國立政治大學英國語文學系英語教學碩士在職專班

碩士學位論文

指導教授：黃怡萍博士

Advisor: Dr. Yi-Ping Huang

課程改革中的掙扎：一位英文領召老師情緒與專業認同轉變之個案研究

Struggles for Curriculum Reform: A Case Study on an English Subject Leader's Change

of Emotions and Professional Identity
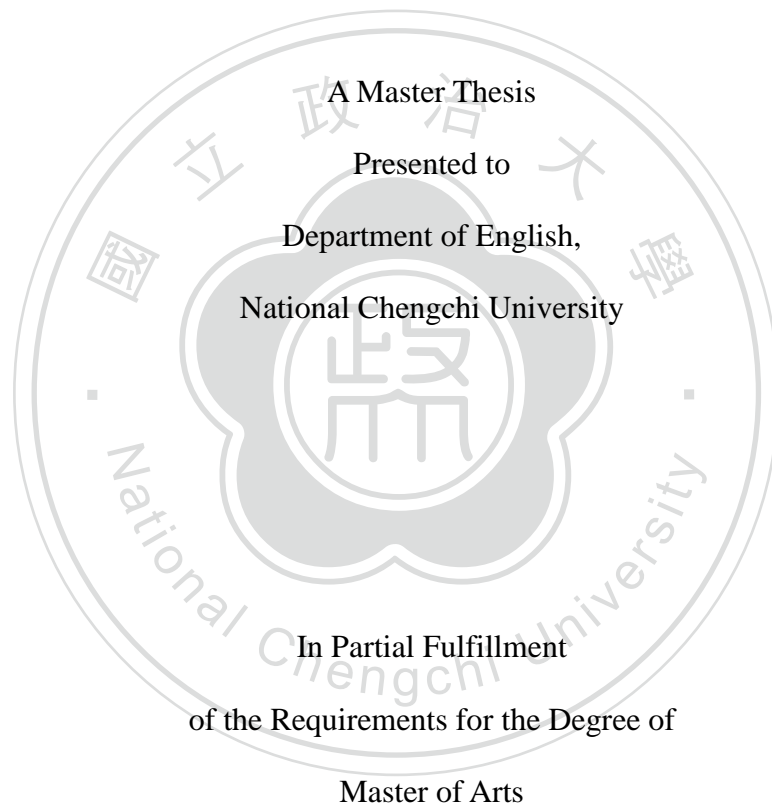
研究生：賴姿好 撰

Name: Tzu-Hao Lai

中華民國一零九年六月

June, 2020

Struggles for Curriculum Reform: A Case Study on an English Subject Leader's

Change of Emotions and Professional Identity

A Master Thesis

Presented to

Department of English,

National Chengchi University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

By Tzu-Hao Lai

June 2020

To Yi-Ping Huang

獻給我的恩師黃怡萍教授

Acknowledgements

First and foremost, I would like to express my sincere appreciation to my advisor, Dr. Yi-Ping Huang, whose constructive criticisms always offer precision in identifying and conquering the blind spots of my thinking. These scattered ideas would not have been well developed and connected without the insightful comments and boundless support from my dearest mentor. She has fueled my passion for research and has been encouraging me to choose my own direction. Her genuine guidance paves the way to the completion of my thesis. I am also indebted to Professor Chieh-Yue Yeh and Professor Tsai-Hung Chen, who dedicate their precious time to reading and providing practical suggestions on the piece of work. A very special gratitude goes to Dr. Chin-Chi Chao, who opens a novice researcher the door to a qualitative view of the world. Heartily, I wish to recognize the selfless assistance from my friend, Hui, along with my research trip. Without her genuine share of emotional experiences, my journey of writing the thesis would not have come to a successful end. Also, I am much grateful to my "comrades", Eva, Jone and Mona who teamed up with me and got me through some worst times when taking the ETMA program. Having these sidekicks on my side is fantastic.

Finally, I would like to extend my love and thanks to my family. They filled me up with their tenderness as well as food when I felt beaten up. I also thank Tiger Chang, for keeping me grounded especially when I just want to veg out and escape from working on my thesis, being my shelter and the most wonderful part of my life.

TABLE OF CONTENTS

國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：

課程改革中的掙扎：一位英文領召老師情緒與專業認同轉變之個案研究

指導教授：黃怡萍

研究生：賴姿好

論文提要內容：

　　鑑於教師兼任各領域召集人在新一波 108 新課綱的課程改革中扮演關鍵的成敗角色，本論文藉由個案分析，深入探索一位台灣英文領召老師在發展校本課程期間所經歷的情緒轉變，以及身為領域課程設計者在專業認同上的另一層體悟，兩者交互呈現教師在改革浪潮之下，持續掙扎、最終生存並自我成長的一段歷程。經由分析與個案教師的半結構訪談、口語敘事及教師在社群網站上發佈的貼文，本研究發現，由新課綱宣導實施，直到課程設計、發展到最終實踐，領召教師的情緒由一開始的期許轉為憂慮、歷經躁動不安而後歸於安定，而過程中的情緒起伏突顯教師倦怠來自於兼顧多重身份與課程設計工作下的長期壓力。此外，在學校特定情境下所引發的種種負面情緒，如：緊張、焦慮、擔憂、壓力…等，並非獨立於情境之內，而是與校內人事物息息相關。因此，隨著課程逐步發展成型，領召教師的個人生活與工作的情緒連結亦更為緊密；然而，教師所面臨的負面工作壓力並未得到釋放，取而代之在情境中轉移，形成經年累月、彈性疲乏的無限迴圈，進一步剝奪領召教師的幸福感，讓個體在課程改革的大環境中更加失落、疏離。

　　透過本論文之個案研究，希望能提供未來課程發展與改革不同的觀點。首先，除了正向案例宣導，鼓勵並提供領召教師抒發負面情緒之管道與方式，有助於形

塑教師對於課程改革的認知。除此之外，提倡校長以轉型領導風格提升校內氣氛，有益於增進校長、行政單位與領召教師三方之有效溝通，進而昇華教師幸福感及教師承諾，開啟課程改革成功實踐的契機。

關鍵詞：教師情緒、專業認同、課程改革、校本課程發展

Abstract

Concerning teachers' involvement as a critical role in the recent curriculum reform—New Curriculum Guidelines of 12 Year Basic Education, the case study attempts to provide a comprehensive overview of a Taiwanese English subject leader's survival in school-based curriculum development. The purpose of the study is to explore the teacher-participant's emotions and perception of her professional identities, including her interpretation of these emotional experiences and her view on subject leadership in curriculum design.

Data was generated through her online journals, the researcher's notes, semi-structured interviews and oral narratives over a six-month period with a female in-service English teacher in a junior high school located in the capital city of Taiwan. Her accounts were reconstructed to give snapshots of how a teacher struggles to manage feelings of nervousness, worry, anxiety and stress on a daily basis. As the eight narratives offer a glimpse into each unique moment in which she was emotionally provoked, events are interwoven with one another and there emerges the dynamic interaction between emotions and professional identities. The findings illustrate a burned-out teacher undergoing a massive reform has experienced multiple emotions in a process of change. Additionally, her stories present a chronic tendency from a positive state to a negative one. In particular, the interpretations of them elicit more negative emotional terms rather than positive ones; that exemplifies teachers' persistent struggles in all aspects. On the other hand, the stressed teacher also encountered problems, such as enduring excessive workload, having difficulties to meet the principal's expectations or identifying with the set goals. Struggles with

these conflicting situations elevate the level of anxiety, which made her fall into a trap of dreary cycles. However, from struggle to strength, the novice subject leader has survived the bad stories and grown into a proficient master of multi-tasking towards her journey's end.

The research provides implications for the complex nature of teacher emotion and professional identity in the context of curriculum reform. First, opportunities should be present for teachers to articulate internal emotional experiences in various situations that evoke their strong feelings. Second, better coordinating efforts towards effective implementation of educational reform are required to improve teachers' task perception and support them go through the period of adopting new ideas. Lastly, the transformational leadership style of school principals determines the tremendous effects of building positive school climate, which enhances teachers' wellbeing and hence has profound influence on the success of achieving fundamental curriculum changes.

Keywords: teacher emotion; professional identity; curriculum reform; school-based curriculum development

CHAPTER 1

INTRODUCTION

Globalization generates new demands for educational change at different levels (Carnoy & Rhoten, 2002). Change has become a ubiquitous dimension of modern education. Especially in industrialized countries, Levin (1998) described the movement of education policy as a worldwide epidemic that reshapes educational landscape. The results of this have been witnessed in Taiwan by the introduction of Curriculum Guidelines for 9-Year Compulsory Education in 2004, and Curriculum Guidelines of 12-Year Basic Education for the upcoming 2019 school year. Taiwan is embarking on a new era of curriculum reform, which could be considered a highly critical "crisis" as Macdonald (2003) suggests in his study but a meaningful change in terms of the attempt to encourage school-based curriculum design and student-centered learning for Taiwanese students. In addition to ministry-mandated curriculum (also called as domain-specific curriculum), Curriculum Guidelines of 12-Year Basic Education (2014) highlights the importance of school-developed curriculum, or alternative curriculum, which is anticipated to promote development of individual learning with integration of school characteristics and community resources. In response to an urgent demand for enacting the newly reformed curriculum guidelines, teachers, as "agents of change" (Priestley, Edwards, Priestley, & Miller, 2012), are called into action for developing school-based curriculum (Chen & Chung, 2000), which inevitably creates new challenges for them.

The current educational reform in Taiwan has added an extra layer of work pressure and bureaucracy to school teachers' day-to-day teaching duties. Taiwanese

1

junior high school teachers have learned to tolerate a degree of chaos playing out in the classroom as they juggle multiple roles in their typical daily routines (Chen & Astor, 2008). The primary role of these specialized teachers is to be an intellectual expert who delivers classroom instruction with his/her subject matter mastery. For a junior high school teacher, there are at least eighteen lecture hours per week. While the avalanche of lesson planning and the delivery of the mandated curriculum content have taken up much of one's time and continuing efforts, most Taiwanese teachers have two more official roles to play in the school context. Their schoolwork is usually accompanied with being a homeroom teacher, who is responsible for issues ranging from real daily chores, students' behavioral problems and individual counselling and guidance. Additionally, teachers also serve as education bureaucrats assisting in a regular part of administrative work. Despite their existing hectic schedule, the introduction of curriculum change has implied the arrival of unfamiliar tasks in both teaching and school bureaucracy. Some major challenges faced by modern teachers could be foreseen as it is stated in new Curriculum Guidelines that "junior high schools offer alternative curricula, which include cross-curricular and integrative courses with theme-, project-, and issue-based inquiry, club activities and professional courses, and special needs domain courses" (MOE, 2014). Since the guidelines emphasize more sessions of school-developed curriculum, teachers nowadays are expected to fit for greater variety of roles. For instance, they have to be a curriculum designer who develops a curriculum framework, an interdisciplinary expert who connects different areas of knowledge and school vision into curriculum planning, and, most importantly, a project executor who ensures the successful completion of the curriculum.

Change in education strengthens accountability for public school teachers, which outlines the importance of understanding the role of teacher emotion situated in the

2

context of educational reform. Hargreaves (2004) has said there can be no emotion without embracement of a momentary or momentous process of change and hence teacher emotion is interwoven with current educational progress. Lee and Yin (2011) also point out that the difficulties teachers have experienced during the implementation explain their negative emotions towards the reform. However, as to teachers' negative emotions, Fullan (2007) suggested that "If you include and value naysayers, noise in the early stages will yield later, greater implementation" (p. 98). This reflects Harris' (2004) comment of educational change: a successful change depends primarily upon the optimal development of interpersonal and emotional energy. In order to lead to greater improvement and more sustainable educational reform, it is essential to understand teachers' emotional experiences and responses to the change. Furthermore, van Veen and Sleegers (2009) remark that "the main challenge for all those involved in innovations is to understand these emotions and organize teachers' work and reforms in a way that will make positive use of those emotions, dedication, and motivation" (p. 247). In a world of repetitive change, teachers' insight regarding their role highlights the need for emotion research if creating curriculum frameworks of unrelenting innovation is to be possible and successful.

In addition to emotions, teachers' perception of their professional identities could determine how they react to the educational change—not only what they *think* about the reform but also how they *feel* about it. In the case study of van Veen, Sleegers & Van de Ven (2005), it is assumed that a teacher's emotional experience and professional identity are intimately related to a reform and a "reform-enthusiast" teacher with true educational concerns could determine, if not a policy success, the extent to which the quality in education is improved. As suggested by the narrative inquiry research of Liu and Xu (2011), a teacher's identity formation is not fixed but

3

negotiated in times of change. In order to survive or adapt to change, teachers must shift their identities and reconcile conflicting selves. Moreover, recognition of teachers' competence is seen as a significant source of identity formation. Since identity closely intertwines with teacher emotion, the positive emotions might fuel a teacher's psychological resilience, contributing to enhancement of teacher wellbeing (Tugade & Fredrickson, 2007) while the negative ones would prompt a teacher's loss of reform enthusiasm (van Veen, Sleegers & Van de Ven 2005), which may hinder the progress of curriculum reform. Yet the core identities that sustain teachers' commitment to high-quality teaching are seldom acknowledged during initial implementation of reform agenda (Day, Elliot & Kington, 2005). Following this line of research, more explicit attention should be paid to the dynamic interaction between teacher emotion and professional identity within the current reform context to open a future of new possibilities for curriculum refinement.

Although there have been many studies of teacher emotion and professional identities in the scenario of educational change, relatively few studies examine their interaction during the process of curriculum development. While teachers' participation plays a significant role in developing school-based curriculum, their emotional experiences and changes of professional identity are often neglected with a notable lack of studies in Taiwan. The present study aims to explore the relationship between teachers' experienced emotion and their professional identity in the context of national curriculum reform in Taiwan. Specifically, in reaction to the Curriculum Guidelines of 12-Year Basic Education, the study attempts to address the key question: the changes of teachers' emotions during the process of developing a school-based curriculum; moreover, the interaction between teachers' emotional experiences and their professional identities in the context of curriculum reform.

The study attempts to provide an overview of a Taiwanese English subject leader's survival in the recent curriculum reform. Concerning subject leaders' involvement as a critical role in promoting curriculum development, depictions of teacher emotion and identity help generate insights into future curriculum innovations. Moreover, through delineating emotion change and its interaction with professional identity, it is anticipated to make a major contribution to the complex nature of the teaching profession. A subject leader's decision-making process when developing a school-based curriculum should be valued and further explored with a large-scale study of curriculum reform.

5

CHAPTER 2

LITERATURE REVIEW

This review covers three aspects of emotion: teacher emotion, professional identity, and the interaction between emotion and identity in the context of curriculum reform. The intent of the first section is to clarify definitions and classifications of teacher emotion underpinned by different theoretical perspectives. The second section talks about how teacher emotion plays a part in shaping a subject leader's professional identity. Lastly, the third section details the intertwining of emotion and identity embodied within the reform context.

Teacher Emotion

A number of scholars have become increasingly aware of the paucity of research into emotion due to its negative association with irrational thoughts (Sutton and Wheatley, 2003), women and feminist philosophies and westerners' deep prejudice against it (Zembylas, 2003a). Zembylas (2003a) further argues that issues of emotions have long been recognized as an "elusive" concept and objective measurement of emotion may be hard to be achieved. It is not until recent decades that studies in this field gradually acquire prominence but focus on a variety of dimensions. However, it seems to define emotion is still challenging for researchers (Izard, 2010; Dixon, 2012). Terminology could vary from adoption of different theoretical viewpoints. For example, Sutton and Wheatley (2003) suggest that the emotion process involves appraisal, subjective experience, physiological changes, emotional expression and action tendencies through a lens of multi-componential perspective. Izard (2010), a

clinical psychologist, analyzes the distinguished scientists' responses and specifies emotion as the activators and regulation. The former focuses on one's ongoing experience that triggers emotion and the latter on the effective processes in regulating emotion. Zembylas (2004) constructs a picture of emotional characteristics within a school setting in which the evaluative and relational facets are shaped under political circumstances. Most recently, Fried, Mansfield, and Dobozy (2015) take a broader, even more integrated and multi-componential view, offering conceptual clarity with the developed model for a precise description of emotion. They comment:

> The model illustrates how teacher emotion, viewed as both intrapersonal and interpersonal, and placed within social, cultural and political contexts, is developed in response to relationships with students, school personnel and parents. Appraisals and expressions of emotion act as links between the intrapersonal and interpersonal components of emotion and are themselves shaped by social, cultural and political factors.

(p.432)

The improved model demonstrates a rich diversity of teacher emotion accompanying with its dynamic and recursive nature. Although there seems to be limited consensus on the meaning of the term "emotion", scientists tend to make reference of same or similar components while the use of the terms seems unrelated and independent (Fried, Mansfield, & Dobozy, 2015). Emotion doesn't solely work out as a synonym of one's traits of personality. An emotional outburst could be regarded as an individual's reaction to transact personal or vicarious experience intricately interwoven with cultural-political context, to reconcile the conflicts and unbalance of feelings, or to build a social network for relationship maintenance.

As interests have been progressively directed towards emotion, the reciprocal relationship between the role of teachers' emotion and their teaching has attracted remarkable attention of more and more researchers. In the conceptual model

8

developed by Fried, Mansfield and Dobozy (2015), they point out three major aspects of teacher emotion: its influences, functions and complexities. It should be worth mentioning the functional emphasis of emotion is generally underestimated.   There might be a common fallacy that most people refer emotion to someone's self-expression of inner feelings or simply responses to sensory stimuli. The shortsighted disregard of emotion could result from the traditional dichotomy of reason and emotion, privileging the cognitive thinking while downplaying the role of emotion. Studies of emotion, however, have argued the worthiness and social significance of emotion regarding its influence on cognition (Linnenbrink & Pintrich, 2002; Tugade & Fredrickson, 2007) and multiple functions as information provider (Winograd, 2003), motivator (Seifert, 2004; Pekrun, 2005; Meyer & Turner, 2007), and even behavior regulator (Damasio, 1996; Izard, 2011). In recognition of complexity of emotion, the studies cited above have suggested that teacher emotion should not be seen as a one-way reception or production, and, therefore, teachers' interpretation of their emotional encounters bestows meaning on their own life experiences, which would shape individual teacher's perception in his or her lived context. On the other hand, teachers' emotion could be regulated and is inextricably linked to their situated social, cultural and political settings. A teacher's change of emotion is unique and dynamic, and yet, it is regulated and negotiated.

