


## Research on Curriculum Leadership: A Bibliometric Analysis

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### Abstract

This study conducts a bibliometric analysis to examine works on curriculum leadership, as indexed in the Web of Science database. Utilizing VOSviewer software for the analysis, the study encompasses 124 articles/chapters accessible in this database. The findings indicate a predominant publication of curriculum leadership studies in journals pertaining to Education and Educational Research. Notably, there has been a surge in studies in this field since 2010, with the peak year being 2017, which saw 16 publications. The United States emerges as the leading country in curriculum leadership research, contributing 34 studies. In 2023, research in this domain garnered the highest number of citations, totaling 139, with "curriculum leadership" being the most prevalent keyword, appearing in 38 studies. Rose M. Ylimaki stands out as the most prolific author with nine publications, while M. Fullan and A. Harris are the most cited authors, receiving 46 and 40 joint citations, respectively. The journal 'Educational Management Administration & Leadership' is noteworthy for receiving the most citations in this field, totaling 113 across three articles. The book "Curriculum Leadership by Middle Leaders: Theory, Design, and Practice" is distinguished as the most published work in this area, with five publications. Furthermore, the article "Faculty Development for Educational Leadership and Scholarship" is significant in the realm of curriculum leadership studies, having accrued 98 citations. Research results show that the view of curriculum leadership has changed over the years, and its focus has begun to shift from educational management to curriculum development. It is also an important finding that the issue is limited to certain geographical regions. In order to progress in this field, it is essential to examine a wide range of viewpoints, expand research beyond existing geographical boundaries, and take into account the effects of digital transformation and fresh approaches to instruction.

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## Introduction

Curriculum leadership is a multifaceted and dynamic concept that encompasses various elements of educational practice and theory. It integrates leadership qualities, instructional strategies, curriculum development, and educational outcomes, making it a pivotal area of focus for educators and policymakers alike. Curriculum leadership also includes subjects like curriculum, leadership, teaching leadership, guidance, administration, educational and instructional curriculum, course scheduling, formal curriculum, implemented curriculum, neglected curriculum, implicit curriculum, extracurricular activities, objectives, goals, student outcomes, standards, content, teaching methodologies, learning processes, monitoring, evaluation, enrichment, accountability, professional development, personal growth, class structure, unit planning, skill development, value education, and the integration of educational technology. Given its complexity, it can be argued that the literature on curriculum leadership is vast and often fragmented, with numerous interpretations and applications in various educational contexts. To make an effective sense of curriculum leadership, it is essential to identify its most salient aspects. This research aims to critically analyze and synthesize key aspects of curriculum leadership, drawing on a wide range of sources to provide stakeholders with a comprehensive understanding.

Curriculum leadership is not a monolithic concept but rather a tapestry woven from numerous strands of educational thought and practice. Even when considering the most evident concepts of curriculum and leadership, there are more than 100 interpretations of curricula and over 200 interpretations of leadership in the literature, as reported by Henderson (2010). The process of defining curriculum leadership can be likened to the old Indian story 'The Blind Men and the Elephant', where each perspective shows only a part of the whole. In this story, six blind men touch different parts of an elephant, and each provides a distinct description (Goldstein, 2010). Similarly, defining curriculum leadership can be viewed as an endeavor that varies depending on the aspect being focused on. If the focus is on curriculum standards or student outcomes, then curriculum leadership can be defined as "guiding all educational stakeholders in establishing national standards and clear, understandable student outcomes based on these standards"; if the focus is on updating or changing curricula, it could be defined as "planning and designing the continuous development of the curriculum" (Sorenson et al., 2011, pp. 30-31). From respective perspectives, definitions of curriculum leadership can also be considered accurate, like each man's description of the elephant.

Despite the challenges in formulating a universally accepted definition, owing to the multitude of related concepts, it is possible to define curriculum leadership based on comprehensive approaches. According to Harris et al. (2020), curriculum leadership requires addressing concepts closely related to teaching, such as leadership, curriculum, content, implementation, progress, assessment, evaluation, collaboration, and pedagogy. For instance, Wiles (2008) entirely grounds his definition of curriculum leadership in leadership qualities, describing it as "a facilitative process in which the leader collaborates with others to establish a common goal, build collaborative teams, structure an operational mode, and coordinate a variety of complex activities". Sorenson et al. (2011, p. 31) conceptualize it as "an effort to integrate curriculum, instruction, assessment, and evaluation to enhance learning and understanding". Glatthorn (1997a) anchors their definition in two primary functions of curriculum leadership at both the school and classroom levels: the development of a quality

curriculum vision at the school level and the planning for the implementation of the curriculum in the classroom. Finally, Henderson (2010, pp. 220) adopts a broader perspective, defining curriculum leadership as "the practical explanation, justification, guidance, and evidence of disciplined theoretical views" related to innovative curriculum studies.

Besides defining curriculum leadership, there is a variance in perspectives regarding who is considered a curriculum leader. According to Henderson (2010), leadership is a distributed phenomenon. The concept of curriculum leadership has evolved significantly over time. Initially dominated by top-down approaches where central figures dictated curriculum changes, the field has gradually embraced more distributed leadership models. As noted by Spillane (2004) and Fullan (2007), this shift towards distributed leadership recognizes the critical roles of teachers, administrators, and other stakeholders in the decision-making process. This evolution underscores the need for a collaborative approach to curriculum leadership, where diverse contributors work together to achieve common educational goals. In this context, curriculum leadership is seen as a shared responsibility, involving not only administrative leaders but also teacher leaders, student leaders, and community stakeholders. This inclusive approach reflects a broader understanding of leadership as a collective endeavor rather than a function confined to specific roles (Glatthorn, 1997b; Wiles, 2008). However, the primary focus is on administrators and teachers. Administrators play a crucial role in shaping the overall culture and direction of a school. As curriculum leaders, their responsibilities include creating and maintaining a school vision, leveraging the expertise of lead teachers, fostering collaboration, and managing resources such as personnel, space, and materials (Mattar, 2012; Singh, 2017; Stark et al., 2002). Teachers, on the other hand, play crucial roles in implementing curriculum changes, mentoring peers, and integrating effective teaching strategies (Singh, 2017).

Despite the collaborative nature of curriculum leadership, educators and administrators face numerous challenges. These challenges include managing multiple and conflicting goals, determining suitable strategies for school development, and providing time and resources to implement these strategies (Marlow & Minehira, 1996). Some of the most significant problems that need to be solved are separating administrative and instructional roles, getting teachers to work together (Lattuca & Stark, 2009), resolving teacher conflicts (Bryman, 2007; Jacobs, 1997), making sure that everyone can work together and communicate effectively (Wiles, 2008), making sure that teachers keep learning, and figuring out the best ways to assess and evaluate whether the curriculum is achieving its goals (Singh, 2017; Wiles, 2008). Effective communication and collaboration with all stakeholders are essential for successful curriculum leadership. This requires ongoing professional development to equip leaders with the skills to navigate these challenges (Brown et al., 2000; Neumerski, 2012). Ensuring continuous improvement in curriculum leadership practices involves not only addressing immediate issues but also fostering a culture of learning and growth within educational institutions (Nguyen, 2012; Vieira da Motta & Bolan, 2008).

Considering what has been said in the literature about the definition, roles, and challenges of curriculum leadership, it can be said that curriculum leadership has various definitions, and leadership roles are shared between administrators and teachers. Many challenges are encountered in the leadership process. However, no matter who takes on the role of curriculum leadership, there are specific subjects that need to be addressed. The definitions of curriculum

leadership indicate that the concept generally involves defining the curriculum for the school, establishing collaboration among all members of the school, providing a way of working that stakeholders can follow for the implementation of the curriculum, and coordinating activities to ensure that the desired curriculum is achieved. Curriculum leadership includes guiding educational stakeholders to establish standards and clear outcomes and planning continuous curriculum development. It also encompasses effective leadership qualities, involving collaboration to set common goals, build teams, and manage complex activities. The role of curriculum leaders has evolved from top-down approaches to more distributed models, recognizing the essential contributions of teachers, administrators, and other stakeholders. Effective curriculum leadership requires addressing numerous challenges, such as balancing administrative and instructional roles, fostering teacher collaboration, and ensuring effective communication. Continuous professional development and a learning culture are crucial for navigating these challenges and achieving successful curriculum leadership.

