Iran.

Key words: *curriculum needs assessment, curriculum decision-making, curriculum leadership, teacher role in curriculum.*

Introduction

The educational system in Iran has been administrated in a centralized manner for years. In such a situation, the school curriculum, mainly, is developed and sent, by central organization, to schools in a specific form (textbooks) for fidelity