Since emotion becomes a flourishing field in sociology of teaching, classification of teacher emotions is gradually complicated and researchers have epitomized emotions in dichotomous, multiple, dimensional and multi-componential categories. The evolving classification schemes have greatly advanced in-depth analyses of recent studies and given a rise to an avenue for extensive research. In earlier literature, there exists the positive-negative emotion dichotomy that suggests two distinctive mental phenomena people deal with most frequently (Watson, Clark & Tellegen, 1988;

Sutton and Wheatley, 2003). Essential attributes of positive teacher emotion are strongly related to happiness, satisfaction, pleasure and excitement while that of negative emotion are often defined as anger, frustration, anxiety, and helplessness. Emmer (1994) indicates that teachers could have experienced more negative-affect emotions more than positive-affect ones. Despite the fact that it is too simple to understand the complex nature of emotion, the positive and negative emotion factors have fundamental significance for latter development of theoretical frameworks that explore beyond the narrow-sighted dichotomy. In a multiple categorization, Gross and Feldman Barrett (2011) outline an emotion continuum embracing four major perspectives from left to right: basic emotion, appraisal, psychological construction, social construction. Their findings make a substantial progress of studies on teachers' emotion regulation. Conceptualized by Parrott's (2001) dimensional tree structure of emotion, the study of Chen (2016) generates a Teacher Emotion Inventory, which comprises five dimensions, joy, love, sadness, anger and fear, in portraying an emotional experience of primary teachers in Hong Kong and Mainland China. Finally, the more fully developed model for teacher emotion as described by Fried, Mansfield, and Dobozy (2015) demonstrates main features of teacher emotion in a comprehensive review of its inherent properties. It is multi-componential, evolving through a teacher's lifespan, personally tailored and specifically contextualized. Following the shift in perspective, a growing body of educational research on teacher emotion has shown a renewed surge of interest in special issues (Götz & Hall, 2013). For instance, Collie, Shapka and Perry (2012) indicate that how teachers perceive students' motivation and behavior could best predict sense of stress, teaching efficacy, and job satisfaction among the teacher-participants. While in the study of Pini, Price and MacDonald (2010), teachers' affective evaluations are brought into discussion to illuminate the ways in which strengths and weaknesses of a class are emotionally

inscribed in rural school settings. Den Brok, van der Want, Beijaard and Wubbels (2013) have argued a teacher's emotional experiences result from one's interaction with intrapersonal identity standards and appraisal processes respectively. There is also a discernible increase in studies on teacher burnout (Akın, Aydın, Erdoğan & Demirkasımoğlu, 2013; Høigaard, Giske, & Sundsli, 2011), teacher wellbeing (Parker, Martin, Colmar & Liem, 2012), teacher appraisals (Farouk, 2010; Peker, 2010; Tsouloupas, Carson, Matthews, Grawitch & Barber, 2010), teacher resilience (Hong, 2012) and teacher identity (Bullock, 2013; Cowie, 2011; Lee & Yin, 2011; Shapiro, 2010). As mentioned above, again, it could be notified researchers' tendency to make connections of these key issues, seeking to build a complex, holistic picture of teacher emotion.

Teacher Emotion and Professional Identity

Given the malleable, multifaceted and dynamic nature of identity (Cooper & Olson, 1996; Coldron & Smith, 1999), researchers have been striving for an adequate explanation of teacher identity but still found defining identity "an challenging endeavor" (Beauchamp & Thomas; 2009). Identity is often referred to as "identities" or "selves" with regard to an individual's experience of it as a multilayered, multidimensional phenomenon in different social contexts (Woods & Jeffrey, 2002; Day, Kington, Stobart & Sammons, 2006). The definition of identity as suggested by Mishler's (1999) existence of plural sub-identities involves negotiation of "our selves" over alignment and conflict, which he describes as "a chorus of voices" (p.8). This viewpoint reflects Gee's (2001) belief that identity represents a certain context-specific "kind of person" stemming from the core identity, which is held ubiquitously across the context. According to Lasky (2005), teacher identity is formed in the interaction between self-images and recognition by others. Sachs (2005)

11

indicates the dynamic equilibrium in teacher identity and points out its significance to incorporate teachers' own thoughts of "how to be", "how to act" and "how to understand" their profession. Furthermore, teacher identity, or a teacher's professional self, should not be interpreted as a stable, unitary entity but an ongoing, evolving process, which manifests a teacher's experience of the entire career stages (Huberman, 1993; Bal & Goodson, 2002; Lasky, 2005). It should also be noticed that the construct of identity is grounded in self-concept as well as in school, reform, and political contexts (Datnow, Hubbard & Mehan, 1998; Sachs, 2003). Therefore, Day and Kington (2008) have summarized the teacher professional identity as ''social and policy expectations of what a good teacher is and the educational ideals of the teacher'' (p. 11). In addition, the dynamism that shapes or re-shapes one teacher's identity requires further examination in terms of its initial change, shift patterns, role transitions and specific characteristics.

Teachers' professional identity encompasses intrapersonal and interpersonal identity elements. Studies have shown that these elements include a teacher's feeling of job satisfaction, motivation and personal fulfillment, any of which could contribute to declines or rises in one's self-esteem, self-image and self-efficacy and then further explains whether a teacher changes or sustains commitment and effectiveness towards their work (Kelchtermans, 1996; van Veen & Sleegers, 2009; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011). An inquiry into the development of teacher's professional identity, however, entails an extended discussion of teachers' emotion-related feelings. First, most evidently as Veen and Lasky (2005) noted, teachers' emotion and their professional lives are interrelated, inseparable components as embedded in nature of teaching and human interaction. Second, in the classical work of Nias (1996), it has been claimed emotion is essentially bound up with cognition. The teaching and learning process will only be meaningful if cognitive and

emotional aspects are both taken into account. Thus, studies of teachers' thinking and practice, with either teacher emotion or professional identity absent from investigation, would be limited and fail to provide deeper insights. Concerning the inextricable link between identity and emotion, Haviland and Kahlbaugh (1993) illustrates teacher emotions by analogy with the "glue" of identity as they are closely related to how individual teacher interprets life events and gives quality to the experiences, which might suggest one's construction and transformation of identity. Drawn upon a post-structural perspective as Zembylas (2003b) emphasized, "identity is a dynamic process of intersubjective discourses, experiences, and emotions: all of these change over time as discourses change, constantly providing new configurations" (p.221). The approach delivers an integrated notion of identity in personal, social and political context where identity formation concurs with addressing self-knowledge within the flow of lived experiences. That is to say, Zembylas (2003b) details how discourses, or continuing dialogues, construct a series of emotional expressions to an outcome of a teacher's professional growth.

Recently, scholars continuing to explore the more complex aspects of the interplay between teacher emotion and professional identity have made the sociocultural context surrounding individuals salient. Rooted in a sociocultural theoretical framework, the project of Golombek and Doran (2014) demonstrates emotion as a functional component that unifies cognition and activity in the process of a teacher's professional development. They also indicate emotion as mediator of identity. Teachers are emotionally engaged in their work (O'Connor, 2008). Bullock (2013) interprets two teacher candidates' struggles to reconcile emotional work and teacher identities through the lens of cultural-historical activity theory. Song's study (2016) also echoes their findings. Based on interviews of five secondary English teachers, their conflicted stories are presented to reveal their emotional vulnerability

13

and shift in identity by the forces of globalization. Shapiro (2010), however, has argued that emotional experiences "counteract the persistent dehumanization of the teaching profession in our current sociopolitical context" (p. 616). The notion of these studies has made persuasive by the interaction of teacher emotion with identity in a range of sociocultural impacts.

Teacher Emotion and Identity in the Context of Educational Change

The global trend towards educational change has profoundly reconstructed teachers' viewpoints of their roles, and consequently, their professional identities. Just as Day et al. (2006) assert, teachers have always struggled to shape a stable identity in reply to a shifting reform context and hence create rational reactions as well as emotional ones. In this respect, Van Veen and Sleegers (2006) have argued teachers' appraisals of current educational changes are consistent with their professional orientations, which then accounts for their positive or negative emotions. At the same time, Flores (2005) states that the recent trend is in its paradoxical logic. Teachers appear to appreciate the "imposed autonomy" to the school curriculum reform. Alternatively, they recognize their sense of professionalism as a set of challenges, ambiguities and tensions. The study of van Veen et al. (2005) shows that reform-enthusiast teachers with pedagogical visions would be at stake if they feel unsupported or even discouraged from job commitment or satisfaction. With regard to teachers' emotional responses to the reform, Lee and Yin (2011) categorize different teachers' experience of emotion and identity. Then again, their findings have remarked that the challenges of reform, first with optimal use of emotion and then with sufficient emotional safety, could be overcome in practice. Therefore, a successful implementation of educational reform depends on the way and extent to

14

which teachers perceive, realize, adapt and sustain reforms in their sense of personal emotion and professional identity.

Within a new education policy and wide-ranging change of curriculum landscape, modern teachers undergo an identity crisis, as there will be incongruities between their defined professional identities and those arranged roles ascribed to them. These negotiated identity restructurings define teachers' capacity for autonomous action on reform and allow differentiation in their professional practice while they maintain their personal integrity in situations of conflict (Melucci, 1996 & Sachs, 2001). New pedagogies for reform movements, however, require constant emotional labor, which hinders teachers' path-work of self-development and self-transformation. For example, through a focus on two Korean English teachers' conflicted stories, Song (2016) reveals teachers could experience feeling of inferiority and try concealing their anxiety and insecurity about their own competence. Unlike the case in Song's study, Datnow and Castellano (2000) investigated teachers' response to a whole-school reform and found some teachers were "vehemently against" it by showing their strong resistance in emotion and identity. Lee and Yin (2011) further defines three types of resistance to reform, namely the losing heart accommodators, the drifting followers and the cynical performers, based on examination of Chinese teachers' emotional experiences in their national curriculum reform of senior secondary education. "The losing heart accommodators" are teachers suffering some disappointment and gradually losing their enthusiasm. "The drifting followers" is characterized by those who choose to drift with the reform tide due to either overt low self-esteem or unclear conception of teaching. Lastly, "the cynical performers" exemplify teachers' obedience to reform policies in their cynical style. Some teachers behaviorally comply with regulatory changes with their hidden emotional resistance, and this response has indicated their complete disbelief in the essence of reform.

15

In short, the role of context should be considered an important part of professional identity as Beijaard, Meijer and Verloop (2004) have stressed, but the relation with teacher emotion was clearly significant only underlying the reform context. Numerous updated qualitative studies have emphasized teacher emotion and identity in reform movements of different countries, whereas there is a remarkable dearth of literature outlining the details of their interaction for the process of curriculum development. Yet in the reform process, it is true that teachers are agents of change for educational and social improvement (Fullan, 1993), and more importantly, curriculum reform efforts are assuming them to important leadership role in school (Mitchell, 1997). Following calls to empower teachers as active participants, the current educational reform in Taiwan broadens the scope of teachers' engagement in school-based curriculum design. Taiwanese teachers are expected to fulfill requirements of being not only a qualified subject instructor but also an innovative curriculum developer. In this sense, positional subject leaders are key figures in possibilities of curriculum innovation because they take up the responsibility of hosting professional learning communities where all subject teachers work collaboratively in school-based curriculum development. As a result, the following questions are posed to guide exploration of teacher emotion and professional identity in the national curriculum reform, specifically enactment of new Curriculum Guidelines of 12-Year Basic Education in Taiwan. In addition to understanding the role of emotion, a major aspect of the study is to see how teachers' emotional experiences involve in their own perceptions of subject leadership identity during the school-based curriculum development.

Research Questions

1. What are the changes of teachers' emotions during the process of developing a school-based curriculum?

2. How do subject leaders' emotional experiences interact with their professional identities in the context of curriculum reform?

CHAPTER 3

METHODOLOGY

Research Design

The present study is a qualitative case study research on emotion and professional identity of a teacher-participant, Hui, in national curriculum reform. The purpose of the study relies on exploring how the teacher's emotional experiences interact with the change of her professional identities during the curriculum development. In Taiwan, secondary schools are entering a global era of curricular innovation and enactment of new Curriculum Guidelines of 12-Year Basic Education, which is renowned for its advocacy of school-based curriculum development. With a role of curriculum developer assigned and professional identities reshaped, teachers are anticipated to free students from tyranny of excessive subject content knowledge. A growing and worrying trend for teachers has been a rise, but there seems to be little acknowledgement of teacher emotion in the context of school-based curriculum development in Taiwan. As emotion is a complex and dynamical phenomenon, a case study could help obtain a clear picture of teacher emotion and its uniqueness (Fried, Mansfield, & Dobozy 2015). Following Stake's (2005) and Zembylas' (2005) suggestions, a single, holistic case study is favored with an intention to depict the multi-componential dynamic nature of a teacher's emotion change and one's development of professional identity. Without such an attempt to generalize beyond the emotional complexities manifested in the single case, the overall study focuses

predominantly on identifying the critical turning points that either trigger the teacher's emotion or change the perception of her own professional identity in an appreciation of how she copes with these events and her emotional demands. Her accounts of inner growth or struggles might provide insights to the fundamental challenge of designing and developing a school-based curriculum, which would be hopefully to be further explored in a large-scale study of educational change.

It's worth noting that there has been an established rapport between the teacher-participant, Hui, and the researcher, which would be a crucial aspect of the participant volunteering personal emotional experiences. From the viewpoint of social psychology, self-disclosure of emotion "emerges as a more important predictor of intimacy" compared with self-disclosure of fact and information (Laurenceau, Barrett, & Pietromonaco, 1998, p.1242). With the establishment of mutual trust and yet maintenance of fine ethical distance, the researcher would stand a better chance of probing the participant for exploration of in-depth issues that generate feelings through participant observation and individual interviews. Additionally, Hui's talkative and over-frank nature empowers herself to be a potential storyteller. Izard (2009) has identified an individual's emotion experiences occurring at high frequency as multi-typed emotion-cognition interactions that display personality traits. As stated above, emotion, cognition and personality are interwoven with one another, so one's reiteration of an unforgettable incident and their interpretation of it might bring out their inner feelings and thoughts to the surface. In other words, Hui's personal characteristics could make available a vivid representation of teacher emotion and professional identity in an educational reform context.

Context and Participant

The teacher-participant in the current study, under the pseudonym of Hui, had taught English in a junior high school in Taipei, the capital city of Taiwan, for six

years. Despite being a novice within the school, she took up the position of school subject leader and was assigned to a professional learning community in school. In a climate of educational reform, administrators of each school, stressed the urgency of curricular innovation and came to dominate the progress and development of school-based curriculum. Hui's school, located in urban areas, was no exception. As a school key player, she was expected to take full responsibility for not only managing the subject department but also actively participating in initiation of school-based curriculum design. However, she often described herself as "exhausted" about the ongoing curricular innovation and felt overwhelmed with heavy workload. Her complaints were mostly apt to center on her negative emotions towards new Curriculum Guidelines, particularly the struggle for school-based curriculum development.

Data Collection

In the current study, semi-structured interviews (Carspecken, 1996) and narrative interviews (Hollway & Jefferson, 2000) were an ideal choice to solicit information about the teacher's emotion and the development of her professional identities. In the semi-structured interviews, to encourage more discussion on the topic of interest, the researcher developed a series of predetermined but open-ended questions for the teacher-participant, Hui. The interview could sometimes diverge from the guide, yet it still followed the relevant and meaningful semi-structured questions. While in the oral narrative ones, Hui was given one or two main topics that were to be addressed to elicit her account of any experienced emotions or unique moments during her subject leadership and curriculum development process. Prior to the first interview, Hui needed to fill out the survey on paper, which was desired to yield sufficient information for the background of the case (See *Appendix A*). In addition, the document collection of all kinds included the meeting records, surveys, school

21

projects and portfolios. Personal information such as Hui's online journals (Facebook posts), which she voluntarily provided, was also conducted in the particular period to allow for adequate triangulation of data.

Three oral narrative interviews and three semi-structured interviews were scheduled for two semesters according to the meeting timetable of the professional learning community, in which the teacher, Hui, led group discussions with English teachers of her school for improvement of the school-based curriculum design. Following the end of each meeting, the interview was employed and each lasted for at least half an hour. Also, as suggested by the scholars (Hargreaves, 2001; Kelchtermans, 2005; Yin & Lee, 2011; Zembylas, 2005), the interview questions were designed to draw Hui's attention to particular incidents that captured emotional experiences. They could be revised according to the previous narrative interview.

In addition, the six interviews with Hui were conducted in a sequence of three school-based curriculum developmental stages (See Table 3.1) under Skilbeck's Situational Analysis Model (1984), which incorporates a three-stage framework vital to the process of school-based curriculum development. During the first stage, beginning with the decision of developing a school-based curriculum, Hui had to ensure teachers enrolled in the curricular design reach an agreement on curriculum objectives and looked for access to resources within or outside the school. There were two interviews for this stage as followed. The narrative interview intended to explore her beliefs and emotions on new Curriculum Guidelines (See *Appendix E*). The semi-structured interview focused on her perception of herself as a subject leader and a curriculum developer (See *Appendix B*).

In the following stage, there were six community meetings held twice a month. It should also be noted that Skilbeck (1984) did not consider his model a representation of a linear decision-making process and is opposed to "imposing the logic of

projected forward motion and anticipation on decisions that may oscillate rather than progress" (p.231). Therefore, the second stage exemplifies a curriculum development cycle, which delineates a dynamic process that starts from design and implementation to modification and renewal. It could be foreseeable that the subject leader, Hui, was appointed as a mediator that engaged in negotiations of teachers' different perspectives through the process, and greater feelings were anticipated to emerge during this stage. After the meeting, there would be a semi-structured interview with Hui about their previous discussion. The questions were designed to evoke feelings, or the more intangible emotional experiences, which would reveal change in either emotions or professional identity (See *Appendix C*). For the narrative interview that succeeded, Hui retold the particular events that remained unforgettable during the curriculum development (See *Appendix E*).

The third stage entailed reflection and evaluation of the curriculum developer. Responding to the first stage, there were also two interviews. The narrative interview aimed in Hui's retrospective accounts along the journey (See *Appendix E*). The topic for the last semi-structured interview, thus, was primarily concerned with Hui's comments on the process of initiating curriculum innovation (See *Appendix D*). Yet in order to identify Hui's change of emotion and identity, part of the interview overlapped with some of the designed questions for stage one. Hui's appraisal of her full participation could possibly echo her reactions to earlier interviews, which would further explain the inner struggles she encountered and lead to a more holistic understanding of the role of teacher emotion and identity in the context of curriculum reform.

TABLE 3.1 *Interview Design and Process*

STAGE	TIME	ACTIVITY	FOCUS
Stage One: Orientation of Curriculum Objectives *(September)*	September 2nd, 2019 Length: 30 minutes	Written survey 1st interview (oral narrative)	■ Collect background information ■ Explore beliefs/emotions on new Curriculum Guidelines
	September 16th, 2019 Length: 50 minutes	2nd interview (semi-structured)	■ Understand perceptions of professional identity
Stage Two: Curriculum Design and Modification *(October~ January)*	November 11th, 2019 Length: 70 minutes	3rd interview (semi-structured)	■ Solicit experiences that would reveal change of emotion and professional identity ■ Elicit the particular events during curriculum development ■ Solicit experiences that would reveal change of emotion and professional identity
	January 6th, 2020 Length: 30 minutes	4th interview (oral narrative)	
	October, 2019~ January, 2020	Hui's online journals and the meeting records; small talks with Hui	
Stage Three: Evaluation of the Developed Curriculum *(February~ March)*	February 15th, 2020 Length: 32 minutes	5th interview (oral narrative)	■ Ask for retrospective accounts of curriculum development
	March 2nd, 2020 Length: 50 minutes	6th interview (semi-structured)	■ Identify and evaluate change of emotion and identity

The oral narrative interviews repeated the same procedure as the semi-structured ones. With an administration time of approximately 30 minutes, the teacher-participant was interviewed in her mother tongue, Mandarin Chinese. It was used as the interview language to generate informative, context-rich data, which

increases the likelihood of thick description and nuanced accounts (Schultze & Avital, 2011). Each interview was conducted in an appropriate private space of the school to facilitate discussions of challenging issues that revealed experienced emotions and identical patterns of incidents, such as the negative attitudes to ineffective assistance of school administrators and the difficulties of developing curriculum without adequate coworker support.