To address the nature of the literature on curriculum leadership and provide a comprehensive overview of its development, this study employs a bibliometric analysis approach. This approach allows us to quantify and map the influence of various definitions, roles, and models of curriculum leadership by analyzing publication and citation patterns (Zupic & Čater, 2015). Bibliometric analysis helps to identify the intellectual landscape of curriculum leadership, revealing trends and emerging areas of research. Bibliometric analysis also highlights the trajectory of curriculum leadership research over time, offering insights into how the field has evolved and where it is heading. By analyzing citation and publication data, it can be determined which concepts and definitions of curriculum leadership have had the most influence, which authors have been leading contributors, and how different studies have linked together to shape the current understanding of the field (van Raan, 2003). This comprehensive overview provides valuable data for guiding future research and practice (Börner et al., 2003) about curriculum leadership.

Curriculum leadership is a global phenomenon with diverse contexts, not limited to a single national or cultural context. According to Acat (2016), although curriculum leadership is a new concept for Türkiye, it is often brought up in the search for quality in education. Eryılmaz Ballı and Dönmez Yapucuoğlu's (2022) study on curriculum leadership studies in Türkiye shows that the number of studies on this subject is limited. The results of this study and literature review indicate a significant increase in studies after 2020, primarily related to the competencies of school principals and curriculum leadership roles. Examining the literature reveals the publication of four master's theses and ten articles on curriculum leadership in Türkiye after 2020. While a significant part of these studies are on the curriculum leadership of school principals, some of them are on the curriculum leadership of teachers and curriculum leadership in general (Akbaş et al., 2021; Aslan et al., 2018; Bayirli & Balcı, 2021; Bayirli, 2021; Bayirli, 2022; Bolat & Baş, 2023; Çelik et al., 2024; Demiral, 2009; Hamsi İmrol, 2022; Kundoğdu, 2022; Kundoğdu & Akbaş, 2022; Aydın Sesli, 2023; Turhan & Yaraş, 2014; Yaraş, 2013; Yeşilyurt, 2019). The scarcity of studies on curriculum leadership and the surge in recent years indicate a significant trend in this field in Türkiye, underscoring the need for further research. Understanding different regions' interpretations and implementations of curriculum leadership can provide valuable insights into its broader applications and impacts. Regional differences in curriculum leadership highlight the importance of context in shaping educational practices.

Researchers can identify best practices and potential areas for innovation by examining the approaches to curriculum leadership in various countries. This global perspective enriches the understanding of curriculum leadership and its role in fostering educational excellence across diverse settings. In Türkiye, conducting qualified studies to determine the meaning of prominent regional differences regarding the dimensions of curriculum leadership will contribute to the literature. This study aims to provide comprehensive data mining for researchers interested in studying or reading about curriculum leadership. In this context, the research questions of the study are as follows:

1. What is the distribution of studies by subject area on curriculum leadership?
2. What is the distribution of studies over the years?
3. What is the distribution of studies by country?
4. What is the distribution of citations to studies?
5. What are the most commonly used keywords in studies?
6. What is the citation distribution of the authors?
7. What is the co-citation analysis of studies?
8. What are the journals that publish the most articles/chapters related to studies and receive citations?
9. What are the most cited studies?

## Method

This study used the bibliometric method to analyze articles on curriculum leadership. With the help of programs, bibliometric analysis tries to show how well different factors (like author, study type, journal, country, and keyword) perform on a certain research topic and to show and map the scientific connection between these factors (Heersmink et al., 2011; Şimşir, 2022). However, it is important to note that bibliometric analysis differs from meta-analysis and systematic literature reviews. Meta-analysis studies aim to reach general findings by performing statistical operations on scientific studies on the determined research topic (Ahn & Kang, 2018; Akgöz et al., 2004). The goal of a systematic literature review is to conduct a thorough and qualitative assessment of the scientific studies related to the chosen research topic (Jesson et al., 2011). In both literature review methods, researchers must access, evaluate, or examine scientific studies one by one. For this reason, the number of studies accessed may be limited, or the evaluations may reflect the subjectivity of the researcher (Şimşir, 2022). In contrast, bibliometric analysis accesses scientific studies collectively through databases, allowing for the straightforward examination of data from a large number of scientific publications in a short amount of time (Block & Fisch, 2020). On the other hand, the research's repeatability is high because the bibliometric analysis process is transparent and objective (Zupic & Čater, 2015). For this reason, bibliometric analysis was preferred in this research.

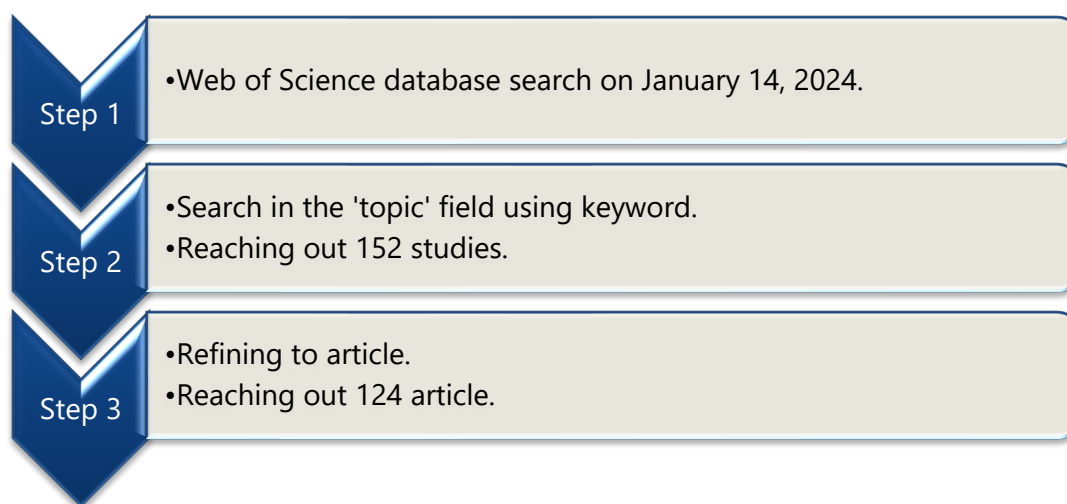
## Document Selection

Web of Science (WoS) database was used to identify the documents included in the research. The WoS database provides search results for numerous scientific studies in different types of research. At the same time, it provides the opportunity to save the scan results in a single file, making analysis for scientific research easier. The keyword 'curriculum leadership' was scanned in the topic tab on the WoS document scanning screen, and 152 search results

were obtained. In order to include only articles among these results, the results were filtered with the 'article' tab, and 124 articles on the results screen were included in the study. The processes performed in document selection are shown in Figure 1.

**Figure 1**

*Process of Accessing Studies*



## Data Analysis

The two basic categories of data analysis in bibliometric analysis studies are performance analysis and science mapping. Performance analysis assesses the publication and citation performance of scientific elements like authors, institutions, countries, and journals in scientific studies, while scientific field mapping aims to uncover the connections and interactions among these elements (Donthu et al., 2021). Therefore, conducting performance analysis yields information about the authors who have published the most studies, the journals that publish the most studies, or the countries that publish the most studies. Scientific field mapping examines interaction through co-author analysis, common word analysis, or co-citation analysis. This study employed both performance analysis and scientific field mapping frameworks to conduct a comprehensive bibliometric analysis of articles on curriculum leadership. Performance analysis yielded findings about prominent journals, authors, and countries related to curriculum leadership, while scientific field mapping yielded findings about co-citation analysis. The VOSviewer (<https://www.vosviewer.com/>) program was used in these analysis processes. Van Eck and Waltman (2010) developed VOSviewer, a free analysis program, for creating and viewing maps in bibliometric research. Programs are generally used in bibliometric analysis studies because scientific publications accessed from the database can be saved in one or several files and easily visualized by uploading them to the analysis program (Öztürk, 2022).

## Ethics Committee Approval

Given that this study was based on a bibliometric analysis of published articles/chapters on curriculum leadership and included a document review of the studies encompassed in the research, obtaining approval from an ethics committee was not required.

## Results

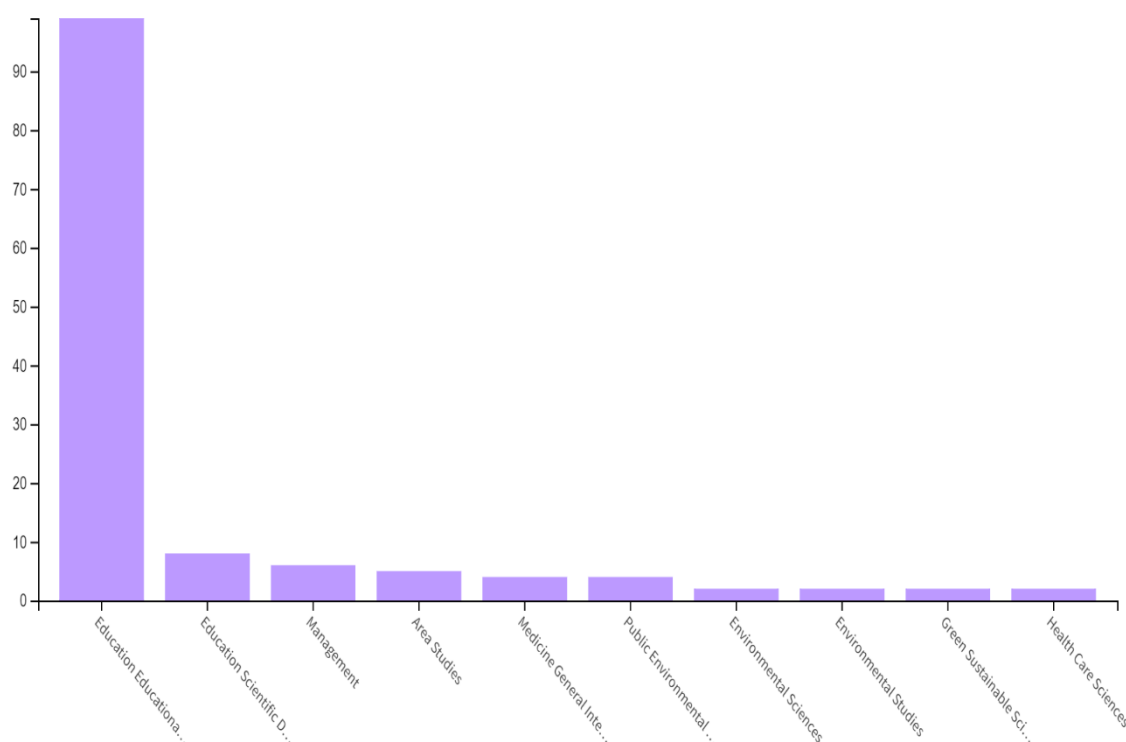
In this section, the findings obtained from the research are presented based on the research questions.

### The Distribution of Studies by Subject Area on Curriculum Leadership

When the distribution of studies on curriculum leadership according to subject areas was evaluated, most studies (80.64%) were published in Education and Educational Research. In addition, it was determined that studies were conducted on Education Scientific Disciplines (6.45%) and Management (4.83%). Other subject areas were Area Studies, Medicine General Internal, Public Environment Occupational Health, Environmental Sciences, Environmental Studies, Green Sustainable Science Technology, and Health Care Science Services, respectively. The distribution of studies according to subject areas is presented in detail in Figure 2. In Figure 2, the study areas are given on the horizontal line, and the percentages of the studies are given on the vertical line. Since a figure was prepared based on the ten most studied areas, the percentages may vary.

**Figure 2**

*Distribution of Studies by Subject Area*



### The Distribution of Studies over the Years

It was determined that the first article about curriculum leadership within the scope of Web of Science was published in 1991. In the following years, no article on curriculum leadership was found, and an article on this subject was published again in 2002. Up until 2009, there were between one and four articles published annually. The analysis revealed an increase in the number of articles on curriculum leadership, particularly since 2010, with the highest number

published in 2017 (12.90%). The distribution of the evaluated articles by year is shown in detail in Table 1.

**Table 1**

*Distribution of Studies Over the Years*

<i>Year of Publication</i>	<i>n</i>	<i>%</i>
1991	1	0.806
2002	2	1.613
2003	1	0.806
2004	1	0.806
2005	2	1.613
2006	3	2.419
2007	4	3.226
2008	3	2.419
2009	3	2.419
2010	9	7.258
2011	9	7.258
2012	4	3.226
2013	4	3.226
2014	8	6.452
2015	8	6.452
2016	8	6.452
2017	16	12.903
2018	3	2.419
2019	6	4.839
2020	3	2.419
2021	9	7.258
2022	8	6.452
2023	8	6.452
2024	1	0.806

### **The Distribution of Studies by Country**

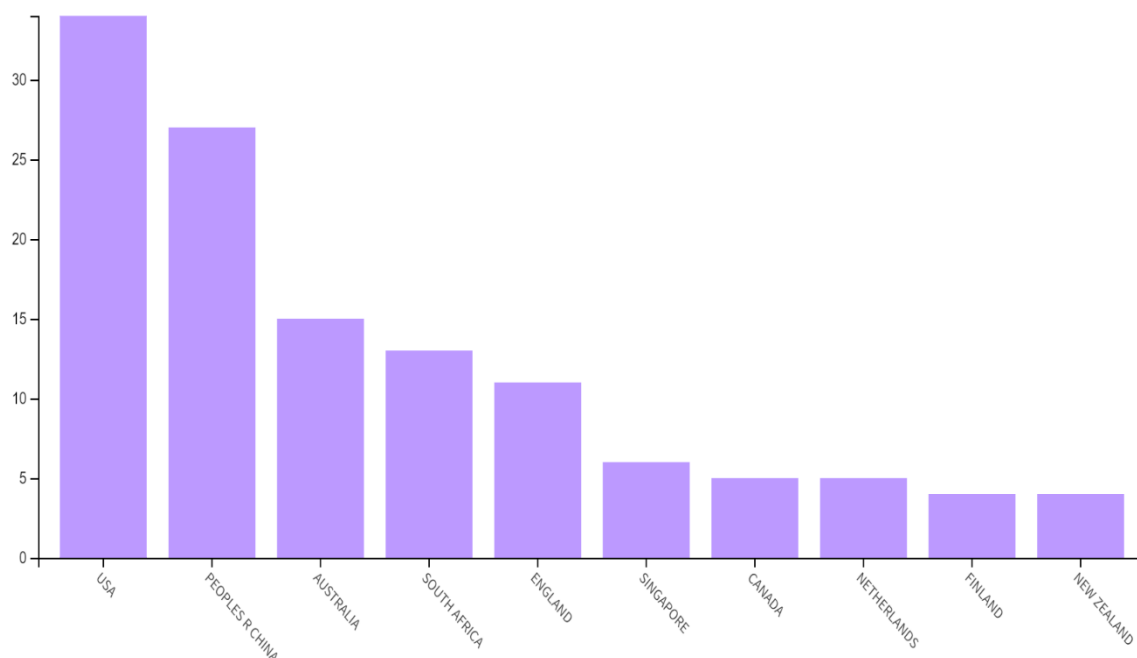
The United States (27.41%), the People's Republic of China (21.77%), Australia (12.09%), and South Africa (11.29%) with the most studies on curriculum leadership. Also, it was determined that countries such as England, Singapore, and Canada (8.87%) conducted studies on curriculum leadership. Figure 3 presents detailed information on the distribution of curriculum leadership research by country. In Figure 3, the countries are given on the horizontal line, and



the percentages of the studies are given on the vertical line. Since a figure was prepared based on ten countries with the most studies, the percentages may vary.