Data Analysis

The qualitative data collected from narrative and semi-structured interviews were all be audio-recorded and transcribed inductively by the researcher. First, the word-by-word transcripts were analyzed thematically. Then, with the data classified and clustered, relate key themes or similar concepts were identified by using comparison and pattern analysis (Bazeley, 2009). Emergence of the refined patterns from the data was later examined through member checks (Shenton, 2004; Schwandt, Lincoln & Guba, 2007). The teacher-participant was asked to verify whether the researcher had selected the major themes or patterns which she intended to emphasize on. Data from different sources was also cross-checked (Schwandt, Lincoln & Guba, 2007). On the other hand, the classified data was coded to identify critical events (Webster & Mertova, 2007) that addressed Hui's strong emotional involvement, which had an impact on her professional identity in the context of curriculum development.

To assess quality of the findings, member checking was engaged as a crucial element in establishing trustworthiness (Lincoln & Guba, 2007). Before each interview started, the researcher spent few minutes following up with the teacher-participant, Hui, to review the summary of information provided in the previous one. Hui was then led to a conversation to verify if the researcher's interpretation accurately reflect her intended meanings. Any information Hui had

25

changed or alternative explanation she added was recorded, which provided basis for a more thorough understanding of her lived experiences. As mentioned earlier, due to the mutual relationship between the researcher and the participant, it is more likely to facilitate informal interactive dialogues and solicit Hui's genuine feedback. With Hui's open attitude, these dialogues embodied the participant's perspectives and honest discussions of teacher emotion underlying the curriculum reform.

26

CHAPTER 4

RESULTS

This chapter presents Hui's struggles and situations in which she experienced intense emotions, mostly negative ones, in the context of curriculum reform. The detailed accounts of Hui's exploration for school-based curriculum design reveal the interconnection of her emotion change and professional identity. Her stories stick with the chronological timeline of curriculum development and are divided into three main sections: orientation of curriculum objectives, curriculum design and afterwards modification and evaluation of the developed curriculum. For each section, central themes regarding Hui's emotional response to curriculum change run through the whole episode. These personal and lived experiences are interwoven into a dynamic single narrative, which represents a teacher's struggling journey toward the curriculum renewal in school.

Orientation of Curriculum Objectives, in September

4.1. Bright-sided: A Novice Subject Leader's Curriculum Design Journey to Be Started Anew

"This Is the Change I Expect the Reform to Bring about."

Hui's understanding of New Curriculum Guidelines was that it emphasizes the concept of core competencies. Since the curriculum reform highlighted the need for

27

competency-based curriculums, core competencies were used as the basis of developing and implementing school-based courses. There were many other dimensions, which Hui had learned from some workshops, but as she saw it, reading was of paramount importance. She believed one of the many benefits of reading was learning. Reading itself was an exercise that allowed students to increase comprehension and acquire knowledge. Therefore, as they read more, they could know more about what was happening in the world. Secondly, with a greater autonomy to make choices, students could be more engaged in outside reading besides ministry-mandated curriculums materials. She was delighted with the change. There seemed prospects that students would be inspired, and possibly, some of them would be able to adopt a global perspective in the wake of their improvement of reading ability. "If the curriculum reform really makes differences in students' learning, it will be the efforts worth of making and the ones a teacher must take," she said (IN1-20190902). Indeed, she was bright-sided because she saw the major advantage of the curriculum change and "this is the change I expect the reform to bring about" (IN1-20190902).

4.2. Worried: Worried: Fear of Addressing Unknown Challenges Casting a Shadow over a Teacher's Enthusiasm

"How Can I Stop Being Afraid of What Was to Come?"

Hui might have had a more positive outlook on the curriculum reform if she had not been struggled with a deep worry about the executions. To her, it was going to be a disaster apart from its novelty value. Such a pessimistic view could originate from her succession to the subject leader as well as her foreseen leading role in school-based curriculum design. Curriculum development was a long-term process.

There would be a lot of paperwork accompanied by it. She was going to be directly responsible for many projects; that was to be expected. The imagining situations did not bother her that much, but it did concern her that whether all contributions would truly be able to enhance students' learning. In term of her experiences, policies on education sometimes changed over few years when it did not lead to desirable results. She felt that many teachers had been going on a weary time-consuming journey towards an understanding of what unsuccessful attempts they had made. As she expressed, "The curriculum-reform movement has to drive meaningful educational transformations, otherwise it could just be like putting new wine in an old bottle. That is the last thing we teachers want to happen" (IN1-20190902).

Since New Curriculum Guidelines would be formally launched in the next school year, a series of workshops were set up to prepare teachers for upcoming curriculum changes. In August, Hui was notified of the workshop agenda in the first place. It was obligatory for all the subject leaders of the city to attend it before a new semester started. As a subject leader, of course, she was, required to be present at these workshops. The subject-leader training workshop did not convince Hui of a bright future in curriculum change. She did not feel inspired, but worried instead. Attending the workshop appeared to be not only a useless trying to secure her confidence but a trigger for more anxiety. As evidenced by her remark, "Curriculum design is going to be a big project to deal with. What's worse, there have been still many other ones and extraneous tasks in progress" (IN1-20190902).

Being so novice at curriculum design, she was gripped by fear of her inability to create curriculum from scratch. Her mind went blank for a moment. Then it started to revolve around the issue of developing a school-based curriculum. Soon questions just popped up in her head one after another: "What am I going to do about it? Where can I get some ideas for the start-up? How can I organize these thoughts? What if they are

29

too vague to be executed and our curriculum plan is delayed? Will there be someone to ask for help?" These doubts provoked a vicious circle of anxiety, leading her astray. She wondered if she could be the person making this big push—after all, she knew to design a curriculum was never an easy task. Even so, her position did not permit her to rule out the possibility. She must make it happen. She shared her worries about leading her curriculum team in the interview:

> And now, I feel particularly nervous about my first meeting with other English teachers because it is not until then may some of the teachers learn of the message. I am quite worried about their responses to it because the policy has been constantly changing. Teachers have done much in different projects but felt most of the reform efforts failed in the end. I doubt if I will convince them of the curriculum change this time.
>
> (IN1-20190902)

Hui thought being prepared in advance was not a bad idea, and if possible, she could seek inspirations beforehand. This felt like a signal that she had been officially on duty as the change itself was beginning to penetrate her life as she said, "I'm kind of feeling pressured and anxious into it" (IN1-20190902).

At this moment, there was an overlap between Hui's worries and anxiety. Based on definitions in *Cambridge Dictionary*, being worried or anxious is one's current state of feeling nervous about approaching problems. Dealing with the unknown challenges were problems Hui was forced to face and her negative predictions exaggerate them into unpleasant feelings. This sensation generate Hui's fear even more as she wondered, "How can I stop being afraid of what is to come? I still have no idea what I should do first" (IN1-20190902).

4.3. Anxious: A Potential Curriculum Designer Feeling More than Self-doubted

"Will I Be Able to Create It Out of Nothing?"

"Since I am the only one who knows beforehand what should be prepared for the curriculum change, definitely I am most anxious to curriculum design," said Hui (IN2-20190916). She drew an analogy between a subject leader and a class leader. He or she presided over meetings, pushed decision-making, developed a clear vision and communicated it with others. She had been a vice subject leader for one year and observed how her predecessor had hosted a meeting. All the necessary arrangements they had made together gave her a general impression what she would be faced with. Having experienced enough situations to make some judgements, she did not think she was a relatively novice. That was not to say she expected to be a leading innovator of herself. The concept felt alien to her. "When I was not the leader, I was acting much like a 'good' student in class because I thought what I did was just within my duty" (IN2-20190916). Any homework assignments she was given would be completed and turned in by the deadline. She saw herself as an obedient and responsible follower, who remained loyal to the team all the time. The leader gave orders; she obeyed orders. In other words, she had seldom failed to fulfil her own duties. She knew her place and always played her part well in the team.

When Hui took up the position, she thought all she needed to do was play a role of a class leader in the team, just like how the predecessors had done it before. She would only have to ensure a fruitful meeting and efficient teamwork. Nevertheless, this year was somewhat different. She expressed her anxiety as follows:

> I get many "new" projects and responsibilities this semester. As I was searching my memory for answers, I found most of them so unfamiliar. It is terrifying. I once believed I was competent at the job. I thought I was ready for it, but now I only find that is simply an illusion I created. Since

31

my predecessors are not able to offer any experiences, I can do nothing but count on myself to survive the term of subject leadership.

<div align="right">(IN2-20190916)</div>

Soon after her first two meetings with the teachers, she realized being a class leader in her team was not adequate to meet the needs any more. Sometimes, she was an activity coordinator, who spurred their creativity. Hui continued:

If I simply ask the teachers to share their ideas about curriculum design, the meeting may start with a 30-minute silence. In order to motivate the team, before the meeting, I need to organize some of my thoughts as a backup in case no one is willing to speak up. Then at the meeting, I will be able to throw out my own ideas in advance of everyone else, and other teachers will be more likely to come up with better ones.

<div align="right">(IN2-20190916)</div>

As she prompted a deeper discussion, they together brainstormed and mapped plans for building a new curriculum. When the meeting came to end, she would briefly summarize, concluding from all the discussed matters. She said, "At that time, I felt I was a class leader again. Sometimes, I am nothing but a class secretary" (IN2-20190916). There were some real chores to do, such as ordering boxed lunch, taking meeting minutes, editing Word documents, applying for a reimbursement, etc. Last but not least, she was, of course, a rookie curriculum designer. Hui was a bit overwhelmed but on the whole these different roles had made a halfway decent subject leader. As she mentioned,

I usually do a lot of preparation for the meeting. When I have to drive a tight agenda, I will spend more time on preparation to save up time and focus teachers' attention on today's goals. I am preparing everything thoroughly before the meeting to have a clear sense of purpose and make

it as brief as possible.

<div align="right">(IN2-20190916)</div>

Even though, having a semimonthly meeting had become a normal trigger to Hui's anxiety. An adequate preparation for one meeting included the following. First of all, for convenience, a power-point was needed most of the time. It assisted her in conveying clear messages from administrators to the teachers. That could spare her some discussion time for curriculum design. Then she created a post about discussion topics on an online group chat—to see what opinions teachers tend to have. She knew from past experience that differences of their opinions usually revealed a potential conflict. It would possibly increase difficulties to reach a consensus in the meeting. What got on her nerves was disagreements on the core issues could lead to a digression of the main purpose of the meeting. Hence, to make sure their curriculum development would be in progress, Hui surveyed some of the teachers ahead of the meeting and she could take some necessary precautions in time.

Most of the time, her efforts paid off, but the above processes were not foolproof. There was still a possibility of failure to achieve today's setting goals. When it actually happened, according to Hui, it was "an exhausting situation rather than a frustrating one" to her. "It always ends the same—I will need to work overtime until I make a satisfying conclusion on my own" (IN2-20190916). In addition to these challenging tasks, an unexpected announcement from her superiors was another sharp blow to her confidence. Especially it was a clear direction set by the school principal.

Hui's anxiety at this stage was different from her direct expression of nervousness or fear in the previous narrative. The level of anxiety was elevated, for being anxious, in addition to causes of unhappiness, also shows a person's intense desire to make something happen. Hui was eager to plan effective meetings and

<div align="center">33</div>

develop a curriculum framework while she was struggling with the anxiety, which stemmed from her self-doubt, "Will I be able to create it out of nothing" (IN2-20190916)?

4.4. Overwhelmed and Isolated: Being No Match for a Principal's Formal Authority and Becoming One of those Typical Street-level Bureaucrats

"Why Am I the One Singed Out in School-Based Curriculum Design?"

Hui felt she was under increasing pressure from the principal of her school, who was under the given pseudonym of Mrs. Li. Mrs. Li was in her middle age. Based on Hui's description of her, she wore sunglasses on her head all the time and often spoke in a hasty tone. It was her second year as principal in Hui's school. She was like the "new blood" into the team. As the saying goes, a new broom sweeps clean—she seemed to be quite energetic, eager to make some massive changes. As Hui expressed in a hopeless tone in our interview:

> While she [Mrs. Li] was walking around, her eyes had always been scanning as if she was searching through the school for something that needs to be improved. Several teachers have already warned me that Mrs. Li will be a member of Expert Subject Advisory Group for English this year. She is said to place great emphasis on English curriculum development. One of them told me, "Hui, sooner or later Mrs. Li will go to you." The message makes me overwhelmed.
>
> (IN2-20190916)

Early in September, Hui was called and then made to come to Principal's Office. Mrs. Li's office was on the second floor. According to Hui's vivid description,

Among teachers, it has been given the nickname: the second-floored cell, although the actual office is quite commodious. It is there in the office those who have suffered Mrs. Li's chatter feel they are powerless to reject her demands. Mrs. Li has been famed for her stubborn resistance. She has seldom compromised and will not compromise herself easily. They feel like a mouse in lab, and the seemingly-cozy room is a perfect cage Mrs. Li made to keep them inside.

(IN2-20190916)

That was how Hui was feeling at that time. Mrs. Li told her that she was applying several new subsidies programs. There was going to be an annual budget and she managed to develop the school's own curriculum within it. Hui should have started to brainstorm some better curriculum ideas with other English teachers because in her opinion, the English curriculum they had developed years ago was an antique and it should be cancelled this semester. Therefore, in order to substitute for the old one, a comprehensive eighteen-week lesson plan had to be completed as soon as possible. Then teachers would be able to enact the curriculum throughout the year. In other words, Mrs. Li got an ambitious plan as Hui explained in the state of agitation:

She told me, "You have to accomplish this mission in less than three months." Honestly speaking, my first instinct told me it was impossible. I thought it would be realistic to expect teachers to make a steady progress. I disagreed to be hurried into curriculum execution at such short notice. I think one year of preparation would sound more reasonable to me.

(IN2-20190916)

However, rumors about Mrs. Li's style of work were true as Hui replied, "She refused to negotiate with me and then I knew she just would not give up on this without trying" (IN2-20190916). At the end of the talk, Mrs. Li even stressed the importance of how she valued English curriculum development above all the other subjects. Hui did not

35

want to buy it. She seemed to realize how the place had gotten its name. "I had this sudden impulse to run out of 'the cell' in the middle of Mrs. Li's speech," she murmured (IN2-20190916).

Since Hui and Mrs. Li's first private meeting, it had made Hui's anxiety grow progressively worse to measure up to Mrs. Li's expectations. The weeks following the meeting were tense to Hui as her weekly schedule became busier. She continued:

> Even some of my colleagues can sense anger underlying my unusual quietness when we together attend routine meetings with Mrs. I know I must look terrible because we had talked about it before, right after those long and exhausting meetings. I am frequently responding to the question, "Are you okay?"
>
> (IN2-20190916)

The subject leader for Chinese, the one for math and all the rest were complaining about difficulties in fulfilling Mrs. Li's requirement. "We drew a conclusion: no matter how hard you tried, Mrs. Li would not make any concessions to her fellow teachers" (IN2-20190916). They did feel a lot of sympathy for her. However, deep inside her heart, she knew they were not able to empathize with her situation. They were not the one who was in urgent need of time and good ideas, and they were not the one who was often singled out at the end of the meeting, being pressed on the latest curriculum development by Mrs. Li, either. One of them suggested half-jokingly, "That's the way it is. Since 'your' English curriculum is particularly wanted, you are now the boss' fair-haired boy" (IN2-20190916). Not intending to reply, she walked back to her office directly. Again, she safely tucked in her anger. But it was hard to suppress her increasing feeling of isolation. She did not know how to get over her addiction to the thought that "everyone was leaving me behind" (IN2-20190916). Hui felt isolated, or perhaps in her words, "Sometimes when I put off a sweater or touch a

laptop, I get shocked by static electricity. At that time, a slight loneliness struck me just like that" (IN2-20190916). She had never been alone in partnering up with some of her best mates under the pressure from Mrs. Li or other administrators before. But this time, it was beyond her imagination—getting a head start would create an individual loneliness.

This part developed Hui's narrative by introducing how she struggled to pacify inner conflicts when the disagreement over curriculum planning happened. Hui was not defeated by workload, but rather by her experienced emotion induced by the school principal. As Eisenberg (2000) suggested, she would feel overwhelmed by these vicarious negative feelings. The cause of this sudden strong emotion was to carry the burden of expectation from Mrs. Li, which isolated her from the rest as well. That implied the distance and made her feel less connected with others. The question was hovering in her mind, "Why am I the one singed out in school-based curriculum design" (IN2-20190916)?

Curriculum Design and Modification, from October to January

4.5. Confused: An Early Career Teacher Feeling Struggled with Ridiculous Situations that Resulted from Superiors' Unreasonable Expectations
"How can I Remove Myself out of A Bad Situation?"

Hui could have foreseen the difficulties arising from Mrs. Li's reckless brainstorming. While rest of her time had been occupied with building up the curriculum, she spared much of it for negotiations with Mrs. Li. Mrs. Li's arbitrary decision-making did trouble her sometimes. She commented, "She might have some great, creative project ideas. But, perhaps most troubling was the nature of her ideas

37

that these concepts were lack of potential execution, if judged by my practical teaching experience" (IN3-20191111). Therefore, she was caught on the horns of a dilemma:

> If I had directly put forward Mrs. Li's original suggestions, I would have been likely to stir a "backlash" from teachers at the meeting. This is the voice of experience talking. On the other hand, even I myself will not be certain that I can talk other teachers into any of those crazy ideas. I wonder what the next step should be as far as the curriculum developed, and the teachers do likewise.
>
> (IN3-20191111)

The other English teachers would not know what they had felt, all at the same time, were things on the surface, the chaos around them, Hui's helplessness and Mrs. Li's dominance. At the meeting, they might complain awhile about how Mrs. Li asserted her authority. They were complaining and yet waiting for Hui's further instructions. As was their custom, to follow and cooperate was their set of duties, so to investigate a solution was mostly Hui's primary responsibility. Many necessary details of their future curriculum remained unknown to them. Eventually, these details were like unsolved riddles. Whether Hui yielded to Mrs. Li or not, she was always that chosen one to find out all the answers to them. Since she offered to act as a go-between, her immediate priority was to cope with the major disaster: Mrs. Li's unrealistic ideal.

Hui felt there was necessity to figure out ways to deal with the tough situation—a way that could at least help her to pacify either Mrs. Li or the teachers. She had to be ready for action next time when Mrs. Li tried to assert her dominance with another set of changes. She did come up with a way:

It would be straightforward, I think. The best action is to do nothing at all. As Mrs. Li issues her directives, I simply listen to her thoughts and take notes. She has been hard to convince, so I have in no way intended to offend her on the spot. I incline to play a waiting game, just temporarily pretending to be submissive. After all, a good communicator was a good listener first.

(IN3-20191111)

Hui did not speak against the new adjustments that Mrs. Li proposed. But immediately afterward, following a series of meetings and negotiations, there could emerge a turning point as the actual execution revealed the main weakness in Mrs. Li's plans. Director of Academic Affairs, under the pseudonym of Lin, would habitually report difficulties encountered in following through with Mrs. Li's plans. Then Hui would stick up for her. She said, "Usually it is after another two, or three, rounds of discussion that Mrs. Li may let go. I will just have to wait and see" (IN3-20191111). Insurmountable challenges in executing her changes in the curriculum design would force Mrs. Li to face the reality. Just as she predicted, "Finally, Mrs. Li have no choice but to make a few 'minor' concessions" (IN3-20191111).