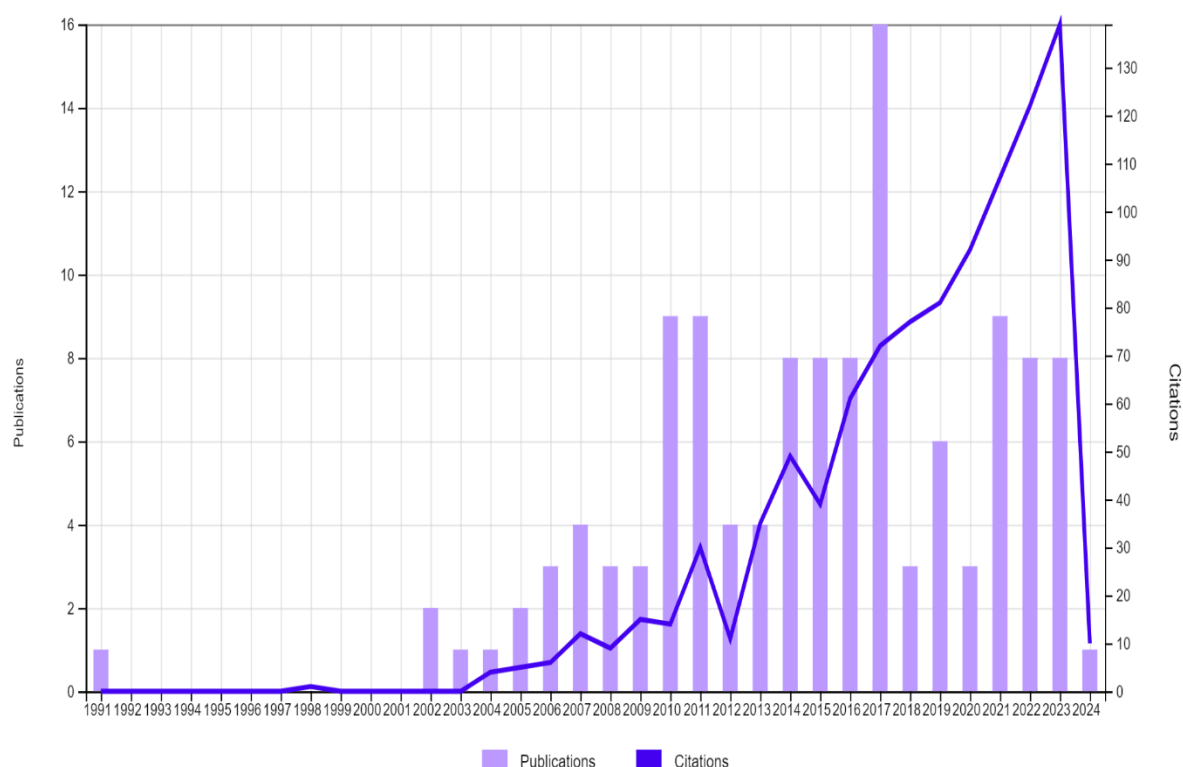
**Figure 3**

*Distribution of Studies by Country*



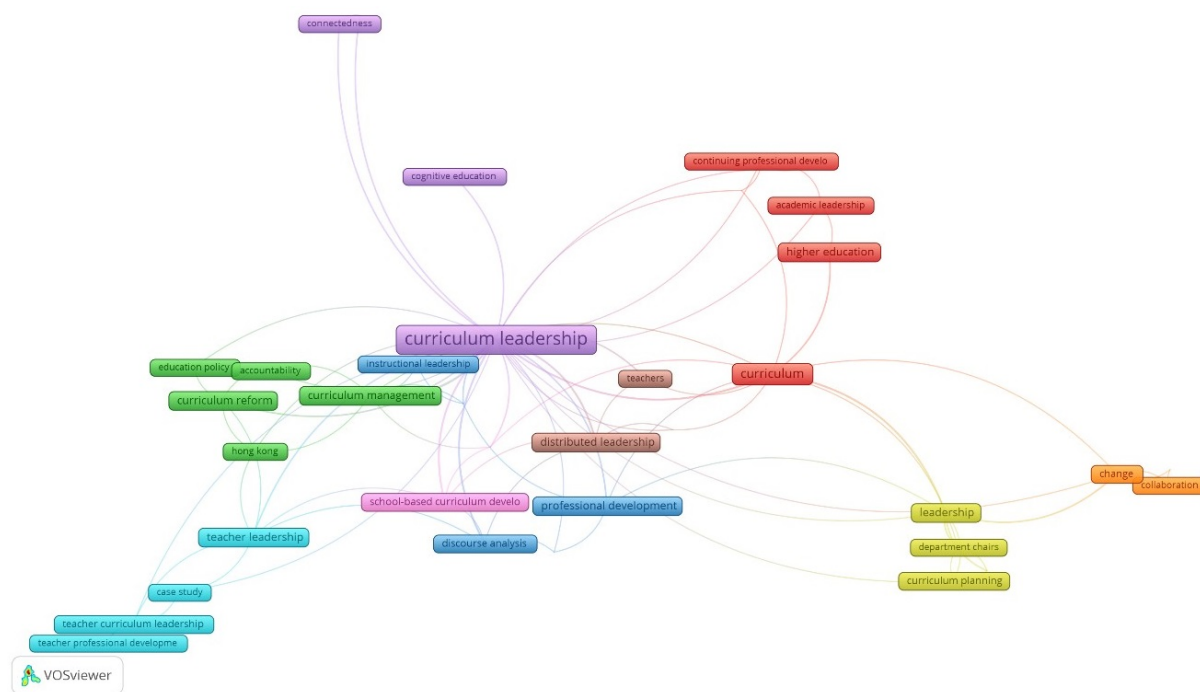
### **The Distribution of Citations to Studies over the Years**

Examining the distribution of studies in the field of curriculum leadership by years revealed that 2023 received the most citations. Simultaneously, there has been a steady increase in references to studies on curriculum leadership since 2015. However, there is no correlation between the number of citations and the number of publications on curriculum leadership. In 2017, there were 72 citations on curriculum leadership, marking the year with the highest number of publications (16). Conversely, 2023 saw half as many publications as 2017, with 139 citations. Figure 4 presents detailed information about the distribution of curriculum leadership studies and the number of citations. In Figure 4, the years are given on the horizontal line and the numbers of the studies are provided on the vertical line. At the same time, the columns in Figure 3 show the number of publications, while the graph line shows the number of citations.

**Figure 4***Distribution of Citations to Studies*

### The Most Commonly Used Keywords in Studies

The most commonly used keywords in curriculum leadership studies were curriculum leadership (32.20%), curriculum (9.32%), leadership (5.08%), professional development (4.23%), and curriculum management (3.38%). The most commonly used keywords in curriculum leadership articles are shown in Figure 5. In Figure 5, keywords are seen in different colors. Keywords used together are marked in similar color tones. Different color tones can be considered as different keyword groups. On the other hand, the font size of keywords also varies depending on the frequency of use of the keyword. For example, since curriculum leadership is the most frequently used keyword, it is shown in the largest font size.

**Figure 5***Most Frequently Used Keywords in Studies*

The frequency of keywords preferred in curriculum leadership studies is presented in Table 2.

**Table 2***Distribution of Keywords Used in Studies*

Key Words	<i>n</i>
Curriculum Leadership	38
Curriculum	11
Leadership	6
Curriculum Management	4
Curriculum Reform	4
Distributed Leadership	4
Higher Education	4
Change	3
Curriculum Development	3
Curriculum Planning	3
Discourse Analysis	3
Educational Leadership	3

**Table 2 (Continued)**

Academic Leadership	2
Accountability	2
Administration	2
Case Study	2
Change Management	2
Cognitive Education	2
Collaboration	2
Connectedness	2
Continuing Professional Development	2
Curriculum Change	2
Curriculum Innovation	2
Department Chairs	2
Education Policy	2
Faculty Development	2
Hong Kong	2
Instructional Leadership	2

### The Citation Distribution of the Authors

Galton(13.63%) has been identified as the most cited author in curriculum leadership studies. In addition, Law(13.42%) and Wai-Yan Wan(13.42%) were the other two most cited authors. On the other hand, Ylimaki(10.33%), who published the most articles related to curriculum leadership, is also one of the prominent authors in the number of citations. When the cited authors are examined, it is understood that many researchers work in curriculum leadership. Information on the citation numbers and number of studies of authors publishing in the field of curriculum leadership is detailed in Table 3.

**Table 3**

*Number of Articles/Chapters and Citation Counts of Authors*

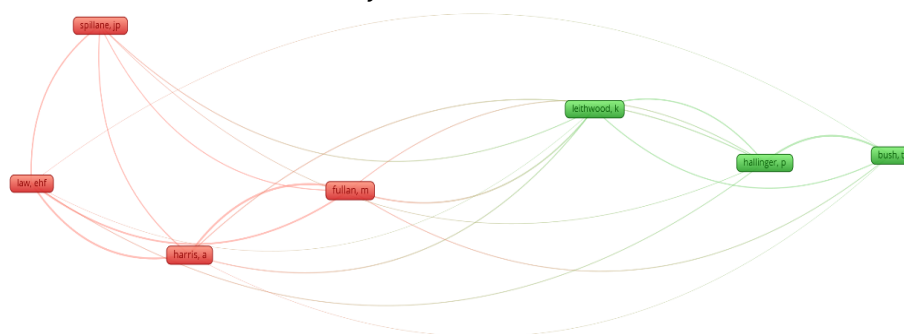
<i>Author (Surname, Name)</i>	<i>Number of Articles/Chapters</i>	<i>Number of Citations (n)</i>
Galton, Maurice	4	66
Law, Edmond Hau-Fai	6	65
Wai-Yan Wan, Sally	4	65
Ylimaki, Rose M.	9	50
Stark, Joan S.	2	36
Beneker, Tine	2	26
Roth, Wolff-Michael	2	21

**Table 3 (Continued)**

Lee, Chi Kin John	2	20
Uljen, Michael	3	18
Cardno, Carol	2	16
Mentz, Kobus	2	9
Tapala, Tshepo T.	2	9
Tan, Kelvin	3	8
Chen, Robin Jung-Cheng	2	7
Hsieh, Chuan-Chung	2	7
Tseng, Huan-Kan	2	7
Chen, Junyuan	2	6
Lim, Cher Ping	2	6
Xiong, Xi Bei	2	6
Xu, Fenghua	2	6
Zhang, Yishi	2	6
Buchanan, Michael T.	2	5
Ratnam-Lim, Christina	3	4
Collett, Karen	2	4
Green, Lena	2	4
Heng, Mary Anne	2	4
Avizhgan, Maryam	2	3

### The Co-Citation Analysis of Studies

Co-citation analysis shows the co-citation status of two studies. Therefore, it differs from citation analysis. Citation analysis reveals the most cited authors on the specified subject, in other words, the most influential researchers in that field of study. Co-citation analysis shows authors who are cited together. It also expresses how often two authors are cited together at the same time. When evaluating the most frequently cited authors in curriculum leadership studies, the prominent authors are, respectively, Fullan with 46 joint citations, Harris with 40 joint citations, Law, and Hallinger, each with 32 joint citations, Leithwood with 31 joint citations, Bush with 25 joint citations, and Spillane with 23 joint citations. Figure 6 presents the findings from the co-citation analysis in curriculum leadership studies.

**Figure 6***Most Cited Authors (Co-citation Analysis)*

### The Journals that Publish the Most Articles/Chapters related to Studies and Receive Citations

When the journals that published and cited the most articles on curriculum leadership were evaluated, the highest number of articles was found in the e-book Curriculum Leadership by Middle Leaders: Theory, Design, and Practice (9.80%). In addition, School Leadership & Management (7.84%), South African Journal of Education (7.84%), and Curriculum Journal (7.84%) are the journals that include the most curriculum leadership articles.

In descending order, the journals with the highest number of citations are: Educational Management Administration & Leadership, with 113 citations across three articles; Research in Higher Education, receiving 57 citations from three articles; School Leadership & Management, with 48 citations in four articles; South African Journal of Education, accruing 42 citations in four articles; Educational Administration Quarterly, with 40 citations from three articles; and International Journal of Leadership in Education, garnering 38 citations in three articles. The results based on the citation rankings are detailed in Table 4.

**Table 4***Top 10 Journals Publishing the Most Articles/Chapters on Curriculum Leadership*

<i>Journal Name</i>	<i>Number of Articles/Chapters (n)</i>	<i>Number of Citations</i>
Curriculum Leadership by Middle Leaders: Theory, Design and Practice	5	8
School Leadership & Management	4	48
South African Journal of Education	4	42
Curriculum Journal	4	33
Educational Management Administration & Leadership	3	113
Research in Higher Education	3	57
Educational Administration Quarterly	3	40
International Journal of Leadership in Education	3	38
Journal of Educational Change	2	28
International Research in Geographical and Environmental Education	2	25

**Table 4 (Continued)**

Research in Science Education	2	12
Bridging Educational Leadership, Curriculum Theory and Didactic: Non-Affirmative Theory of Education	2	11
Education As Change	2	9
Leadership and Policy in Schools	2	7
Asia-Pacific Education Researcher	2	5
Leadership in Diverse Learning Contexts	2	5
Frontiers in Psychology	2	3
Sustainability	2	3
Asia's High Performing Education Systems: The Case of Hong Kong	2	2

### The Most Cited Articles

Examining the most cited studies in curriculum leadership, we found that Faculty Development for Educational Leadership and Scholarship, with 98 citations, stood out in terms of citation frequency. The article talks about the University of Michigan Medical School Medical Education Scholars Program, designed to train medical education leaders, and the program's results have become the most cited study on curriculum leadership. In addition, the other most-cited article is "Interprofessional Education For Whom? - Challenges And Lessons Learned From Its Implementation In Developed Countries And Their Application To Developing Countries: A Systematic Review" (cited 88 times). In this article, a systematic review study on interprofessional education was conducted. When the keywords used in these most cited articles are examined, it is seen that the keywords featured in this research are frequently used. The findings regarding the most cited articles are presented in Table 5.