Hui thought she had adopted a successful strategy in dealing with Mrs. Li. However, she did not anticipate that one day she would find herself in such a ridiculous situation. Her problems, again, stemmed from Mrs. Li's unreasonable insistence. As the curriculum plan was beginning to take shape, Hui proceeded with preparation for the trial class. She knew that the few weeks ahead would be a far more challenging time for her. She and all the other teachers had gotten many things to do at their routine meetings. As she described how the process worked:

We have gotten much work to do. First, we will select picture books that

are at an appropriate level for students. We also need to create teaching materials and write lesson plans. I am effectively assigning these tasks to each teacher, tracking and recording their progress. Lastly, these records will all come under scrutiny of Mrs. Li.

(IN3-20191111)

Their teamwork was like a factory product to pass strict inspection. "When Mrs. Li disapproves of our results, to meet her expectations, I will make several revisions but try sticking with my original agreement with the teachers," said Hui (IN3-20191111). In Hui's words, things would have been going well "if an idea had not sprung to Mrs. Li's mind at bedtime" (IN3-20191111).

With Hui and the director, Lin, at the meeting, Mrs. Li announced her blueprint to better match an international outlook to English learning. She wanted to add a new element to their curriculum plan: a native speaker. Thanks to a sufficient budget for the school year, she had financial backing to realize this brave idea. The school could hire a native English teacher to teach picture books for seventh graders. As Hui stated, "To our principal, it was a stunning concept because not many schools in their neighborhood have done it before. If we make the curriculum happen, it may be considered 'a breakthrough' here" (IN3-20191111). For now, Mrs. Li had drawn an ambitious target and given Hui and Lin enough shots. That is, now it was their turn to hit the target. Hence, Lin started to allocate budget and arrange class schedule while Hui was in charge of hunting for a suitable native teacher.

Seeking a native English-speaking teacher added another layer of difficulty. Hui had found Kou, a salesperson who had introduced English learning magazines into their school, to ask for help. As she expressed:

In the very beginning, I aimed to look for an English teacher who was both a native speaker and a Muslim. It was because one of the picture

40

books that they had chosen addressed a Muslim theme. But soon I
realized it was a pie in the sky after Kou told me his teachers were mostly
Christians.

<div align="right">(IN3-20191111)</div>

Her attention then shifted onto a qualified native teacher with picture book teaching

experience. After some time, Kou gave her two names of good candidates and their

resumes. Hui took a brief look at those candidates' information and said:

> One is an American and the other is an American-born Chinese. Both of
> them have accumulated rich teaching experiences. They seem perfect for
> the job, don't they? I think my mission has accomplished. It is such a
> relief to fulfill my task ahead of my next meeting with Mrs. Li. All I need
> to do is to wait until that day. Mrs. Li will give me a nod of consent.
>
> <div align="right">(IN3-20191111)</div>

However, the two candidates shortlisted stirred up another unexpected trouble; that is,

Mrs. Li disagreed on hiring the American-born Chinese teacher. As Hui clearly

explained,

> I am surprised to know that Mrs. Li's ideal native English teachers must
> look western. Obviously, she does not categorize an experienced Chinese
> teacher of an Asian appearance and with an American accent into her
> ideal sort of teacher. She thinks that those students taught by the
> Chinese-looking teacher may think the others taught by a Western-looking
> one had been given an unfair advantage over "real" native speakers. She
> even worries some of the kids will doubt why their native English teacher
> looks just like an ordinary Taiwanese teacher they have seen in school
> every day. But aren't we supposed to teach with a global view of race and
> encourage our students to see the real world?
>
> <div align="right">(IN3-20191111)</div>

Mrs. Li's prejudiced viewpoint and the dichotomy she drew between white and

non-white teachers was unbelievable to Hui. She wondered whether a teacher's expertise did not compete with one's exotic appeal. That had even embarrassed her in front of Kou, especially when he forced out a laugh to disguise his unhappiness at Mrs. Li's statement.

In the worst-case scenario, Mrs. Li declined their offer for various reasons, but in the meantime, she changed her tune when a light bulb went on in her brain. The conversations that followed bordered on the absurd.

> She [Mrs. Li] is driving me crazy. I tried not to roll my eyes when she told me that maybe we should go find a real Muslim. Then she continued, "I know there's a Persian carpet store nearby. The owner is a Muslim and a foreigner. It won't be a problem for him to introduce out students to their Islamic cultures, will it?" I just want to shout out, "Definitely it will". That is insane!
>
> <div align="right">(IN3-20191111)</div>

Many thoughts clogged Hui's brain. Mrs. Li's suggestion was not only odd but also incomprehensibly bizarre. To begin with, the Persian carpet retailer might not be a native English speaker. Then there could be a language barrier in communication. In addition to communication issues, a sudden visit was a rude awakening when Hui and the shopkeeper were not personally acquainted with each other. Furthermore, that person was far from being an English teacher, not to mention guiding students in how to explore a picture book. The meeting turned out to be a complete farce. Luckily, the situation came to an abrupt end a few days later. "Maybe she finally realized it was too much to ask," said Hui (IN3-20191111).

Hui's narrative portrayed how some of Mrs. Li's capricious directions bewildered her completely on her curriculum design journey. *Cambridge Dictionary* defines "being confused" as "unable to think clearly or to understand something." As

Hui was lack of power to strike down the principal's seemingly unreasonable directions, the situation left her feeling distracted and confused. Still, she was afraid she would be stuck on the wrong path if she executed Mrs. Li's plan. She was caught in a ridiculous struggle, which fuels her confusion. She said, "But I have no way out. How can I remove myself out of a bad situation" (IN3-20191111)?

4.6. Stressed out: An Exhausted English Teacher/Subject Leader/Homeroom Teacher/Curriculum Designer Realizing There Was No Way out of the Dreary Cycle "I Need to Unplug and Disconnect From Work."

A Monthly Cycle: Caused to Be a To-do List Maniac but Still Drowned in Unnecessary and Redundant Paperwork

Hui is a goal-oriented person, who sets objectives to make progress throughout the day. She described how she developed her habit of creating to-do lists:

> I have had a habit of creating daily to-do lists since I was little. My mom made me do it because I forget things often. Most of the time, I start each day with a few to-do lists, on which I prioritize all the tasks I have been tracking.
>
> (IN2-20190916)

Lists and tasks have become part of her everyday existence. In addition to a clear target setting, she complies with a strict rule—she shall meet her self-imposed deadline for completing each task. Therefore, getting off work on time sounds like a myth to Hui because she would hate to feel that there is work left undone. It is intolerable to put off any task that should have finished its execution that day. Since the looming deadline is such an anxiety trigger, she cannot truly embrace her mental

relief if her tasks are not literally wiped out. She said, "To smash all the goals could be a torture, but at the moment that I get everything checked off her to-do lists I will be able to turn off my work mode" (IN2-20190916). This is when she calls it a day—to claim another complete victory in her efficiency.

However, it was these months when Hui took up the leadership role in developing curriculum that her principle at work was broken. As she expressed, "For a long time my to-do list strategy has served as a key driver to boost my productivity" (IN2-20190916). Contrary to her expectation, to-do lists induced her to be more anxious about approaching deadlines. Then it turned out to be a sign of her work-life imbalance as she became oversensitive to a never-ending to-do list. For example, there was once Hui was required to handle several projects. These projects included the school evaluation, a traffic-safety lesson plan competition and school-based curriculum design. "Except for my own English classes, I have been stuck at the desk working in piles of documents, editing countless computer files," said Hui (IN3-20191111). She was feeling panic while the phone rang for fear that some of these incoming phone calls might be "friendly" reminders from school administrators, like the chief or the director. Just when she thought it could not get any worse, the principal called her in person at noon. She was asked to come straight down to Principal's office for a further discussion about curriculum development. That left Hui no choice but to skip her lunch. She wrote her thoughts in the online journal:

> I am feeling pissed off. Does it look like I am sitting idle all day long, when there have been so many scheduled meeting awaiting me? Now at such a short notice, I still need to deal with your rush meetings? Fine! It's good to know that I will have only one hour of spare time tomorrow.
>
> (Hui's Facebook post, in November)

Feeling drained and defeated after ten-hour hard work, though, it brought her a little happiness to finish at least three of her five to-do lists. It was not long before she learned that she had celebrated too early. At around five p.m., she was given another two projects. In the end, she added two more to-do lists as if she was plunged into the endless chase for elimination of all the tasks. As she recorded the dialogue between she and Mrs. Li,

> It is CRAZY!
> ME: I have already had my hands all full today.
> MRS. LI: Not big deal. You can bring work home and finish it tonight.
> (Hui's Facebook post, in November)

A feeling of despair descended on her. The principle she had once lived by became her self-sabotage cycle. More lists lead to more chaos.

Worse still, it revolted Hui more to cope with her helplessness in the bureaucracy than to conquer her mental fatigue. Given that curriculum design was a time-consuming process, it had been an overwhelming task to her. Not to mention other detailed preparations that came with the preliminaries. "As I draft the proposal for the school-based curriculum project, almost twice as much my time will be spent on word processing," said Hui (IN3-20191111). There are some administrative procedures. First, with the approach of curriculum reform came much more paperwork. Documents were in a modified version to ensure compliance with New Curriculum Guidelines. "In fact, I have filled out many different revised forms. There could be several sections in these forms, and I must write them in a 'standardized' format," said Hui (IN3-20191111). Following such a rigid rule of patterns had taken her much time and effort. Even these were just minor problems. What really annoyed her had been, if not tackling a ton of paperwork, chopping and changing. "Today's

update could be tomorrow's antique That did create another layer of bureaucracy. No matter how I speed up my efficiency, the results have always failed to meet administrators' requirements," she sighed (IN3-20191111). Now that she was drowning in all paper piles and document files, and she had decided not to raise any false hopes.

In recent months, Hui was always creating to-do lists. She said, "I am trying to regain control of my own work pace. It seemed like a mania with me" (IN3-20191111). She became more aggressive in making list to boost her productivity. However, she soon realized she was just grasping at straws. Before she broke free from an infinite loop of these lists, new tasks, new priorities had always been thrown in her face. Under the circumstances, there was a growing tendency for her to extend working hours. Despite repeated assurances that strenuous efforts were made to utilize her office hours, she had seldom returned home without annoyances over unfinished work. As she described her life after work,

> Typically, at the end of the workday, I face a dilemma of leaving my work to be picked up tomorrow or letting it follow me home. But of the two options, the former win out over the latter in most cases because I hate to bring work home. It is like taking work stress home with me.
>
> (IN3-20191111)

Considering bringing work home as a last resort, she might have preferred to leave work at work—especially when it was already eight p.m. And she had worked for more than twelve hours in a day.

Bearing in mind how much work had been left undone, Hui found it difficult to switch off from work and unwind. She could not help but overthink that "unfinished" to-do list which was lying on her desk, and, with a chill of apprehension, she felt as

though she had been switched ON all the time, whether or not she was off work. Given that she had worked at her full potential, she must acknowledge that failure did happen. If she regarded a checked-off list as a guarantee of another day's fresh start, that day would have never come. "I really don't want to go to work tomorrow. Because I know when I go there, I will have to continue with those lists I left behind yesterday, those things, projects, paperwork I've been coping with," said Hui (IN3-20191111). The thought of facing another chaotic day terrified her even more. She hated to see tomorrow. She did not even want to get ready for that hopeless situation. "I don't want to work" was the sentences she repeated in her head every night before she fell asleep (IN3-20191111).

A Weekly Cycle: Suffering from Sunday Morning Blues

Hui especially disgusted Monday—two arranged meetings awaited her, one with Mrs. Li and the other with teachers, both on her first workday.

> On Monday mornings, I teach English for three class periods in a row. I use the only planning period of the day, a precious hour in which I can take my responsibility as a homeroom teacher, to check students' contact books, homework, and so on. Then at around twelve, it is my students' lunchtime. I go to the classroom to make sure my class does not fall in a state of disorder. If I am lucky enough to see all her students behave well, I will have ten minutes to go to lunch.
>
> (IN2-20190916)

More often than not when it was Monday, she either skipped the lunch or grabbed a bite. "I need to make it to the cell before twelve thirty and had a private discussion with Mrs. Li," added Hui (IN2-20190916). Afterwards, she started her next meeting with other English teachers at one thirty. All the members had a punctual end of

meeting, on her principle of efficiency.

Hui' work, however, seemed to never end. There was still much follow-up work: writing meeting minutes, reporting to Mrs. Li on progress, preparing teaching materials for tomorrow's classes, etc. As she narrated,

> It was already four o'clock, but I knew I was far from slacking off at work. Sitting at my desk, I checked off two things on her to-do list and added a few more tasks to it. Then it just occurred to me that I must make several phone calls to my students' parents. I also put that on my list in case I would forget to do it. I calmed herself for a while. In minutes, Mrs. Li called up to ask for a brief report. At the same time, I noticed my students coming in with a worried look on their faces. "Something must have happened," I thought, based on a teacher's intuition and my personal connection with them.
>
> (IN3-20191111)

Hui described her typical Monday routine and said, "I'm getting used to it. Of all the weekdays, Mondays are stuffed with the most scheduled activities and nasty shocks. On Mondays, I stay the office until seven or later, as usual" (IN3-20191111).

Since then, Monday had existed in Hui's deepest fear and her Monday blues had come early. She had been down over these weeks. Her restlessness was a thief. She always found herself in the unhappy situation of having her time, calmness and self-control stolen. It lingered on her mind, reminding her about what she had left in school. Under the city where her school was located was lying the root cause of her anxiety. She would not let go of her unfinished work, and vice versa. To save herself from drowning in work, she fled to her hometown for a peaceful weekend. She conveyed her feeling of excitement in her post:

> Feeling drained, I can finally get the hell out of here, escaping the

nightmare of working overtime.

When I had already been buried with an explosion of to-do lists, I still had to take time out of my busy schedule to deal with the school evaluation. At the end of the day, I handed in three large file folders filled with stuffs. I've felt no sense of accomplishment but only terribly sorry for Earth—we've wasted resources on pointless mountains of paperwork. Having been swamped by tiredness and resentment over the two weeks, it was not until I stepped onto the train could I generate a sincere smile on my face.

NOW I AM GOING HOME TO VEG OUT!"

(Hui's Facebook post, in November)

Every Friday, she took the High Speed Rail from Taipei to Changhua. "But even on the MRT I won't feel truly relaxed as long as I'm still in Taipei. I'll only get out of my panic mode when the train passes Banqiao Station. And I'll keep holding up my shield until the crisis is all clear," she said (IN3-20191111). However, her peace did not last long. When she woke up on Sunday mornings, she soon came to the horrible realization that the dawning of the day meant Saturday was over and she was only one day away from sheer torture on Monday. In her passionate hatred of Monday were both helplessness against the evil daily routine and depression from spiraling tasks. Once again, she could not help feeling low in mood. Going back to Taipei had been absolute hell. She wanted to postponed it, so she would rather take the last train on Sunday night. "It feels like I'm facing the death penalty every time when I stepped onto the train." She called it her "Sunday blues" (IN3-20191111).

A Daily Cycle: Being a Late-night Sleeper to Escape from Stress:

Curriculum planning workload negatively influenced Hui's physical health. The ongoing stress over these months, like her anxiety and worries, caused the digestive disorder, irritable bowel syndrome. The worst part of it was that she was getting more

49

sensitive to her emotional troubles. In addition to her poor physical condition and tendency to get irritated, her daily after-work routine was annoyingly interrupted by excessive daytime stress. As she narrated,

> At the bare thought of returning school to face those never-ending tasks the next day, I desire to extend my time to relax before bed. I am inclined to delay her sleep onset. This way, I am able to make the most of my free time, enjoying the freedom of being off duty.
>
> (IN3-20191111)

She regarded the precious period of time as her "happy hour". "To prolong the pleasure, I might stay up late until two or three p.m.," Hui added. It seemed to set off a chain reaction. After hours, her primary impulse was to eliminate stress and make peace with anxiety. "That is why I indulge myself in the nighttime leisure activities. It is the time when I can have choices and submit to my heart's desire. I'm free to do whatever I want," she said (IN3-20191111). However, she was like a man drinking poison to quench thirst. A struggle with fear of tomorrow succeeded in turning her into a late sleeper. "The next day, I suffer from effects of sleep deprivation as a result of insufficient sleep," she smiled bitterly (IN3-20191111). When another new day began, she got up to face it with a greater reluctance. Her happy hours had been over; the incomplete work was still there. In the morning, she woke up to her anxiety.

The three cycles represented the accumulation of various stressful events in Hui's school life. Recent research has concluded that, "Teachers' work stress and burnout is longitudinally associated with serious mental health problems, including suicidality, depression, and anxiety" (Bottiani, Duran, Pas, & Bradshaw, 2019). In light of Hui's growing anxiety and confusion, to manage these overwhelming emotional responses turned into the cumulative stress that threatened to disrupt all

aspects of her daily life. Indeed, as Hui was confronting these stressful situations, she longed for a free life after work; in her words, "I need to unplug and disconnect from work. If I stay here [in Hui's rented room in Taipei] on weekends, my finger will itch to go to my laptop. Then I might turn in on and think maybe I can finish just a few more things on my project" (IN3-20191111). She had come to realize that, to preserve her well-being, she must "be "detached from work and not let work invade the precious weekend time" (IN3-20191111). This way, she was possibly able to get rid of the dreary cycle of work temporarily.

4.7. Puzzled and Lost: Having Learned Smart and Tuning Out to Be an Exquisite Negotiator

"Why Should I Obey?"

Hui thought she had been serving as a subject leader as well as a mediator. "I have to resolve disagreements with Mrs. Li, the school administrators and even my colleagues, whose views represent their area of expertise. I cannot offend any of them because we are in the same boat. I need their cooperation in this matter," she said (IN4-20200106). She was kept in a weird neutral status. Like a center, she aggregated information from the three resources. These materials would be transformed into the basics of her curriculum design. However, she had been struggling to enter into rounds of negotiations with all parties in school-based curriculum development. "As the first round gets started, it will pave the way for the second, the third and even more. Then you'll see me running around in school, from this office to another" (IN4-20200106). It might begin promisingly, but things always went wrong when Mrs. Li brought her own wild idea to discussion. As Hui remarked,

Mrs. Li is a "creative" person with many fancy ideas living in her head. She could not bear to see a mediocre design because she had a lot of ambition in school-based curriculum. The curriculum plan must ideally suit her goals and it is my team's job to turn her ideas into a reality.

(IN4-20200106)

For Hui, it was another difficult task—to put a limit on Mrs. Li's inappropriate demands, or at least, to made her advice more practical. In addition to dealing with Mrs. Li, Hui also needed to take into consideration the teachers' willingness to adopt a new curriculum in their teaching. Although the reform had open possible avenues, not all the teachers were excited to explore. Hui made her observation, "Some regard it as a far-fetched idea, and some simply have no interest at all. I understand their situation. Of course, teachers probably have sort of concern no matter what" (IN4-20200106). Unlike Mrs. Li, Hui did not intend to take drastic steps to write a curriculum. She had tentative plans to break down the large task into more manageable pieces. "Once the teachers approved of the idea, they will be more willing to proceed with curriculum development," she said (IN4-20200106).