**Table 5**

*Most Cited Articles in Curriculum Leadership Studies*

<i>Article Title</i>	<i>Article Author</i>	<i>Publication Date</i>	<i>Number of Citations</i>
Faculty Development For Educational Leadership And Scholarship	Gruppen, LD; Frohna, AZ; Anderson, RM; Lowe, KD	2003	98
Interprofessional Education For Whom? - Challenges And Lessons Learned From Its Implementation In Developed Countries And Their Application To Developing Countries: A Systematic Review	Sunguya, Bruno F.; Hinthong, Woranich; Jimba, Masamine; Yasuoka, Junko	2014	88
Enacting Teacher Leadership: The Role Of Teachers In Bringing About Change	Lai, Edith; Cheung, Derek	2015	42
Teacher Participation in Curriculum and Pedagogical Decisions: Insights into Curriculum Leadership	Ho, Dora Choi Wa	2010	41
Curriculum Leadership in a Conservative Era	Ylimaki, Rose M.	2012	32

**Table 5 (Continued)**

Empowering Principals to Lead and Manage Public Schools Effectively in The 21st Century	Mestry, Raj	2017	30
Distributed Curriculum Leadership in Action: A Hong Kong Case Study	Law, Edmond; Galton, Maurice; Wan, Sally	2010	30
Principal-Teacher Interactions and Teacher Leadership Development: Beginning Teachers' Perspectives	Szeto, Elson; Cheng, Annie Yan-Ni	2018	29
Developing Curriculum Leadership in Schools: Hong Kong Perspectives	Law, Edmond Hau-Fai; Galton, Maurice; Wan, Sally Wai-Yan	2007	25
Curriculum Leadership Roles of Chairpersons in Continuously Planning Departments	Stark, J.S.; Briggs, CL; Rowland-Poplowski, J	2002	25
Geocapabilities and Curriculum Leadership: Balancing The Priorities of Aim-Based and Knowledge-Led Curriculum Thinking in Schools	Uhlenwinkel, Anke; Beneker, Tine; Bladh, Gabriel; Tani, Sirpa; Lambert, David	2017	23
Exploring The Role of Leadership in Facilitating Teacher Learning in Hong Kong	Law, Edmond H. F.	2011	23
Understanding The Work and Perceptions of Teaching Focused Faculty in A Changing Academic Landscape	Rawn, Catherine D.; Fox, Joanne A.	2018	21
Transforming an Academy Through The Enactment of Collective Curriculum Leadership	Ritchie, Stephen M.; Tobin, Kenneth; Roth, Wolff-Michael; Carambo, Cristobal	2007	20
Reconceptualizing Professional Development for Curriculum Leadership: Inspired by John Dewey and Informed by Alain Badiou	Kesson, Kathleen R.; Henderson, James G.	2010	19
Secondary School Principals in Curriculum Reform: Victims or Accomplices?	Walker, Allan; Qian Haiyan; Zhang Shuang	2011	18
Leadership of Vocational High School Principals in Curriculum Reform: A Case Study in Taiwan	Hsiao, Hsi-Chi; Chen, Mu-Nen; Yang, Hao-Sen	2008	18

### Discussion, Conclusion, and Implications

According to the results, educators, policymakers, and other stakeholders can learn about the field of curriculum leadership in three dimensions: "**Overview** and Trends", "Influential Authors and Key Themes", and "Geographical Distribution and Contextual Insights".



## Overview and Trends

The concept of curriculum leadership has evolved significantly since its inception, as evidenced by publications indexed in the Web of Science database. These publications date back to 1991, showcasing various studies across various years and journals. A review of the literature in this field reveals that the earliest significant works explicitly addressing this concept are Leo H. Bradley's *Curriculum Leadership and Development Handbook* (1985) and Allan A. Glatthorn's *Curriculum Leadership* (1987). This observation aligns with the emergence of the first article in the Web of Science database, marking the early developmental stages of the concept. The 1991 article, "French Immersion In Canada: Theory And Practice" discusses the requirements for French educational administrators in curriculum leadership. The 1991 article, with its focus on educational administrators and the involvement of prominent figures in educational management such as Bradley and Glatthorn, suggests an initial intertwining of the concept of curriculum leadership with educational management. Despite these early contributions, it is noteworthy that the volume of literature on curriculum leadership remained relatively sparse until 2010. This trend indicates a gradual development and increasing interest in the field over time.

As of 2012, there has been a growing interest in curriculum leadership among academics specializing in curriculum development. Ylimaki (2012) notes that in the evolution of this concept, there is a substantial body of research within the domain of educational management focusing on instructional or curriculum leadership. However, these studies often overlook the intricacies of curriculum theory and the influence of policy. Consequently, leadership in curriculum studies has traditionally garnered limited attention. Nevertheless, recent trends indicate a significant increase in scholarly articles on this topic.

Eminent scholars such as Rose M. Ylimaki, Maurice Galton, Edmond Hau-Fai Law, Sally Wai-Yan Wan, Joan S. Stark, and Chi Kin John Lee, known for their contributions to curriculum and teaching, have amassed a considerable number of publications and citations. This surge suggests a pivotal shift in the trend of curriculum leadership toward curriculum development along with educational management. Ylimaki and Ho's most cited publications especially introduce the reader to historical evolutions and trends in curriculum leadership. In their most cited work, "Curriculum Leadership in a Conservative Era," Ylimaki (2012) examines the impact of conservative educational policies on curriculum leadership from the 1980s onwards. In "Teacher Participation in Curriculum and Pedagogical Decisions: Insights into Curriculum Leadership," Ho (2010) examines the changing role of teachers in curriculum decision-making processes over time, emphasizing the increasing recognition of teachers as curriculum leaders and links this change to broader educational reforms that advocate for more participatory and inclusive approaches to curriculum development.

## Influential Authors and Key Themes

The results indicate that Ylimaki has authored nine publications and received 50 citations in the field of curriculum leadership. Similarly, Law has authored six publications and garnered 65 citations. Galton's contribution includes four publications, attracting 66 citations, while Wai-Yan Wan has also produced four publications, receiving 65 citations in total. Notably, scholars such as Stark and Lee, despite having a modest output of two publications each, have achieved over 20 citations. The analysis of academic journals mirrors this pattern. Three of the top ten

reviewed journals primarily focus on curricula, while another three exhibit a direct correlation with management studies. The prevalence of keywords related to curriculum and management in these publications further corroborates this trend.

Considering the most frequently referenced keywords in the research, 'curriculum leadership' ranks first, followed by 'curriculum' and 'leadership.' This observation aligns with the ambiguity found in defining 'curriculum leadership' within the literature. According to Hairon et al. (2016), the absence of a universal definition for curriculum leadership is understandable, given the broad spectrum of definitions attributed to both 'curriculum' and 'leadership'. The research scope similarly reflects this lack of clarity in the key concepts emphasized. Various contexts, such as 'distributed', 'educational', 'academic', and 'instructional' leadership employ the term 'leadership'. The prominence of terms like distributed leadership in the keyword analysis and the high citation counts for works by authors like Fullan and Spillane, who work on distributed leadership, reflect the acceptance and application of distributed and transformational leadership theories in curriculum leadership studies. These theories emphasize the distribution of leadership roles across various stakeholders and the transformational influence leaders have in educational settings. This supports the findings that highlight collaborative and distributed leadership practices in curriculum contexts (Spillane, 2004).

Leadership is often defined as the process of influencing others to achieve common goals, a perspective supported by Bush and Glover (2003). Spillane (2004) states that leadership refers to the legitimization or exercise of influence over stakeholders by an individual or group of leaders to achieve common goals in a given situation or context. Terms such as educational leadership, instructional leadership, moral leadership, and strategic leadership refer to the specific situation or context in which the act of influence takes place. Similarly, various aspects of education, such as teaching, professional development, in-service training, reform, planning, change, and innovation, are intrinsically linked to the concept of curriculum. Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives (Indiana Department of Education, 2013). Leadership in the educational context entails creating a supportive culture and implementing effective practices by leaders to achieve desired school outcomes. Therefore, curriculum leadership refers to the adoption of effective practices by leaders to support the school's comprehensive curriculum that encompasses all aspects of student learning (Glatthorn et al., 2019; Hairon et al., 2016; Lee & Dimmock, 1999).

Curriculum leadership encompasses several dimensions: It involves engaging in practices that support the development, improvement, and transformation of the school curriculum; coordinating with multiple stakeholders to ensure horizontal and vertical alignment of the curriculum; anticipating curriculum goals or objectives while taking into account the needs of various school stakeholders; guiding these stakeholders towards effective curriculum implementation; and fostering collaboration to bolster the school curriculum (Hairon et al., 2016; Sorenson et al., 2011; Wiles, 2008). The most frequently used keywords in the studies examined, such as 'collaboration', 'development', 'innovation', and 'change' align closely with these dimensions. These keywords are also consistent with the nature of curriculum leadership. According to Glatthorn et al. (2019), the key to curriculum leadership is that curriculum

specialists, school administrators, and teacher-leaders should review and monitor curriculum policies to make sure they align with curricular goals and support student learning.

Examining the most cited publications reveals the direction of the relationship between concepts like collaboration, professional development, and curriculum leadership. It also explores the impact of distributed leadership among teachers and principals on curriculum leadership. For instance, Lai and Cheung (2015), in their study titled "Enacting Teacher Leadership: The Role of Teachers in Bringing About Change" focus on the role of teacher leadership in curriculum change, emphasizing themes such as empowerment, collaboration, and professional development. Their research emphasizes the critical role teachers play as curriculum leaders and change agents within schools. In "Principal-Teacher Interactions and Teacher Leadership Development: Beginning Teachers' Perspectives", Szeto and Cheng (2018) examine the interactions between principals and beginning teachers and how these relationships influence teacher leadership development. They highlight the importance of supportive leadership practices and the role of mentorship in nurturing teacher leaders who can contribute to curriculum development. Ritchie et al. (2007) discuss the challenges and benefits of collective curriculum leadership in "Transforming an Academy Through the Enactment of Collective Curriculum Leadership," where educators share leadership rather than centralizing it. They highlight the difficulties of changing established practices and the importance of fostering a culture of collaboration to overcome these challenges.

### **Geographical Distribution and Contextual Insights**

This research also explores the geographic concentration of curriculum leadership studies. Kaya's (2023) 'Dominant Trends and Issues in the field of Curriculum Studies', Yurt's (2023) 'Bibliometric Analysis of Studies on Curriculum Alignment', and Cuang et al.'s (2024) "Internationalization of the Curriculum" reveal that the research in these fields is mainly conducted in countries such as the United States of America, Canada, England, China, South Africa and the Netherlands. Thus, as expected, studies on curriculum leadership are centered in the United States, the People's Republic of China, Australia, South Africa, and the United Kingdom. This trend corresponds with the locations of the most prolific and frequently cited scholars in this field, who are predominantly affiliated with universities in the USA, China (specifically Hong Kong), and the UK. In a similar vein, a significant proportion of the scholarly journals that publish the majority of articles and chapters on curriculum leadership are based in the USA and the UK.

The prominence of studies from these countries suggests that curriculum leadership is a universal concern but is influenced by local educational policies, cultural contexts, and administrative structures. Understanding these geographical nuances helps contextualize curriculum leadership practices and policies, making them more applicable and effective in diverse settings. For instance, in their "Developing Curriculum Leadership in Schools: Hong Kong Perspectives" article, Law et al. (2007) explore the promotion of curriculum leadership in Hong Kong schools, emphasizing enhancing leadership skills among teachers and principals. The authors discuss the importance of distributed leadership and the impact of professional learning communities on effective curriculum leadership. Similarly, in their study, Lai and Cheung (2015) identify leadership practices and qualities of school teachers as they engaged in effecting change initiated by a curriculum reform in Hong Kong. In "Curriculum Leadership in a Conservative Era," Ylimaki (2012) discusses how shifts in political climates have influenced

curriculum development and leadership, particularly in the context of standardized testing and accountability measures in the United States. In a study conducted in Taiwan, Hsiao et al. (2008) sought to identify the curriculum leadership roles of vocational high school principals in implementing curriculum reform. While some studies focus on the development of leadership skills and leadership roles, others address how various educational policies affect curriculum leadership.

### **General Overview and Recommendations**

Examining the results reveals three main limitations in curriculum leadership studies. These are the study areas and geographical regions that address the concept of curriculum leadership, as well as the keywords used. The bibliometric research on curriculum leadership indicates that this concept was initially associated with educational management in the 1980s. However, it began to shift toward curriculum development studies in the 2010s. An increase in publications in journals directly related to curriculum development studies evidences this transition. These areas directly relate to some of the most cited articles and chapters. Nonetheless, the continued publication in journals associated with educational management and the citation of articles and chapters related to this field suggest that the relationship between curriculum leadership and management persists.

According to the results, the limitations of the key concepts of curriculum leadership research, as well as the exclusive focus on the topic by educational administrators and curriculum developers, make it crucial to include other perspectives in research. Future research needs to address other perspectives by developing clearer conceptual frameworks and exploring the impact of different leadership models on curricula. Additionally, there is a need for more empirical studies that examine the practice of curriculum leadership in diverse educational contexts, providing actionable insights for educators and policymakers. In addition, the prominent keywords and articles emphasize concepts such as management, leadership, professional development, but not technology or new approaches. Thus, the role of digital transformation and innovative pedagogies in curriculum leadership is an area ripe for investigation.

Another limitation of the studies highlighted in the research is their geographical focus; they primarily focus on countries such as the USA and China (Hong Kong). This geographic concentration may only reflect limited regional educational contexts. Therefore, there is a need for research in other countries, like Türkiye, to better understand the dynamics of curriculum leadership in the fields of curriculum globally.

The research also presents the most cited and prominent studies globally. Readers, educators, and policymakers are encouraged to learn from these studies and conduct similar studies in their local contexts. The results show that concepts such as curriculum leadership, professional development, curriculum management, distributive leadership, and educational leadership are prominent in the research. In this context, Turkish researchers should investigate the relationship between these concepts and curriculum leadership in the Turkish education system. Furthermore, the emphasis on collaboration, development, innovation, and change in the key terms of the research is in line with Türkiye's goals to promote a more dynamic, innovative, participatory, and equitable education system (MoNE, 2024). By adopting research insights on curriculum leadership and adapting them to the Turkish context, Türkiye can help

ensure that its education system meets current demands, anticipates future challenges, and prepares students for success in an increasingly complex world. The results of bibliometric research can guide researchers on which countries, authors, or journals to study current topics for new studies.

In conclusion, the bibliometric research highlights the evolving nature of curriculum leadership and its growing focus on the curriculum development area. While the initial association with educational management remains, there is a clear trend toward integrating this concept with curriculum and instruction. To advance this field, it is crucial to explore diverse perspectives, extend research beyond current geographic confines, and consider the impacts of digital transformation and innovative pedagogies. By doing so, educators and policymakers can better navigate and lead the future of educational systems on a global scale.

### Author Contributions

The first author was responsible for conducting the literature review and leading the discussion of the study. The second author focused on writing the methodology section and performing the data analysis. Together, both authors collaborated to create a brief yet comprehensive summary of the study. All authors have carefully read, reviewed, and approved the final version of the manuscript.