The worst was yet to come. Hui's least favorite part was absolutely to act as an administrative assistant. It had been Hui's recurrent nightmare. Apart from a series of routine negotiations with Mrs. Li and the teachers, to develop a school-based curriculum involved a lot of administrative work than she had expected. That meant she had to perform teaching, curriculum-designing and administrative duties all at the same time. It took her more time to fully understand how to take care of these nitty-gritty details, for instance, budget, school timetable, equipment, etc. On the most terrible day, she could be all tied up—rushing to several different offices, trying to come to an arrangement that was acceptable to the three parties. Indeed, she learned how to monitor and control the budget and make a budget plan. She knew how to go

52

into administrative procedures and make her project run smoothly. It was because she forced herself to learn. "And I did learn quite a lot of stuff," she admitted (IN4-20200106). However, paperwork and administrative chores exactly corresponded to her main dislike about curriculum development. "Above all, I'm an English teacher, so I really hate to play any of these roles except teaching. Whatever being a negotiator, a subject leader or a budget controller, they had influenced quality of my teaching. I just want to do my job," said Hui (IN4-20200106).

Strategic procrastination

Hui considered herself as a goal achiever. Her high sense of responsibility was connected with her personality traits. She was punctual and self-disciplined as she explained, "The last thing I want is to make people wait on me to complete work. I hate to waste others' time, and vice versa. As long as I accept the deadline that I am given, I will be self-motivated and get things done ahead of schedule" (IN3-20191111). Accordingly, she had felt stressed out when trying handling multiple tasks in a tight deadline. To reduce time pressure on unfinished work, she usually worked unpaid overtime during the certain period. She made a complaint:

> "I was shocked today. They gave a task at one thirty. Then I was told to finish it by 2 p.m. So in fact, I am actually the secretary to the principal. But isn't my job to teach English and be responsible for all the educational work developed with my students? How do I make time to discipline my students and take care of the needs of them?"
>
> (Hui's Facebook post, in December)

The workload might still be endurable, but Hui's impatience with repetitive and manual work was obvious. As she expressed,

Such a problem reoccurs all the time. For example, it was not long before I hand in a specific project that I was asked to redo it because of latest formatting changes. It is just like a cycle: endless rounds of revision in a process of modification. I have gotten annoyed.

(IN4-20200106)

Redoing tasks made her become irritable and moody. Her productivity dropped off. She felt it was an upsetting situation, particularly as she thought she had already spent so much time on completing it. Unfortunately, there was not enough time for her self-pity. She was not the only one who was feeling lost. She explained:

Sometimes I go off in the wrong direction—not because of my own ignorance or error—but because of following up another novice administrator's instructions. In fact, redoing things have stolen a ton of my spare time. It is not my fault, but I know it isn't that person's, either.

(IN4-20200106)

Overwhelming administrative tasks killed her productivity and her focus on teaching. She said, "I am furious about the disturbance caused by them" (IN4-20200106). Yet out of consideration for the novice chief, she could only bear the burden of repair someone else's mistake. She talked about the disappointing situation:

Recently, the other subject leaders and I were told to file the reimbursement for our individual cost in curriculum design. There was a shared form to fill out. I did upload the file by the given deadline, but only my application was rejected. Not until the chief required me to send some additional forms did I realize that Mrs. Li and the director had made the English department apply to another subsidy program. All my efforts were in vain.

(IN4-20200106)

She unwillingly repeated the approval procedure, re-filled out forms, re-uploaded

54

files. If she was informed in the first place, wasted hours and useless efforts could have been saved. Besides, the chief said the completed form was for everyone. "Am I not part of EVERYONE?" she doubted (IN4-20200106). The same sort of thing happened from time to time. She continued:

> There was once I couldn't help frowning as the chief changed the instructions from one day to the next. My facial expression must reveal that I was clearly annoyed. Noticing my discontent, the chief nervously said, "I'm sorry, but I didn't mean it." That's it? Still, I got no guarantee against occurrence of similar "accidents" other than a pointless apology.
>
> (IN4-20200106)

In the wave of curriculum reform, everything felt fast paced and constantly changing. Reality was unstable. After a time, Hui had an epiphany:

> It suddenly dawns on me that it is an unnecessary insistence on carrying out every task scheduling with strict deadlines. Sooner or later I am going to redo these things to comply with the updated revision. So what is the whole point of being in such a hurry? The more obediently I go to do what I am told, the more futile actions I will take.
>
> (IN4-20200106)

Since then, Hui had learned to take her assignments lightly. For instance, before she inserted a newly assigned task in her list, she would have confirmed whether the proposal format for the project was in its final version. "If the chief says it is just a tentative one, I will tend to procrastinate on the task. That works to my advantage," she added (IN4-20200106). This way, it save her valuable time in the long run, avoiding waste of it on useless revision. There had been many times when she felt like a guinea pig of the superiors' tentative plans. For now, she had learned her lesson and been getting wiser. She would not involve herself in their process of trial and error

anymore. Procrastination should do the trick.

Given the incremental changes to the curriculum reform, Hui narrative exemplified how they caused her to feel unsteady. Some puzzling moves on the reform disturbed the tranquility of the school and damaged the relationship among the principal, teachers and school administrators. That further led to their mutual misunderstanding and distrust on an ongoing basis during the reform implementation. In the study of Kaufmann et al., one teacher describes the unsteadiness as feeling "lost at sea without any map or anything, without an astronomer to figure out where you were going" (Kaufmann, Johnson, Kardos, Liu & Peske, 2002). Since everyone was getting lost, it came naturally for Hui to doubt, "Why should I obey" (IN4-20200106)?

Evaluation of the Developed Curriculum, from February to March

4.8. Settled: The Real Master of Multi-tasking Being Relieved to Successfully Close the Projects towards the Journey's End
"I Have Been Through It."

Reflections on Subject Leadership

"One of the qualities that make a good subject leader is being personally well-organized and efficient," said Hui (IN5-20200215). The idea was developed by her self-discipline at work productivity as well as the professional image projected by her predecessors. Shadowing the agenda of those more experienced ones, she focused on promotion of meeting efficiency. In every meeting, she started with stated goals, scheduling items that mapped to her goals. She took so much care to drive a tight agenda as it was her life saver, an ideology that best represented what a "qualified"

leader was meant to be. So, as what she emphasized, "at the meeting, I cut to the chase and get things done with a fast pace" (IN5-20200215). Her detailed plan and time management ensured that she ran the meetings smoothly. "Even when the teachers tackle a project or a tough task, either they solve the problem on the spot or they select the assigned work in minutes." Then, as Hui proudly claimed, "I always dismiss the meeting on time" (IN5-20200215).

Ironically, her efficiency never catches up with unrealistic demands from school administrators. Hui had wondered,

> Being a person who does things systematically should have kept me from an increased workload, but I do not reduce my overtime. The amount of my work explodes further. Worse still, no predecessor is able to offer practical guidance on how to work out these projects. I am in the vanguard of the curriculum reform—indeed there has been no one that dares to step into the "no man's land".
>
> (IN5-20200215)

As a leader, who fought for all the English teachers, she was put under huge pressure. Sometimes, she felt enormously overwhelmed by her duties, all the things she was expected to accomplish before the deadline. Sometimes, she worked overtime until she was left alone in the office. The other fourteen teachers had been off duty, except her.

Reflections on School-Based Curriculum Development

"All things are difficult before they are easy. At least, I am satisfied that we have achieved the main goals in school-based curriculum development." Hui concluded (IN6-20200302). She and other English teachers had developed a curriculum framework not only for the students in seventh grade but also for those eighth graders.

57

Subsequently, they succeeded in creating a reader, Read around the World, which contained different kinds of reading materials and portrayed selected international issues. Then for the picture book courses, collaborative teaching between local and native English teachers was initiated and would be implemented in the following years. In Hui's viewpoint, "my team has developed two different curricular units. What's more, we have edited a series of lesson plans and learning-teaching materials" (IN6-20200302).

Perhaps details on the implementation process were still imperfect, and there was room for improvement. For example, as Hui stated,

> Some readings in their teacher-produced outside reader are not well chosen. They are not proper to be continued based on eighth graders' current literacy needs. In spite of the original intention to engage students with a global perspective, students with poor reading levels are an elephant in the room. Language difficulty in these texts contributes to most students' limited comprehension due to their insufficient vocabulary knowledge.
>
> (IN6-20200302)

Because of this, a few teachers feel the gap from "learn to read" to "read to learn" is too great to bridge. Hui thought, "If I had set a difficulty level for these readings at the beginning of a thorough edit, we might have developed a far more practical handbook. However, as far as I am concerned, all my team teachers have already done enough" (IN6-20200302). Except for curriculum development, she had never felt there should be any reason to set another big goal for teachers as she continued, "Our burden has already been too much to bear" (IN6-20200302). She could not have done all this without her team's assistance. Hui mentioned,

I am satisfied because we have fulfilled the need of the superiors. But if you ask me, I do not mean it from the bottom of my heart. I am not truly happy because these goals, like Mrs. Li's stated missions, are assigned. They are something I neither volunteer to do nor identify with.

(IN6-20200302)

Reflecting upon this arduous journey, Hui learned two lessons for a smooth-running team. The first one was about effectiveness. Take assigning tasks to the teachers in her team as an example. To manage the tasks efficiently, the first step that she took was to list, reorder and prioritize all of them. Next, Hui split them into smaller, more schedule and manageable pieces. As a team leader, the most difficult part was that she defined whether the work distribution was precise and fair among individuals. She then organized these pieces and created another hard copy. At the meeting, teachers were free to make choices which one they will be able to take up. "I have thought it as a useful and efficient strategy before, but now I do not think so," said Hui (IN6-20200302). The process could be efficient but not effective because bad things always happen after it. The worst possible scenario was like the following:

Some teachers claim the task without clearly understanding what is expected of it. These teachers are working hard on their own task but they never seem to get anywhere. In the end, they fail to achieve a desired result and assume it does not weigh much to skip through their part. It turns out that I undertake even more remedial work.

(IN6-20200302)

Therefore, it occurred to Hui that she should not risk letting teachers choose something that nobody knows better than her. She realized that, "Instead, if I am the only one with the accurate picture of what is required, I can directly assign specific responsibilities to the person who is competent at the work" (IN6-20200302). Such a

skill to assign a task may ensure effectiveness as the person with necessary or greater abilities to perform it.

To Hui, the second lesson had a lot to do with the first one. Effectiveness was the key to work allocation across her team and to connection with her team members in a similar way. She had been taught that, "whether to achieve leadership success or produce better results, effective communication played an essential role in building and improving teamwork" (IN6-20200302). She herself is the living proof. Curriculum design and development calls for a close collaboration among all the teachers. Throughout the project, she had tried keeping everyone up with the schedule. If necessary, she would have to swallow her pride and ask the teachers to complete their assigned work one by one in person. She specified the teachers' different responses to the task requirement:

> Some of them are paying lip service to her. That is one possibility. They miss the deadlines; things remain unfinished. There is another—they give me something unworkable. It has made me desperate to cover for the fallout from these teachers' slacking-off. This is both tiring and helpless. However, what I could do is accept it speechlessly. I feel it will exhaust me more to request these teachers to fix the problem. The deadline is fast approaching. I know the simplest solution depends on how much of myself I will sacrifice to work additional hours and redo all of them.
>
> (IN6-20200302)

That is why Hui does not find herself qualified to lead the team. From Hui's perspective, a subject leader must be an excellent communicator. They have the team on the right track instead of exhausting themselves or being over-responsible. Furthermore, they need to strike the right balance between friends and colleagues, leadership and partnership. They must also realize the truth that they do administrative duties but have no real power to punish those slackers. Ultimately,

the inherent quality of relationship between them and the other teachers differs from that of teacher-student or manager-employee relationships.

The end-result is indeed pleasing. While Hui look back on what they have accomplished, she concludes that neither the curriculum planning nor the self-created reader excites them to contribute:

> I must confess our eagerness for quick success outweighs traditional brainstorming sessions. The team has become too "task-oriented" as most teachers play a passive role in the process of curriculum development. It is why I may not describe myself or any other teacher as a curriculum designer, who is truly devoted to curricular innovations.
>
> (IN6-20200302)

According to Hui's explanation, a formed task-oriented team has both its pros and cons. Some of the benefits of this leadership style are not involving her team members in a risky decision-making process and having them stay goal-focused and complete the outlined tasks within specified deadlines. Hui has once thought, if she had more brainstorming sessions, more positive team spirit could have been fostered. However, she also knows the ultimately saved time is worth the sacrifice as she has said, "Our burden has already been too much to bear. Holding 'task-oriented' meetings is a guarantee of satisfying results in such a short time" (IN6-20200302).

Creativity or originality seemed absent from their teamwork because it had drained them to handle both the pressure of deadlines and expectations of their superiors. As she described,

> Mrs. Li has come up with a scheme. She decides there have to be elements, such as native speakers, picture books, articles—with wealth of world issues in her imagination's ideal school-based curriculum. She does not pick them up randomly. On the contrary, they are chosen. She thinks it

61

is ready-made to relate any of them to core competencies.

<div align="right">(IN6-20200302)</div>

Hui felt like Mrs. Li had already determined the ending of a story. They the teachers were in charge of navigating through the process of writing the script. Then their school hired some foreign actors, the native English teachers, for the show. She commented, "At least, the show was satisfying. But for what I care, a perfect show doesn't guarantee high-quality learning experiences" (IN6-20200302).

As we were closing the interview, Hui stressed in a rising tone, "However, right now, it is the exact moment of extraordinary achievement that my term of office just ended and I finished pretty much on most of these projects, which means I can finally leave the annoying group chat where Mrs. Li has been added" (IN6-20200302). As Hui mentioned above, she had grown into a proficient and qualified team leader, who had a great capacity of completing tasks. Namely, she should have been much settled either in curriculum development or in the leadership. "Settled" can be defined as "having become familiar with something and are comfortable and happy there." Yet Hui's depiction showed being settled varied considerably in degrees of involvement in the work and feeling identified with it. Being happy that something unpleasant has not happened or has ended was precisely how Hui was feeling. She was relieved to quit her job as a subject leader. It was the resignation that instantly made her feel relaxed and settled. Towards the journey's end, it was her time to claim the eventual triumph for "I have been through it" (IN6-20200302).

CHAPTER 5

DISCUSSION

This chapter situates the two research focuses—teachers' emotion change and its interaction with a subject leader's professional identity—into the prior literature to explore an English subject leader's struggles as basic education in Taiwan is facing dramatic curriculum changes. Teachers' emotional experiences and their professional identity proposed in the following discussion section is grounded upon two research questions, which will be discussed in the next two parts of the chapter. The first part seeks to investigate the changes of teachers' emotions during the process of planning and designing a school-based curriculum. In the recognition of the intertwined relationship between teachers' experienced emotions and their professional identity, the second part highlights multiple aspects of the potential challenges for teachers acting as a curriculum designer and a subject team leader in the context of curriculum reform.

The Changes of Teachers' Emotions during the Process of Planning and Designing a School-based Curriculum

This case study has illustrated a teacher's emotional response to curriculum reform and the major changes in school. As anticipated, Hui's story shows, a teacher undergoing a massive reform experiences multiple emotions in a process of change.

5.1. From an Enthusiastic Change Agent Filled with a Positive Outlook to a Disappointed Reform Enthusiast Faced with the Dark Side of Curriculum Change

63

Hui's experienced emotions include feeling optimistic, worried, anxious, isolated, confused, puzzled and eventually settled. With the passage of time, they are expanding, fading, or coexisting with one another. The times she appears positive are only at the beginning and the end of the curriculum development process. It might be a cliché, but a reform itself bears a burden of expectation that it embarks a fresh beginning for both teachers and students. As Fullan (1993) has stated, it is "a new mindset for change". The New Curriculum Guidelines in Taiwan also establish a clear vision, which seems to fill a promise of teachers' freedom to develop their own innovative school-based curriculum. The arranged workshops are the first step to take, to arouse enthusiasm among teachers, foster their interest in curriculum design and convince them with an optimistic viewpoint. It is the ambitious vision that provides the young teacher, Hui, the bright start.

However, the bright side of curriculum reform does not compete with its dark side, the excessive reform demands and heavy workload. While there presents a chronic tendency from a positive state to a negative one in Hui's emotional experiences, her interpretations of them elicit more negative feelings rather than positive ones, which has been proposed in Emmer's study (1994). This tendency can be characterized as an interwoven nature of emotions and challenges, which a teacher would be facing in the context of educational reform (Van Veen et al, 2005). The social-psychological study of Van Veen et al. has illustrated a teacher's personal, moral and social concerns can be jeopardized in the reform context. It is no wonder that, under increasing pressure to reform, Hui's case serves as the example of a teacher, whose contributions at an individual level exceed his/her limit, suffering a series of stressful events when she copes with curriculum development. Hui's rising negative wave of emotion further causes an imbalance between her schoolwork and personal life, and that corresponds to Acker's research (1999) on "realities of teachers'

work" where it is suggested teachers' professional life and private life are connected and independent.

Implement of reform agendas then intensifies a single teacher's negative emotional responses and results in complex problems afterwards. Although the reform encourages curriculum transformation, which allows teachers' professional freedom in creating curriculum, it is the mirror of bureaucracy and work overload in the same way. Thus, it concerns Hui that she has to make progress in curriculum design, but in the meantime, it is carrying out both curriculum development and administrative tasks that truly exhausts her. Darby's (2008) results alternately approve and conflict with the current study's findings that teachers' experienced emotions change in response to the impact of curriculum reform. In Darby's study, as in the present study, teachers display both delights and worries when they react to educational change initiatives. Darby's findings also indicate that teachers who have expressed fear elevate their self-understanding and job satisfaction to a new level, but that does not appear to be fulfilled in Hui's case. As an early career teacher, she only feels lost and overworked. Hargreaves' results (2005) may explain Hui's frustration in the reform change. Early career teachers usually express stronger positive emotions at first while late career teachers doubt the feasibility of the reform. Interestingly, skeptical veteran teachers adopt an open attitude and yet remain selective about the school changes on a more relaxed sense of being established and competent. Beginning teachers like Hui, however, might be incapable of feeling competent and lack of confidence in developing reform-based curriculum. Song (2016) also confirms teachers' emotional experiences of protective vulnerability can be grounded in this anxiety about feeling self-doubted, insecure and afraid. This feeling of inferiority has turned a young, inexperienced "agent of change" into a "disappointed reform enthusiasts" (Little, 1996).

5.2. From Loss of Enthusiasm to Emotional Exhaustion and Overall Burnout

Under the influence of New Curriculum Guidelines, there are new emphases on Hui's declining enthusiasm as a result of intense negative emotions. To start with, they have led to emotional exhaustion for reform-enthusiast teachers. Given that teachers constitute the major part in education systems, their support plays an influential role in the success of curriculum reform (Fullan, 1993). However, a series of internal struggles with these reform patterns is the prologue to teachers' loss of enthusiasm as they attempt to follow a tight reform schedule, build up evaluation portfolios or overcome barriers to curriculum development, e.g., lack of time, resources and colleagues to offer immediate assistance. Next, as Hui elicits more emotional engagement, unresolved conflicts occurring within her school context only continue to initiate and complicate these negative emotions. Qualitative findings in the study of Zembylas, Charalambous, Charalambous, & Kendeou (2011) reveal the inseparability of teachers' emotional resistance from their practical obstacles in the situated context. Specifically, based on the suggestion from Zembylas et al., teachers faced with disheartening reform challenges and practical difficulties should seek for reconciliation by utilizing rhetorical commitment on both political and psychological level. Provide with sufficient support to process difficult feelings, these teachers will be able to transform learned negative perceptions into growth opportunities where their tough emotional issues coexist with promotion of curriculum reform. In Hui's case, this lack of support is reflected by her fluctuating emotions. Although proposed curriculum changes trigger much of her emotional resistance, she struggles to recognize the importance of it and tolerate chaos caused by it in workplace. Teachers' shortfall in readiness and willingness is marked by the emotional ambivalence (Zembylas et al, 2011). Owing to the overlapping conditions with work-related stress

and negative emotions, teachers coupled with doubts over feasibility of implementation details can certainly burn out at a time of intensive curriculum reform.

Leithwood and Beatty (2008) suggest teachers like Hui who have experienced great stress and burnout in the educational reform movement are an essential attribute to school change. As far as the curriculum projects are concerned, school principals are expected to prevent teacher burnout through change in teachers' working conditions (Harris, 2004; Darby, 2008; Shapiro, 2010; Price et al., 2015). Nevertheless, Hui's emotional experiences move in an exact opposite direction; they have shown a teacher, instead of feeling supported and trusted by her principal, being stuck in a power struggle. To her, the common stressful scenario is to deal with the principal's ambitious ideal for curriculum design when it conflicts with the traditional defense of her teaching professionalism. The interaction of an unstable principal-teacher relationship and their contradictory perspectives put teachers' sense of professionalism in jeopardy. With the conflict-generated pressure on density, signs of teachers' ambiguity, insecurity and tension could indicate their sense of professionalism on challenge, making them feel "lost at sea" in times of curriculum change (Flore, 2005). That might also make their job motivation and personal fulfillment endangered by declines in their self-image, self-esteem and self-efficacy (van Veen & Sleegers, 2009). Furthermore, even though scholars have claimed school principals act as a key factor in teacher burnout (Van Maele & Van Houtte, 2015), Hui's case demonstrates a teacher's emotional exhaustion or reduced personal accomplishment may originate from the principal's offense. It consumes teachers' passion either to deal with disrespectful behaviors from the administrative authority or to tolerate their ignorance about teachers' professional concerns. Zembylas (2005) explains teachers may struggle more to maintain their professional boundaries if a

principal is inattentive to their needs. An uncaring principal is most likely to destroy teachers' sense of self-worth. The serious consequences could be a teachers' alienation from work. They even find it hard to proceed with reform policies when they are conscious of being powerless or isolated. Feelings of shame and vulnerability may possibly arise, with insufficient emotional support, which refers to the degree of "individualized consideration" demonstrated by a school principal (Bayler, 2012). Repulsion towards challenges of curriculum reform may warn of a growing crisis if teacher burnout continues to be overlooked.

5.3. Shift in a Depersonalized Street-Level Bureaucracy towards the Settled Feeling

With her professionalism marked by new insecurities and tensions in school, Hui adopt strategies for unplugging from work. She seems to realize, for the sake of her own well-being, it is essential to disconnect regularly from any areas related with her work stress. The escape from her professional field appears a shelter, where she is provided with emotional safety to get herself recovered from those dreary cycles routine with promoting tasks of curriculum reform. The necessity of "unplugging" could be an indication that she has reached the crisis status of being overworked, whereas it stresses her strong emotional resistance to be part of the professionals who integrate the reform's demands into their beliefs. Lee and Yin (2011) have argued teachers' resistance can be classified into three types, which is characterized by the teachers with loss of enthusiasm, blurred conception of teaching and implicit cynical attitude. Hui's case, however, is associated with different degrees of teachers' resistance that occurs as a process. Her display of emotional resistance changes from gradual loss in energy, alienation from work, then finally to the point of overall burnout and depersonalization. Moreover, the change process Hui has gone through

68

corresponds to Britzman's (1998) claim that when teachers reshape, expand and redefine term of emotion, it could be found out "where feelings break down, take a detour, reverse their content, betray understanding," and therefore "where affective meanings become anxious, ambivalent, and aggressive" (p. 84).

It is also worth introducing Lipsky's concept of "street-level bureaucracy" (1980). It compares public officials to frontline workers, who focus on complex and uncertain tasks of policy implementation. From this perspective, teachers can be thought of as street-level bureaucrats in a school context. They aim to address the needs of all their clients, like that of the students, students' parents, administrators and school principal. Additionally, they are entrusted with fulfilling organizational missions in order to realize the school vision. In the context of education reforms, teachers serve a similar useful purpose. As Lipsky has mentioned in the study, street-level bureaucrats use various coping strategies to manage workload and pressure caused by it. Tummers, Bekkers, Vink and Musheno (2015: 1100) define it as their efforts to "master, tolerate, or reduce external and internal demands and conflicts they face on an everyday basis". Baviskar (2019) indicates their act in response to internal and external conflicts draws a distinction between selfish frontline workers and selfless ones. However, serving a frontline worker, a teacher faced with challenges of creating curriculum, Hui exemplifies an individual's persistent struggle between being selfish and being selfless. On the one hand, she attaches such great importance to her work efficiency, organizing projects on a tight schedule so as to finish all the assigned tasks. Job commitment seems to override her personal life and ever rest of herself. On the other hand, it is this strong desire she expresses that discloses her selfish motive. She has to resort to certain coping strategies to fight uncertainty and change in circumstances. Self-regulation at work is in fact a way to help relieve stress and ease burden. Teachers' dedication to work is not always equal to selfless sacrifice but partly out of

self-interest. Thus, it may explain why some teachers still have an increased feeling of depersonalization after they achieved the organizational reform goals.

Despite all the struggles with emotions at some points, Hui's story implicates a teacher moving from a worried, anxious novice to a more settled, competent individual. These experienced emotions, in turn, redirect Hui's focus on her own well-being and self-improvement in a meaningful way. The eventual calm state of mind is based on her confidence and ability to juggle multiple tasks. In light of her growing competence, Hui is truly able to proceed on her journey with commitment to realizing the reform's vision. Darby (2008) confirms that teachers initially facing a series of reform efforts find it threatening and feel struggled with their underlying anxiety. However, it is not until their journey through emotional turmoil comes to an end that they will identify new growth opportunities in the reform. The benefits of it can finally accepted and appreciated. Shapiro (2010) points that, on real acceptance of the reform, teachers' negative emotions are a gateway to new self-growth. As Lee and Yin (2011) also noted, with regard to the polarized, dichotomous pair of negative and positive emotion, unpleasant emotion actually could be a crucial factor for the reform's successful implementation. For the above reasons, before teachers truly appreciate all recent school reform efforts and construct their beliefs, their emotions deserve a voice. More opportunities for them to release negative emotions helps enhance their self-understanding and reconstruct professional identity. In spite of the recognition of negative emotional experiences, the sharing of positive events is still strictly necessary, for it provides a ground where teachers can renegotiate their professional identities and be more flexible to reform changes (Vähäsantanen & Eteläpelto, 2011). Furthermore, since effective implementation of educational reform relies much on how teachers perceive the meanings of reform, improving teachers' task perception will support them to go through the period of adopting new ideas.

70

With teachers' inner chaos soothed, they will be wholeheartedly devoted themselves to school-based curriculum development and improvement in the reform context.

The Interaction of a Subject Leader's Emotional Experiences and Her Professional Identities in the Context of Curriculum Reform

In the context of current curriculum reform in Taiwan, teachers necessarily practice in more extended roles and responsibilities. Curriculum development and implementation have become all teachers' shared duties, whereas there are some teachers whose ascribed work is elevated to a new level. Given the expanded leading role in school-based curriculum design and planning, these teachers with an extra responsibility for guiding curriculum teams take up the position of so-called "subject leader". The case of Hui signifies teachers' emotion change is associated with the dynamic interplay between their negative emotional state and the subject leadership role in curriculum change at the junior high school level. In Hui's story, it is revealed a subject leader survive the increase in workload and burnout, power struggle and conflict resolution on the journey to success of school-based curriculum change.

5.4. Leadership Burnout: Struggling with Additional Workload

During the critical period of school-based curriculum planning, Hui experiences an extreme shift in mood. She has reacted with alarm to her mood swings caused by an increasing burden of subject leadership. A depressing fact of this is that Hui has been confronting with work anxiety and insecurity in her term of office. The curriculum change is accompanied by incessant slight moves. Any single move, however, means taking on a mountain of extra tasks, duties and working hours to

71

frontline subject leaders. Considering the tight schedule, subject leaders often endure highly emotionally charged moments and feel stuck in an untenable situation with uncertainty. Moreover, subject leaders are coordinators who oversee the curriculum-planning project within scope. In other words, they coordinate both team teachers' efforts and administrative resources. As Chen (2000) argues, there have been problems and constraints perceived by teachers involved in school-based curriculum development, such as lack of clear vision, cooperative understanding and administrative support. Based on Hui's reflection in her leadership, dealing with these shared concerns adds stress to her already full workload and affects her main task, teaching.

Indeed, heavy workload is one reason that makes the mandated curriculum change a subject leader's big worry. However, to achieve a team consensus could also be a challenging part for an inexperienced subject leader like Hui. For example, at the semi-monthly community meetings, it has concerned her team teachers more whether or not the change truly benefits students' learning since the formal preparation of school-based curriculum development was first announced. As she makes much effort to grow their understanding of curriculum design, she notices most of them do not capture the whole picture of it. The cause of it is attributed to a lack of deep conversations. Much consensus seemed to be reached only on the basis of the pre-set targets determined by their school principal, so teachers in her team are simply not engaged in exploring possibilities. Even though Hui is intended to facilitate more meaningful team discussions, the curriculum-designing process does not permit a slower pace when there is time pressure. Addressing teachers' self-doubt and their underlying pessimism on the curriculum team leads to Hui's energy drains, and hence leadership burnout. A pressing problem has surfaced that why the curriculum change does not resonate with these team teachers.

To address this concern, Dinham (2000) notes that it is not the change per se posing threats to teachers or schools, but the hasty introduction of it. With no commitment, adequate resources and correct understanding, teachers are left isolated in fighting against the rushing education change. The phenomenon, called "innovation overload" (Fullan, 2001), shows that teachers' cynical acceptance, inner resistance and their disengagement from the change may coexist. Clement (2014) argues the school-oriented approach should be adopted to encourage teachers' thorough understanding of the change. The school and the teachers work together in the best interest of reform implementation and figure out ways to relate it to their specific context. Clement's suggestion has responded to Hui's evaluation of the school-based curriculum she builds up with her team. She describes it as a satisfying outcome while in an absence of their unique features. Hargreaves (2004) explains if teachers are allowed more time to shape the reform and form a belief, they are more likely to be responsible for the mandated changes and lead to a successful implementation of them. Thus, struggling for a shared vision could be time-consuming for the school, the subject leaders and the teachers. It is indeed a necessary part of school-based curriculum development process. Again, Hui's case echoes with Hargreaves' idea that a lack of established consensus might risk setting off a chain reaction. Subject leaders could be stuck in throes of burnout when leading a curriculum team composed of confused teachers. Without the support of the team, school-based curriculum design and planning will not be possible, and then all the reform efforts may just go in vain.

5.5. Value Conflict: Struggling with Conflict Resolution

Hui's account depicts her devastating emotional experience especially when she negotiates with the school principal, trying to resolve their differences of an ideal

curriculum planning. She feels restrained by institutional power that govern not only her teaching profession but also her lead role in the curriculum team. Rounds of negotiations with administrators plague her with self-doubt because the principal consistently overrules her suggestions or recommendations representative of all the team teachers. That makes her feel like an unqualified subject leader. In exploring possible solutions, she learns to manage feeling of disempowerment, as the situation and her level of teaching experience do not permit inappropriate emotional expression. She finds ways to address the concerns appropriately and avoid getting involved in conflicts with the principal. Without causes of conflict, she will not be emotionally distracted by devaluing and disempowering talks with the principal. Zembylas (2005), through a Foucauldian lens, indicates the identity formation is in relation to sociopolitical characters of one's emotional rules within the school culture. Hui's leadership identity comes to be constituted in the school context where she is emotionally engaged. Despite being self-critical, the negative aspects of emotional labor assist in constructing a subject leader's multiple identities.

In general, teachers' emotional experiences and political and moral dimension are inseparable issues (Kelchtermans, 1996; Nias, 1996; Zembylas, 2003). Zembylas (2003) has emphasized complexity of teacher emotion and that: "emotion and self are inextricably bound". Zembylas' (2004) research also indicates how teachers' teaching and personal experiences interact with power and politics in a school organization. Studies of Zembylas (2004; 2005) give a vivid picture of a single teacher's exploration of transforming emotions and identities in her teaching context. Yet, Hui's case of the present study, though with an emphasis on the education reform context, has provided a similar dynamic process of a newly appointed teacher-leader's identity formation and emotion change. The process shows the subject leader goes through a nervous breakdown, struggles with various identities and then embraces the final

74

reconstruction of identity in the particular context of school-based curriculum development. Her affective experiences of emotion imply the negative interplay of her self-beliefs and the principal-teachers power relationship. These expressions shape how she views herself not only as a subject leader but also as a mediator in conflicts with the principal when she holds opposite opinions on curriculum design and planning. Zembylas (2003) describes it as "value conflicts", in which institutions exercise power over teachers' emotional responses to "normalize" the expression of emotions. Following Zembylas' call for ways to help teachers overcome emotional rules, Shapiro (2010) points out resistance to teachers' demonstration of vulnerability may only reinforce the myth of "model teachers" and deprives of their channels to negotiate truths and develop higher solidarity. Shapiro's discussion on vulnerability signals resonates with Hui's story. The case of Hui casts a light on how acts of emotional expression are interwoven with multi-faceted teacher identity. This interaction may not happen simply in an educational setting. Hui's struggles explain how teachers' emotion change and their professional identity reconstruct in a reform context, which is embedded with a complex interplay between curriculum development and power relations in school.

In addition to the potential power struggle, the findings illustrate a novice subject leader's inclination to disapprove of displaying negative emotions as well as expressing unpopular opinions in public. There is the cultural difference between the ways that Asian teachers communicate with the superordinate administrators and that for Western teachers. In such a case, Asian teachers carefully regulate their expression of emotion in order to avoid conflicts in harmonious relationships (Bond, 1993; Qu & Zhang, 2005; Lee and Yin, 2011). Due to the cultural emphasis on conformity and stability, teachers tend to hide their inner feelings and suppress overt signs of negative emotions, such as worry, stress, anger, dissatisfaction or unhappiness. Lee and Yin

(2011) further point that deliberate self-regulation of emotions and behaviors allow teachers to maintain harmony in social hierarchies. Whether or not they wholeheartedly accept the reform policy, most teachers fake obedience and conceal criticism. It has been concluded that Chinese teachers' fear of "losing face" would result in a consensus on leaving their doubts unspoken (Lee & Yin, 2011). The lingering fear could keep teachers from fully expressing themselves while being interviewed.

Yet in Hui's situations, the interview provides an emotional outlet and an opportunity to disclose the hidden feelings and unsaid thoughts. Her reflections remark that an early career teacher who takes on the role of subject leader might consider tolerance and forbearance as a means of self-protection. Conflicts are not root cause of fear, but the time costs and energy costs are. Subject leaders do not think it is worth the effort to resolve conflicts because they could probably get themselves trapped in endless rounds of meetings and discussions. These are all additional administrative duties, which they are unwilling to take on. If an honest and open conversation may only bring more new challenges, or unexpected chaos, to them, the most reasonable solution will be not to take any risks. Therefore, subject leaders' tendency to adopt a low profile on communication issues relative to the administrative superordinate actually reveals their escape from "negotiation overload". The opposite viewpoints could only disturb the calmness in the balanced hierarchies and bring more problems up.

5.6. Identity Crisis: Struggling with Bureaucracy and Parallel Negotiations

According to Hui's reflection for the last time, she supposes she may have run the tasks more smoothly if she had smartly assigned them to her fellow teachers. For

example, some teachers are good at writing lesson plans, but teaching material editing may be their weaknesses. Some are able to come up with fantasy learning activities, while their methods of presentation might be terribly inadequate. That is to say, based upon her good knowledge of each individual's skills and abilities, she could have chosen a qualified person who performs specific kinds of task better. Drawing on the study of Baviskar (2019), the idea of teachers' "creaming" behaviors among their students echoes with Hui's selection of teachers in her team. To a subject leader responsible for curriculum design, development and implementation, it is a rational choice to pick out only the suitable candidates instead of random assignment. The favored ones deserve a higher degree of trust because the superiors believe they will reach preferable outcomes in terms of "bureaucratic success criteria". With the pressure in succeeding the criteria, Hui does not stay out the effects of creaming. Likewise, she is the victim of creaming as the school principal usually singles her out and allocates her excessive work. When the superiors apparently go beyond the call of expectation, the obedient teachers suffer from overload. Those teachers acting as a model to look up often do more than what others are minimally required to and bear greater responsibilities.

Subject leaders perceive considerable pressure from unrelenting negotiation of dilemmas besides bureaucratic allocation in a fair manner. In Hui's working environment, she confronts pressure whether she should give priority to administrative requirements or to teaching proficiency. Meanwhile, she struggles to decide which party she should speak for, to benefits of English teachers, subject colleagues, administrators or the school principal. Whether she has made a right decision at that moment, it does not solve underlying problems. Similar scenarios at school are conceptually equivalent to a subject leader's survival. According to van den Berg (2002), he attaches an importance of a dynamic aspect of what teachers have

77

encountered at workplace and how their experiences interact with the social, cultural, and institutional environment, in which they have been going through their daily challenges. That assumption stands for different faces of subject leaders' emotions and their struggles to find a suitable identity, as depicted in Hui's case. The side a subject leader has chosen to represent can reflect the interplay of personal and professional identities and situational demands. In the end, a subject leader's values shape an image of "good society" (Woods, Jeffey, Troman and Boyle, 1997). Kelchtermans (1993) argues this set of values is congruent with one's self-image, self-esteem, job-motivation, task perception and future perspective.

Furthermore, Hui's case emphasizes the need for school leaders to create the climate of trust that cultivates open communication (Harris, 2004; Darby, 2008; Shapiro, 2010). Price el al. (2015) state the role of principals in principal-teacher relationships "strongly and directly affect teachers' attitudes", which defines the schooling climate and school effectiveness. To reach genuine consensus on curriculum reform, facilitating relationships in school is what cannot afford to be ignored. It is vital for school principals to build and sustain a climate of trust in teams of teachers responsible for curriculum development. Trust allows transparency in allocating work, openness in communication and vulnerability among teachers. Thus, schools need to foster an atmosphere in which teachers have opportunities to express their vulnerability, fear, insecurity. Lastly, school principals and superordinate administrators should be respectful to subject leaders' as well as their team teachers' negative emotional responses to the reform process. Cowie's (2011) findings remark both positive and negative emotions can be a fundamental aspect of teachers' interaction with their students, colleagues and institutions. To maintain teachers' enthusiasm, it is significant to encourage them to properly express and deal with their negative feelings in response to their teaching and institutional contexts. Consistent

78

with Cowie's suggestions, Lee and Yin (2011) also claim emotional safety is of primary importance in curriculum reform. Their comments echo the claim of Harris (2004): "An essential aspect of successful change is the optimal development of inter-personal and emotional energy"

.

CHAPTER 6

CONCLUSION

This paper has investigated how emotions of the English teacher, who takes on the additional subject leadership role, play a part within the present context of curriculum reform. The aim of the study is also to provide a vivid picture of the dynamic interaction between an individual subject leader's emotion change and professional identities in the curriculum development process. To explore these issues, a junior high school teacher, Hui, is selected and interviewed. This study illustrates the struggles of a single teacher, who is in charge of a subject leader as well as a curriculum designer. Hui's case depicts the journey from struggle to strength, in which Hui's emotional experiences and professional identities shape her work and personal life. She has acted as a reform enthusiast, full of energy and passion, whereas bureaucratic tasks accompanied by the curriculum planning gradually increase her share of burden, disengagement and level of negative emotions, all leading to the emotional labor and teacher burnout. She is under the tension between her leadership role as a curriculum designer and expectations associated with her professional identities or the principal's ideals.

The results show a subject leader's personal conception of how she experiences feelings of negative emotions, such as anxiety, anger and stress when dealing with the school's bureaucracies and deadline-driven tasks. Faced with over-flowing to do lists, she also manages to balance multiple roles in school as a team leader, English teacher, and curriculum planner. The balancing act heightens her work pressure. To perform all

the tasks in tight deadlines, she stays stuck in vicious cycles of anxiety, low job satisfaction and self-incompetence. These concerns wear her down and may have threatened how she interpreted curriculum changes. Furthermore, Hui's case analysisreveals a teacher is surviving or confronting any personal struggles with curriculum development, while loneliness, discouragement and fear could be most parts of the journey. A meaningful exploration of these hidden emotions will locate in which specific context negative emotions are triggered. The case indicates it is valuable to understand how power of emotions transforms a subject leader's experiences in planning and designing school-based curriculum. That implies recognizing subject leaders' emotion in school contexts and creating the emotion connection with curriculum development lay the foundation for their ultimate realization of school changes. Rather than overemphasizing unrealistic optimism, to acknowledge presence of negative emotions in education will help pave roads to a more promising future to reach reform objectives. The struggling teachers who carry the burden of subject leadership are making a new epoch; they may move slowly but at least steadily towards their self-understanding and realization of the current curriculum reform.

Pedagogical Implications of the Study

The main implication of the study is to demonstrate the dynamic process of a subject leader's emotion change, the interference of negative feelings in individual lives and one's own perception of professional identities in an educational reform context. The analysis of Hui's case also reveals the socio-emotional climate within a school is closely correlated with subject leaders' personal well-being and their commitment and hence it has profound influence on the success of achieving fundamental curriculum changes. Instead of being cynical followers in reform

movements, subject leaders have to be considered as facilitators of curriculum change. Given the fact that these leader-teachers play a key role in reform success, it is worth acknowledging the importance of their interpretation of educational change and emotional responses to it. As it has been suggested, creating emotional warmth and safety makes it capable of building better working conditions. Additionally, for an effective implementation of New Curriculum Guidelines in school, there should be lines of consistent communication and negotiated conflict resolution among the principal, administrators and subject leaders. The more they communicate with one another, the more effective they can be in close collaboration towards positive school outcome. Open dialogues will then encourage frontline subject leaders to make bold decision in uncertain situations. That may affect how much they are willing to take risks of challenges, which is crucial to the overall curriculum development.

Furthermore, Hui's case has shown an exploration of a subject leader's emotional self-disclosure within the context of curriculum reform. Though most individuals may tend to be reserved, keeping a lid on their negative feelings, interestingly, Hui remains open about her raw emotion and expresses more negative emotions than positive ones. Her disclosure corresponds to the following ways advocate for teachers' redefinition of emotional labor, for example, journaling an emotion diary, attending workshops to share their stories of struggle and discussing work problems with sophisticated, experienced subject leaders to find the best way to handle it. Leader-teachers should be encouraged to articulate internal emotional experiences in various situations that evoke their strong feelings. By understanding details of what the "problem" is, more workshops on related issues can be conducted for unprepared novice subject leaders like Hui. It is also expected mentoring has the potential to prepare the novices for not only the work of school-based curriculum development but tactics to communicate their needs with the principal, administrators and colleagues. Concrete suggestions

and mental support can be provided instantly when those with difficulties adapting to their new leadership roles and responsibilities are feeling low. With mentors' wealth of experience and expertise, inexperienced subject leaders will be able to move from novice to master level in their ability to manage negative emotions, promote effective teamwork and deal with assigned missions and difficult people in the context of educational reform.

For Those Involved in the Curriculum Reform

Since Hui's story reveals a teacher-leader would be a subject to pressure from many different sources, it shed light on the importance of building a better partnership between subject leaders and those involved in school curriculum change. These people, precisely described in Hui's case, are the school principal, administrators and team teachers. Firstly, entrusted with the leadership role, the school principal is responsible for creating a positive working environment where either workload or reward on subject leaders and fellow teachers are fairly balanced. Moreover, to makes all newly appointed teacher-leaders ready for subject leadership position, it is significant the principal shows understanding of a novice's struggles and ensures receive adequate advice and guidance prior to any anticipating problems. Secondly, school administrators can assist subject leaders in coordinating or managing bureaucratic tasks. That might help leader-teachers' administrative tasks flow more easily, minimize the bureaucratic burden placed on them and hence stay organized at each phase of their curriculum development work. Most importantly, curriculum team teachers should also be more connected with their subject leaders, for they are needed to provide both practical and emotional support. Veteran teachers in the curriculum team, who act as more critical, experienced practitioners, can pass on their knowledge and wisdom to the subject leader and the less experienced teachers. With their sharing, it will be more likely for subject leaders to create a positive team culture, where actual

interactive brainstorming sessions can be encouraged. To sum up, a unified vision, direction and goals of the principal, administrators, team teachers and subject leaders is a prerequisite for the success to build school-based curriculum. Not efforts on any single aspects can be neglected in the reform context.

The Principal's Role and Responsibilities in Curriculum Reform

Specifically, the analysis of Hui's case illustrates that it is important for school principals to cultivate positive school culture and climate that ensure better and healthier working environments for frontline teachers as well as subject leaders. The study of Collie, Shapka and Perry (2011) has provided evidence that a positive school climate predicts greater teacher commitment. Whereas school heads do have a major role to play in shaping it, they may not recognize how their actions affect teachers and administration and then fail to make any changes in their guidance. According to Pepper and Thomas (2002), the transformational leadership style determines the tremendous effects of building the school's climate. It is important for principals to be fully aware of their responsibilities to promote a positive school climate. Provided with a safe, welcoming and supportive environment, teachers will be more likely to commit themselves to offer high quality school-based curriculum and confront the challenges to implementation of the reform.

Limitation of the Study and Direction for Future Research

In the current study, there might still be room for further enhancement. The study has several potential limitations. First, Hui's account of negative emotions explains only a single case of the younger generation with fewer years of teaching experience. It may set limits to represent teachers' emotion change and their professional identities in the reform context. Some might not resonate with Hui's emotional interpretations or experience such extreme stress and anxiety like her when facing

85

changes brought by the emergence of New Curriculum Guidelines. Teachers across different generations could have an alternative interpretation and their own positive coping strategies to handle reform-related stress. Second, data analysis and interpretation is limited to mainly two types of data—narrative and interview—due to scheduling difficulties in only one year. Given that the emotion change and its interaction with professional identities are an ongoing process, it is anticipated that the future study conducts a longitudinal research design. Lastly, despite the relatively large number of studies on professional identity and teacher emotion, there is still uncertainty regarding the sociocultural context in Taiwan. Future studies should therefore focus on diversity of cultural context, which would help achieve a comprehensive understanding of teachers' conception of educational reform in Taiwan. As a deeper understanding develops, it is more likely to explore interaction process of teacher emotion and identities in great depth and complexity.
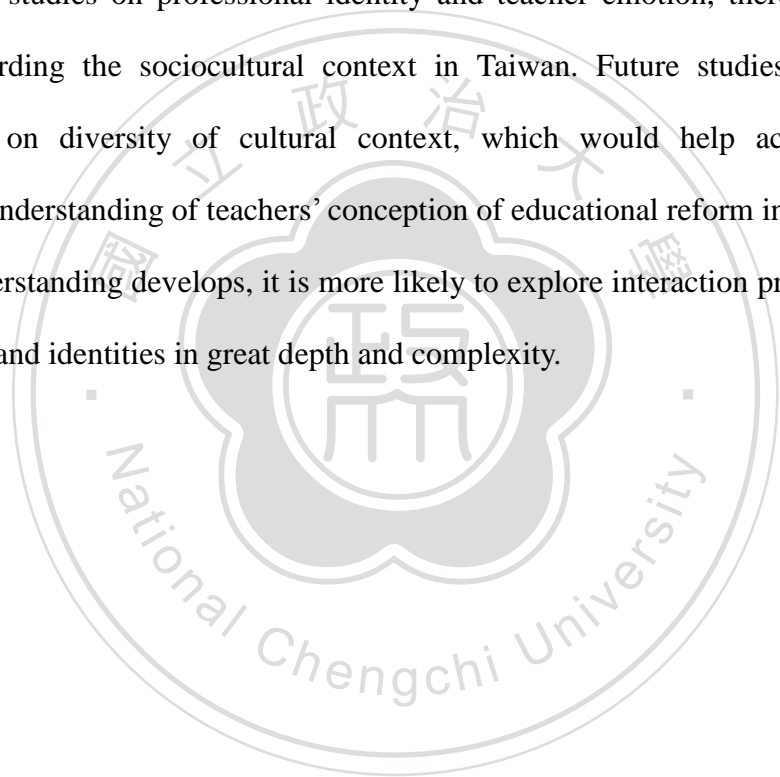
REFERENCES

Acker, S. (1999). *The Realities of Teachers' Work: Never a Dull Moment.* London: Cassell.

Akın, U., Aydın, İ., Erdoğan, Ç., & Demirkasımoğlu, N. (2013). Emotional labor and burnout among Turkish primary school teachers. *The Australian Educational Researcher,* 41(2), 155-169.

Assunção Flores, M. (2005). Teachers' views on recent curriculum changes: Tensions and challenges. *Curriculum journal,* 16(3), 401-413.

Ball, S. J., Ball, S., Goodson, I. F., & Goodson, I. (2002). *Teachers' lives and careers.* London: Falmer Press.

Balyer, A. (2012). Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions. *International Online Journal of Educational Sciences,* 4(3), 581-591.

Baviskar, S. (2019). Who Creams? Explaining the Classroom Cream-Skimming Behavior of School Teachers from a Street-Level Bureaucracy Perspective. *International Public Management Journal,* 22(3), 524-559.

Bazeley, P. (2009). Analysing qualitative data: More than 'identifying themes'. *Malaysian Journal of Qualitative Research,* 2(2), 6-22.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education,* 39(2), 175-189.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education,* 20(2), 107-128.

Bond, M. H. (1993). Emotions and their expression in Chinese culture. *Journal of Nonverbal Behavior,* 17(4), 245-262.

Bottiani, J. H., Duran, C. A., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36-51.

Britzman, D. P. (1998). *Lost subjects, contested objects: Toward a psychoanalytic inquiry of learning.* Albany: State University of New York Press.

Bullock, S. M. (2013). Learning to teach and the false apprenticeship: Emotion and identity development during the field experience placement. In M. Newberry, A. Gallant & P. Riley (Eds.), *Emotion and school: Understanding how the hidden curriculum influences relationships, leadership, teaching and learning* (pp. 119-140). Bingley, UK: Emerald.

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2011). Profiling teachers' sense of professional identity. *Educational Studies,* 37(5), 593-608.

Carnoy, M., & Rhoten, D. (2002). What Does Globalization Mean for Educational Change? A Comparative Approach. *Comparative Education Review,* 46(1), 1-9.

Carspecken, F. P. (2013). *Critical ethnography in educational research: A theoretical and practical guide.* New York: Routledge.

Chen, H. L., & Chung, J. (2000). The implementation of school-based curriculum development. School improvement in Taiwan: Problems and possibilities. Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement, Hong Kong, China.

Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education*, 55, 68-77.

Chen, J. K., & Astor, R. A. (2008). Students' reports of violence against teachers in Taiwanese schools. *Journal of School Violence,* 8(1), 2-17.

Clement, J. (2014). Managing mandated educational change, *School Leadership & Management,* 34(1), 39-51.

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies,* 31(6), 711-726.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The impact of school climate and social–emotional learning. *Psychology in the Schools,* 48(10), 1034-1048.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology,* 104(4), 1189-1204.

Cooper, K., & Olson, M. (1996). The multiple 'I's' of teacher identity, in M. Kompf, T. Boak,W. R. Bond & D. Dworet (Eds) *Changing research and practice: teachers' professionalism, identities and knowledge,* 78-89. London: Falmer Press.

Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education,* 27(1), 235-242.

Damasio, A. R. (1996). The somatic marker hypothesis and the possible functions of the prefrontal cortex. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences,* 351(1346), 1413-1420.

Datnow, A., Hubbard, L., & Mehan, H. (1998). *Educational reform implementation: A co-constructed process* (Technical report). Santa Cruz, CA: University of California, Center for Research on Edu-cation, Diversity, and Excellence

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. Pedagogy. *Culture & Society,* 16(1), 7-23.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education,* 21(5), 563-577.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal,* 32(4), 601-616.

Den Brok, P., van der Want, A., Beijaard, D., & Wubbels, T. (2013). The interpersonal dimension in the classroom: a model of teachers' interpersonal role identity, appraisal and teacher-student relationships. In M. Newberry, A. Gallant, & P. Riley (Eds.), *Emotion and school: understanding how the hidden curriculum influences relationships, leadership, teaching, and learning* (pp. 141-159). UK: Emerald.

Dinham, S. (2000). Teacher satisfaction in an age of change. In S. Dinham & C. Scott (Eds.), *Teaching in context* (pp.18-35). Camberwell: ACER.

Dixon, T. (2012). "Emotion": The history of a keyword in crisis. *Emotion Review,* 4(4), 338-344.

Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology,* 51(1), 665-697.

Emmer, E. T. (1994). Teacher emotions and classroom management. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Farouk, S. (2010). Primary school teachers' restricted and elaborated anger. *Cambridge Journal of Education,* 40(4), 353-368.

Fried, L., Mansfield, C., & Dobozy, E. (2015). Teacher emotion research: Introducing a conceptual model to guide future research. *Educational Research,* 25(4), 415-441.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform (Vol. 10).*

London: Falmer Press.

Fullan, M. (2007). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Fullan, M. G. (1993). Why teachers must become change agents. *Educational*

Leadership, 50, 12-12.

Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education.

Review of Research in Education, 25(1), 99-125.

Golombek, P., & Doran, M. (2014). Unifying cognition, emotion, and activity in

language teacher professional development. *Teaching and Teacher Education,* 39,

102-111.

Götz, T., & Hall, N. C. (2013). Emotion and achievement in the classroom. In J.

Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp.

192-195). New York: Routledge.

Gross, J. J., & Feldman Barrett, L. (2011). Emotion generation and emotion regulation:

One or two depends on your point of view. *Emotion Review,* 3(1), 8-16.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record,*

103(6), 1056–1080.

Hargreaves, A. (2004). Inclusive and exclusive educational change: Emotional

responses of teachers and implications for leadership. *School Leadership &*

Management, 24(3), 287-309.

Hargreaves, A. (2005). Educational change takes ages: Life, career and generational

factors in teachers' emotional responses to educational change. *Teaching and*

Teacher Education, 21(8), 967-983.

Harris, B. (2004). Leading by heart. *School Leadership & Management,* 24(4),

391-404.

Høigaard, R., Giske, R. & Sundsli, K. (2011). Newly qualified teachers' work
engagement and teacher efficacy influences on job satisfaction, burnout, and the
intention to quit. *European Journal of Teacher Education,* 35(3), 347-357.

Hollway, W., & Jefferson, T. (2000). *Doing Qualitative Research Differently: Free
Association, Narrative and the Interview Method.* London: Sage.

Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay?
Understanding teacher resilience through psychological lenses. *Teachers and
Teaching: Theory and Practice,* 18(4), 417-440.

Huberman, A. M., Grounauer, M. M., & Marti, J. (1993). *The lives of teachers.* New
York: Teachers College Press.

Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions,
and emerging issues. *Annual Review of Psychology,* 60(1), 1-25.

Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions,
activation, and regulation. *Emotion Review,* 2(4), 363-370.

J.W. Little. (1996). The emotional contours and career trajectories of (disappointed)
reform enthusiasts. *Cambridge Journal of Education,* 26 (3), 345-359.

Kaufmann, D., Johnson, S. M., Kardos, S. M., Liu, E., & Peske, H. G. (2002). "Lost
At Sea": New Teachers' Experiences with Curriculum and Assessment. *Teachers
College Record,* 104(2), 273-300.

Kelchtermans, G. (1993). Getting the story, understanding the lives: From career
stories to teachers' professional development. *Teaching and Teacher Education,*
9(5-6), 443-456.

Kelchtermans, G. (1996). Teacher vulnerability: Understanding its moral and political
roots. *Cambridge Journal of Education,* 26(3), 307-323.

Kelchtermans, G. (2005). Teachers' emotions in educational reforms:

Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education, 21*(8), 995-1006.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899-916.

Laurenceau, J. P., Barrett, L. F., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology, 74*(5), 1238-1251.

Lee, J. C. K. & Yin, H. B. (2011). Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. *Journal of Educational Change, 12*(1), 25-46.

Leithwood, K., & Beatty, B. (2008). *Leading with teacher emotions in mind.* Thousand Oaks, CA: Sage.

Levin, B. (1998). An Epidemic of Education Policy: (What) Can We Learn from Each Other? *Comparative Education, 34*(2), 131-141.

Linnenbrink, E. A., & Pintrich, P. R. (2002). Achievement goal theory and affect: An asymmetrical bidirectional model. *Educational Psychologist, 37*(2), 69-78.

Lipsky, M. (2010). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service.* New York: Russell Sage Foundation.

Liu, Y., & Xu, Y. (2011). Inclusion or exclusion?: A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education, 27*(3), 589-597.

Macdonald, D. (2003). Curriculum change and the post-modern world: Is the school curriculum-reform movement an anachronism?. *Journal of curriculum studies, 35*(2), 139-149.

Melucci, A. (1996). *The playing self: Person and meaning in the planetary society.* Cambridge: Cambridge University Press.

Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review, 18*(4), 377-390.

Ministry of Education. (2014). Curriculum Guidelines of 12-Year Basic Education: General Guidelines. https://cirn.moe.edu.tw/Upload/file/946/70456.pdf

Mishler, E. G. (1999). *Storylines: Craft artists' narratives of identity.* Cambridge, MA: Harvard University Press.

Mitchell, A. (1997). Teacher Identity: A Key to Increased Collaboration. *Action in Teacher Education, 9*(3), 1-14.

Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education, 26*(3), 293-306.

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education, 24*(1), 117-126.

Olibie, E. (2013). Emergent global curriculum trends: Implications for teachers as facilitators of curriculum change. *Journal of Education and Practice, 4*(5), 161-167.

Parker, P. D., Martin, A. J., Colmar, S. & Liem, G. A. (2012). Teachers' workplace wellbeing: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. *Teaching and Teacher Education, 28*(4), 503-513.

Parrott, W. G. (Ed.). (2001). *Emotions in social psychology: Essential readings.* Philadelphia: Psychology Press.

Peker, B. G. (2010). A study of emotion in Turkish teacher education: Task appraisal styles. *Egitim Ve Bilim-Education and Science,* 35(157), 100-112.

Pekrun, R. (2005). Progress and open problems in educational emotion research. *Learning and Instruction,* 15(5), 497-506.

Pepper, K., & Thomas, L. H. (2002). Making a change: The effects of the leadership role on school climate. *Learning Environments Research,* 5(2), 155-166.

Pini, B., Price, R., & McDonald, P. (2010). Teachers and the emotional dimensions of class in resource-affected rural Australia. *British Journal of Sociology of Education,* 31(1), 17-30.

Price, H. E., Moolenaar, N. M., Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration,* 53(1), 66-92.

Priestley, M., Biesta, G., & Robinson, S. (2013). Teachers as agents of change: Teacher agency and emerging models of curriculum. In M. Priestley, G. J. J. Biesta, & S. Robinson (Eds.), *Reinventing the curriculum: New trends in curriculum policy and practice* (pp. 187-206). London: Bloomsbury.

Qu, R., & Zhang, Z. (2005). Work group emotions in Chinese culture settings. *Singapore Management Review,* 27(1), 69–86.

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy,* 16(2), 149-161.

Sachs, J. (2003). *The activist teaching profession (Vol. 33).* Buckingham: Open University Press.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo & M. Kompf (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Oxford: Routledge.

Schultze, U., & Avital, M. (2011). Designing interviews to generate rich data for information systems research. *Information and Organization,* 21(1), 1-16.

Schwandt, T. A., Lincoln, Y. S., & Guba, E. G. (2007). Judging interpretations: But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Evaluation,* 114, 11-25.

Seifert, T, (2004). Understanding student motivation. *Educational Research,* 46(2), 137-149.

Shapiro, S. (2010). Revisiting the teachers' lounge: Reflections on emotional experience and teacher identity. *Teaching and Teacher Education,* 26(3), 616-621.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information,* 22(2), 63-75.

Skilbeck, M. (1984). *School-based Curriculum Development.* London: Harper & Row.

Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *Tesol Quarterly,* 50(3), 631-654.

Stake, R. E. (2005). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 443-466). Thousand Oaks, CA: Sage.

Sutton, R., & Wheatley, K. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review,* 15(4), 327-358.

Tsouloupas, C. N., Carson, R. L., Matthews, R., Grawitch, M. J. & Barber, L. K. (2010). Exploring the association between teachers' perceived student misbehaviour and emotional exhaustion: The importance of teacher efficacy beliefs and emotion regulation. *Educational Psychology,* 30(2), 173-189.

Tugade, M. & Fredrickson, B. (2007). Regulation of positive emotions: Emotion

regulation strategies that promote resilience. *Journal of Happiness Studies,* 8(3),

311-333.

Tummers, L. G., V. Bekkers, E. Vink, and M. Musheno. (2015). "Coping during

Public Service Delivery: A Conceptualization and Systematic Review of the

Literature." *Journal of Public Administration Research and Theory,* 25(4),

1099-1126.

Vähäsantanen, K., & Eteläpelto, A. (2011). Vocational teachers' pathways in the

course of a curriculum reform. *Journal of Curriculum Studies,* 43(3), 291-312.

van den Berg, R. (2002) Teachers' Meanings Regarding Educational Practice. *Review

of Educational Research,* 72(4), 577-625.

Van Maele, D., & Van Houtte, M. (2015). Trust in school: a pathway to inhibit teacher

burnout?. *Journal of Educational Administration,* 53(1), 93-115.

van Veen, K., & Sleegers, P. (2006). How does it feel? Teachers' emotions in a context

of change. *Journal of Curriculum Studies,* 38(1), 85-111.

van Veen, K., & Sleegers, P. (2009). Teachers' emotions in a context of reforms: To a

deeper understanding of teachers and reforms. In P. A. Schutz & M. Zembylas

(Eds.), *Advances in teacher emotion research: The impact on teachers' lives* (pp.

233-251). Dordrecht, The Netherlands: Springer.

van Veen, K., Sleegers, P., & Van de Ven, P. H. (2005). One teacher's identity,

emotions, and commitment to change: A case study into the cognitive–affective

processes of a secondary school teacher in the context of reforms. *Teaching and

Teacher Education,* 21(8), 917-934.

Veen, K. V., & Lasky, S. (2005). Emotions as a lens to explore teacher identity and

change: Different theoretical approaches. *Teaching and Teacher Education,* 21(8),

895-898.

Watson, D., Clark, L., & Tellegen, A. (1988). Development and validation of brief measures. *Journal of Personality and Social Psychology,* 54, 219-335.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching.* London: Routledge.

Winograd, K. (2003). The functions of teacher emotions: The good, the bad, and the ugly. *Teachers College Record,* 105(9), 1641-1673.

Woods, P., & Jeffrey, B. (2002). The reconstruction of primary teachers' identities. *British Journal of Sociology of Education,* 23(1), 89-106.

Woods, P., Jeffey, R. J., Troman, G., & Boyle, M. (1997). *Restructuring Schools, Reconstructing Teachers.* Buckingham: Open University Press.

Zembylas, M. (2003a). Caring for teacher emotion: Reflections on teacher self-development. *Studies in Philosophy and Education,* 22(2), 103-125.

Zembylas, M. (2003b). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching,* 9(3), 213-238.

Zembylas, M. (2004). The emotional characteristics of teaching: An ethnographic study of one teacher. *Teaching and Teacher Education,* 20(2), 185-201.

Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education,* 21(8), 935-948.

Zembylas, M., Charalambous, C., Charalambous, P., & Kendeou, P. (2011). Promoting peaceful coexistence in conflict-ridden Cyprus: Teachers' difficulties and emotions towards a new policy initiative. *Teaching and Teacher Education,* 27(2), 332-341.

APPENDICES

Appendix A *Written Survey*

- 姓名：＿＿＿＿＿＿＿＿

- 年齡：＿＿＿＿＿＿＿ 歲

- 工作年資：＿＿＿＿＿＿＿ 年

- 最高學歷：(學校名稱)＿＿＿＿＿＿＿(系所名稱)＿＿＿＿＿＿＿

- 請簡述你的英語教學經歷(例如：曾擔任家教、學校教師、英語活動負責人)。

- 是否有課程設計的經驗 (例如：學校、社團課程)？請簡述課程名稱及內容。

- 求學階段是否曾修習過相關課程？如果有，請簡述課程名稱及內容。

- 工作階段是否曾參加過相關研習？請簡述研習主題及內容。

Appendix B *Stage One Semi-structured Interview Protocol*

Lead-off Questions

我們先從新課綱的實施開始談起，你有參加過類似主題的研習嗎？當時為什麼會想去參加？

Let's start from the implementation of new Curriculum Guidelines. Have you ever attended any workshops on related topics? Why did you want to participate in this workshop?

Follow-up Questions

1. 所以你是因為什麼原因(自己想了解/因為某種因素而不得不)去參加的對吧？那你的感想如何？研習結束後，有什麼特別印象深刻的地方嗎？

   So, you participated in the workshop voluntarily/because of… What's your reflection on the workshop? What impressed you the most?

2. 回想一下你知道自己要設計學校的彈性課程的那一刻，當時是誰告訴你這件事，而你還記得自己當下的直覺反應是什麼嗎？為什麼是你要負責設計呢？

   Recall the exact moment when you knew you would be responsible for the school-based curriculum design. How did you react to it? Why are you the one assigned to the task?

3. 所以主要是因為要擔任領召(領域召集人)嗎？那領召是怎麼決定的？你對於這個輪流的方式想法如何？覺得公平嗎？(有嘗試想改變嗎？)

   You are responsible for the curriculum design because you take up the position of a subject leader, right? How was the order of turns decided? Do you think it is fair? (Have you ever thought of changing the order?)

4. 在開始實際上任前，你覺得領召是個怎麼樣的工作？你為什麼會這樣想？

   Before starting your new position, what do your thought of being a subject leader? What made you think so?

5. 平時開會時，你都扮演什麼樣的角色？會議中會有讓你自己感覺特別成功的一刻嗎？為什麼？當下是怎麼樣的情形？有讓你自己感覺特別挫敗的一刻嗎？你怎麼回應這個狀況？你有克服你的挫折感嗎？還有其他特別的時刻嗎？可以給我一些例子。

   Which role did you usually play at the meeting? What did you feel like the most successful moment in the meeting? Why? What happened? Was there any frustrating experiences? How did you deal with that situation? Did you overcome your frustration? Did you have any other moments that struck you? Please tell me about them.

6. 你想像中一個好的領召應該有怎麼樣的特質？描述一下你的個性和做事的風格。你覺得自己有類似的特質嗎？對於當領召，你給自己設定什麼目標？

   What are the qualities of a well-rounded subject leader in your viewpoint? Describe your personality and work style. Do you have similar vision qualities? What goals do you set yourself to be a qualified subject leader?

7. 聽起來你對於當個領召感覺蠻(正面/負面)的，是嗎？妳覺得為什麼會這樣？
   You sound more positive/negative about being a subject leader, right? Why?

8. 想像你接下來可能會遇到哪些讓你覺得當領召很開心的事情。現在很擔心可能會遇到的困難呢？有沒有其他類似的經驗？
   Imagine you were the subject leader and the things that would make you joyful, giving you pleasure. Are you worrying any possible difficulties? Did you have similar experiences?

9. 除了當領召之外，應該還有其他工作吧？可以描述一下你平常一天工作的時候大概是怎麼樣的情形？…事情蠻多的耶，這樣通常一整天下來你覺得處理哪些事情你比較放鬆，哪些讓你特別有壓力？那有哪些讓你最有成就感？哪些讓你即使做完還是很挫折？

Besides a subject leader, do you take on additional responsibilities in school? Describe your typical workday. What might happen? It seems that you have heavy workloads. Tell me about the works that are easier to be handled. What about the moments when you feel overwhelmed or overloaded at work? When do you have the feeling of achievement? When do you often find yourself feeling frustrated even with the work finished?

10. 你目前遇到最大的挑戰或問題可能是什麼？你打算怎麼克服目前遇到的困難？你最想得到怎麼樣的幫助？誰最有可能幫你？為什麼？妳預想最好的狀況可能是什麼？那最糟的呢？你會怎麼應對？有經歷過其他類似的事情嗎？

What are the major challenges/problems you have encountered? How will you overcome the difficulties you are faced with? What kind of support do you need? Who is most likely to help you? Why? What would be the best-case/worst-case scenarios you have ever imagined? How would you react? Have you had any other moment like this?

11. 如果接下課程設計這份工作，你覺得你目前的工作狀態可能會產生什麼改變？你認為最具挑戰性或關鍵的部份可能是什麼？你的想法是什麼？

Will taking on the task of curriculum design add up to big changes in your working state? What could be the most challenging or critical component? What do you think about it?

Appendix C *Stage Two Semi-structured Interview Protocol*

Lead-off Questions

1. *(只用於第二階段的訪談)*

   就你的觀察，你們之前開會的情形大概是怎麼樣的？今天的會議和之前有什麼不同嗎？

   (only for the semi-structured interview of stage two)

   In your point of view, what was a typical meeting like before? How was it different from today's meeting?

2. 從你們今天的會議說起吧！你們今天的主題是什麼？進展如何呢？

   Let's start with today's meeting! What's the topic of today's meeting? How's the meeting going today?

Follow-up Questions

1. 你覺得今天的會議有效率嗎？開會之前，你有先設定好會議目標？那麼妳覺得目前的進展和你預期的相同嗎？(相同)那很好呀，能達到預期的目標你感覺如何？(不同)那妳覺得為什麼進度會跟不上呢？有什麼事讓你們無法進展下去嗎？你在會議討論過程中有觀察到什麼特別的事情嗎？

   Is the meeting effective? Did you establish any objective or outcome for today's meeting? Did you achieve a desired outcome? (Yes) How do you feel when the outcomes meet your expectation? (No) What made today's meeting ineffective? What was stopping you from making any progress? Have you noticed anything out of the ordinary or at the meeting?

2. 你和老師們討論的過程中，最讓你印象深刻的一件事是什麼？跟誰有關？為什麼你會特別在意這件事/這個人？那你當時感覺如何？(當時你有感覺自己對這個狀況的情緒起伏很大嗎？)

103

What impressed you the most in your discussion? Who was involved? Why did this thing/person concern you a lot? How did you feel at the moment? (Did you feel yourself beginning to respond emotionally to the situation?)

3. 這次會議中有讓你自己感覺特別成功的一刻嗎？為什麼？當下是怎麼樣的情形？有讓你自己感覺特別挫敗的一刻嗎？你怎麼回應這個狀況？你有克服你的挫折感嗎？還有其他特別的時刻嗎？可以給我一些例子。

What did you feel like the most successful moment in the meeting? Why? What happened? Was there any frustrating experiences? How did you deal with that situation? Did you overcome your frustration? Did you have any other moments that struck you? Please tell me about them.

4. 你目前遇到最大的挑戰或問題可能是什麼？你打算怎麼克服目前遇到的困難？你最想得到怎麼樣的幫助？誰最有可能幫你？為什麼？妳預想最好的狀況可能是什麼？那最糟的呢？你會怎麼應對？有經歷過其他類似的事情嗎？

What are the major challenges/problems you have encountered? How will you overcome the difficulties you are faced with? What kind of support do you need? Who is most likely to help you? Why? What would be the best-case/worst-case scenarios you have ever imagined? How would you react? Have you had any other moment like this?

5. 會不會有意見不合的時候？這時候身為領召，你要怎麼辦？當下你的感受又是什麼？

Did you sometimes have different opinions in the meeting? As a subject leader, how did you deal with differences in opinion? How did you feel about the disagreement?

6. 你今天談的一些問題，例如：…，如果你今天不是召集人，你的想法跟現在可能有什麼不同嗎？為什麼？有其他類似的經驗嗎？

We have talked about many aspects involved in the meetings. If you were not a subject leader, would you behave or think differently? Why? Did you have a similar experience?

Appendix D *Stage Three Semi-structured Interview Protocol*

Lead-off Questions

1. 我們已經討論過不少關於你課程發展階段中發生的事情。現在課程發展階段
    快到尾聲了，你對於你們最後一次會議有什麼結論嗎？

    We have talked about several things that happened to you while you are

    developing the school-based curriculum. Now the curriculum development has

    finally come to the end. Is there any certain part of that you want to comment on

    at your last meeting?

2. 這幾個月的學校生活，對你最重要的事件有那些呢？

    In the past few months, what are the most important events in your school life?

3. 這段過程中，你覺得自己做得最滿意的一件事是什麼？你有覺得那可能是你
    感覺最成功的一刻嗎？有沒有你想要改變或維持的地方？為什麼？

    During this period, what is the most rewarding thing that you have ever done?

    Does it capture what you perceive as the most successful or highlight moment?

    What would you like to keep or change? What made you do so?

Follow-up Questions

1. 在前面討論的會議中，對你而言最印象深刻的一件事是什麼？最印象深刻的
    人呢？為什麼？如果再重新來一次，你會想做出任何改變嗎？有哪些層面是
    你認為特別重要的？

    In previous meetings, what is the most unforgettable event that happened to you?

    Is there anyone involved that makes you impressive as well? Why? Would you

    change anything major if you were given the second chance? Have you come to

    value any aspects?

2. 有什麼事情讓你特別開心/有成就感？有什麼事會讓你特別難過/困擾/挫折/
    生氣？可以給我一些具體的例子嗎？當你陷入負面情緒時，你通常會怎麼做？
    你之前有類似的經驗嗎？

106

Do you notice anything that gives you happiness or sense of achievement? Is there anything that makes you sad/annoyed/frustrated/angry? Could you give me some specific examples? What will you do if you feel stuck in negative emotions? Do you have any other similar experiences?

3. 你還記得你在學期初對於當領召的想法嗎？你現在想法有任何改變嗎？

Do you still remember what you thought of being a subject leader at the beginning of the semester? Have you been aware of any change of your thoughts? Why made you think so?

回顧第一階段訪談 (Reflection on the interview of stage one)：

(1) 有了當領召的經驗，對現在的你而言，你覺得一個好的領召應該要有什麼樣的特質？你的個性和做事的風格適合嗎？你覺得自己有類似的特質嗎？你認為自己達到了什麼目標？你擔任領召這段經驗有沒有因此改變你的想法？

You have had the experience as a subject leader. In your viewpoint, what are the qualities of a well-rounded subject leader in your viewpoint? Do you find being a subject leader fit into your personality or work style? Do you have similar vision qualities? What goals have you achieved to be a qualified subject leader? Does your experience as a subject leader change any of your perspectives?

(2) 現在的你對於當個領召感覺蠻(正面/負面)的，是嗎？妳覺得為什麼？

You sound more positive/negative about being a subject leader, right? Why?

(3) **在當領召時**，你遇到哪些讓你覺得很開心的事情。遇到過哪些困難？有沒有其他類似的經驗？

When you were in a subject leader position, what were the things that would make you joyful, giving you pleasure. Did you get stuck on any problems? Have you ever had similar experiences?

(4) 可以描述一下在**當了領召之後**，你平常一天工作的時候大概是怎麼樣的情形？通常一整天下來你覺得處理哪些事情你比較放鬆，哪些讓你特別有壓力？那有哪些讓你最有成就感？哪些讓你即使做完還是很挫折？

Describe your typical workday after you take up the role of a subject leader. What might happen? Tell me about the works that were easier to be handled. What about the moments when you felt overwhelmed or overloaded at work? When did you have the feeling of achievement? When did you often find yourself feeling frustrated even with the work finished?

(5) **接下課程設計這份工作之後**，對你這學期的工作狀態最主要的影響是什麼？最具挑戰性或關鍵的部份是什麼？你的想法是什麼？

After taking on the task of curriculum design, what is the major influence on your working state this semester? What are the most challenging or critical component? What do you think about it?

(6) 你**曾經**遇到最大的挑戰或問題是什麼？你怎麼克服目前遇到的困難？你得到了怎麼樣的幫助？誰幫你？如何幫？你遇過最好的狀況是什麼？那最糟的呢？你通常怎麼應對？有經歷過其他類似的事情嗎？

What are the major challenges/problems you have encountered? How did you overcome the difficulties you were faced with? What kind of support did you receive? Who helped you? How? What is the best-case/worst-case scenarios you have ever encountered? How did you react at that time? Have you had any other moment like this?

4. 想像我接下來要當下一屆領召，你會給我什麼建議呢？

Imagine I was going to be the subject leader next year; what would you suggest me that I do to survive here?

Appendix E *Questions for Oral Narrative Interviews at Each Stage of School-Based*

Curriculum Development

Stage One: Orientation of Curriculum Objectives

■ 簡單介紹你的教學背景,並描述在目前的教育改革中,你認為自己應該擔任哪一種主要角色。

Briefly explain your teaching background and describe what your primary role may be for the current educational reform.

■ 談談你如何理解這次的改革以及你對於十二年國教新課綱實施的任何想法。你對於這些改變感覺如何?

Talk about your understanding of the reform and the thoughts on the enactment of new Curriculum Guidelines of 12-Year Basic Education. How do you feel about these changes?

Stage Two: Curriculum Design and Modification

■ 分享你近期對於在課程發展過程中所經歷任何大小事件的感受及情緒。

Share your personal feelings and emotions about any random events you have been experiencing lately during the curriculum development process.

■ 描述一下那些特別能引發你正面/負面情緒的時刻(事件)。

Describe the unique moments or particular events that you have experienced arousal of positive/negative emotions.

Stage Three: Evaluation of the Developed Curriculum

■ 回顧你這段進行彈性課程/擔任團隊領召的歷程,談談你得到最深刻的教訓或情緒起伏最大的時刻,特別是那些你如今回想時仍激起你情緒波動的事件。

Reflecting on your journey of school-based curriculum development/subject leadership, talk about the most unforgettable lessons you have learned or those emotionally charged moments, especially the events that still evoke your emotional state when you recall them.