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## **TÜRKÇE GENİŞ ÖZET**

### **Program Liderliği Araştırmaları: Bibliyometrik Bir Analiz**

#### **Giriş**

Program liderliği, eğitim alanında birçok farklı kavram ile ilişkilendirilmektedir. Henderson'a (2010) göre alanyazında 100'den fazla program ve 200'den fazla liderlik tanımı bulunmaktadır. Sorenson ve arkadaşları (2011) program liderliğinin tanımlanmasının zorluğunu ve çeşitliliğini vurgulamakta, tanımın odaklanılan alana göre farklı şekillerde yapılabileceğini ifade etmektedirler. Dolayısıyla program liderliği, çeşitli araştırmacılar tarafından farklı şekillerde tanımlanmıştır. Wiles (2008) program liderliğini, iş birlikli ekiplerin kurulması ve karmaşık faaliyetlerin koordine edilmesi olarak görürken, Sorenson ve arkadaşları (2011), öğrenmeyi ve anlamayı geliştirmek için farklı bileşenleri birbirine bağlama şeklinde vurgulamaktadır. Glatthorn (1997) program liderliğini okul ve sınıf düzeyindeki işlevler üzerinden ele alırken, Henderson (2010) daha geniş bir perspektiften yenilikçi çalışmaların teorik ve pratik açıklanması olarak tanımlar. Program liderliği rolleri genellikle okul müdürü ve yöneticiler ile öğretmenler arasında paylaşılmaktadır. İdareciler, okulun kurum kültürü ve gidişatı üzerinde etkili olurken, öğretmenler öğretim ve program geliştirme konularında önemli roller üstlenmektedirler. Bu roller; kaynak yönetimi, iş birliği teşviki, mesleki gelişim ve programın uygulanması gibi çeşitli zorlukları da içermektedir. Bu durum göstermektedir ki program liderliğinin tanımı, rolleri ve zorlukları üzerine geniş bir çeşitlilik bulunmaktadır. Bu çalışmada program liderliği konusundaki eğilimlerin ortaya konulması amacıyla Web of Science kapsamında taranan çalışmaların bibliyometrik analizi gerçekleştirilmiştir.

#### **Yöntem**

Bu çalışmada, program liderliğine ilişkin makalelerin bibliyometrik yöntemle analizi gerçekleştirilmiştir. Bibliyometrik yöntemler, yayınlanmış araştırmaların tanımlanması, değerlendirilmesi ve izlenmesi için nicel bir araştırma süreci takip eden şeffaf ve tekrarlanabilir bilimsel süreçlere dayanmaktadır (Ercan, & Kan, 2004). Bu sayede hem okuyucuların hem de araştırmacıların herhangi bir konu alanında yapılan bilimsel araştırmalara ilişkin kapsamlı literatür taramasına ulaşmasına katkı sağlamaktadır (Zupic & Čater, 2015). Araştırmada yer alan dokümanların belirlenmesinde Web of Science (WoS) veri tabanından yararlanılmıştır. WoS doküman tarama ekranından "curriculum leadership (program liderliği)" anahtar kelimesi konu (topic) sekmesinde taranmış ve 152 arama sonucuna ulaşılmıştır. Bu sonuçlar içinden sadece makaleleri araştırma dâhil etmek için "article" sekmesiyle sonuçlar filtrelenmiş ve sonuç ekranında yer alan 124 makale ve kitap bölümü çalışmaya dâhil edilmiştir. Araştırmada program liderliği hakkındaki makalelere yönelik kapsamlı bibliyometrik analiz yapılarak okuyuculara

niceliksel ve haritalandırılmış bir literatür değerlendirmesi sunulmuştur. Bu analiz süreçlerinde VOSviewer programı kullanılmıştır.

## Bulgular

Çalışmada, "program liderliği" anahtar kelimesiyle WoS veri tabanında yapılan taramada bulunan 124 makale bibliyometrik yöntemlerle analiz edilmiştir. Makalelerin çoğu (%80.64) Eğitim ve Eğitsel Araştırmalara yönelik dergilerde yayınlanmıştır. İlk makale 1991'de yayınlanırken 2002'ye kadar başka makale yayınlanmamıştır. 2002'den 2009'a kadar yıllık 1-4 arası makale yayınlanmış, 2010'dan itibaren makale sayısında artış görülmüş ve en fazla yayın 2017'de (%12.90) yapılmıştır. Program liderliği makalelerinin en çok yayınlandığı ülkeler sırasıyla Amerika Birleşik Devletleri (27.41%), Çin Halk Cumhuriyeti (21.77%), Avustralya (12.09%) ve Güney Afrika (11.29%) olarak belirlenmiştir. Atıf analizinde, program liderliği çalışmaları en çok 2023 yılında (n=139) atıf almış, 2015'ten itibaren atıflar düzenli bir artış göstermiştir. Anahtar kelimelerin analizinde, en sık kullanılanlar program liderliği (n=38), program (n=11), liderlik (n=6), mesleki gelişim (n=5) ve program yönetimi (n=4) olarak belirlenmiştir. Yazar analizinde ise en çok makale üreten yazar Ylimaki, Rose M. (n=9), en çok atıf alan yazar ise Galton, M. (n=66) olmuştur. Dergi atıf analizinde, Educational Management Administration & Leadership (113 atıf, 3 makale) en önde yer alırken, program liderliği makalelerine en çok yer veren dergiler Curriculum Leadership By Middle Leaders: Theory, Design and Practice e-kitabı (n=5), School Leadership & Management (n=4), South African Journal of Education (n=4) ve Curriculum Journal (n=4) dergileri olarak belirlenmiştir. En çok atıf alan makaleler arasında "Faculty Development for Educational Leadership and Scholarship" (n=98) ve "Interprofessional Education for Whom? - Challenges and Lessons Learned From its Implementation in Developed Countries and Their Application to Developing Countries: A Systematic Review" (n=88) ön plana çıkmaktadır.

## Tartışma, Sonuç ve Öneriler

1991'den bu yana WoS'da program liderliği konusunda çeşitli dergilerde yayınlar yapılmıştır. Öncesinde ise bu konuda ilk önemli eserler 1985'te Leo H. Bradley'nin ve 1987'de Allan A. Glatthorn'un kitaplarıdır. 1991'de ilk makale, Fransız eğitim yöneticilerinin ihtiyaçlarını ele alan "French Immersion in Canada: Theory and Practice"dir. Leo H. Bradley ve Allan A. Glatthorn'un eğitim yönetimi alanında çalışmış olmaları ve 1991 yılındaki makalenin eğitim yöneticileri üzerine olmasından hareketle program liderliği kavramının başlangıçta eğitim yönetimiyle ilişkilendirildiği söylenebilir. Ylimaki'ye (2012) göre 2012 yılı itibari ile program liderliği konusunda hem program geliştirme alanında çalışan akademisyenlerin hem de uygulayıcıların artan bir ilgisi bulunmaktadır. Son yıllarda artan makale sayıları ve "Ylimaki, Maurice, Law, Wan, Stark ve Lee" gibi eğitim programları ve öğretim alanında çalışan isimlerin en çok makale ve atıf sayılarına sahip olmaları program liderliği kavramındaki eğilimin, eğitim yönetimi ile birlikte program geliştirme alanına doğru kaydığını göstermektedir. En çok makalenin yayınlandığı dergiler göz önüne alındığında da bu eğilim kendini göstermektedir. İlk on dergiden üçü doğrudan eğitim programları alanıyla ilişkiliyken, üçü de yönetim alanıyla doğrudan ilişkilidir. Benzer şekilde anahtar kavramlar da bu durumu doğrulamaktadır. Araştırmalarda en çok başvuru alanı anahtar kelimeler göz önünde bulundurulduğunda ilk sırayı program liderliği alırken, bunun ardından program ve liderlik kavramları gelmektedir. Alanyazın

değerlendirildiğinde bu durumun program liderliğinin tanımlanmasında ortaya çıkan belirsizlikle benzer olduğunu göstermektedir. Hairon ve arkadaşlarına (2016) göre, program liderliği kavramına ilişkin evrensel bir tanımın olmayışı, “program” ve “liderlik” kavramlarının tanımlarına yönelik geniş çeşitlilik göz önüne alındığında anlaşılabilir bir durumdur. Bununla birlikte program liderliği öğrenci öğreniminin tüm yönlerini kapsayan okulun planlanmış, yürürlüğe konmuş ve deneyimlenmiş programını destekleyen ortak hedefler doğrultusunda, liderlerin paydaşlar üzerindeki etkili uygulamaları şeklinde tanımlanabilmektedir (Lee & Dimmock, 1999; Hairon et al., 2016). Araştırma kapsamında dikkate alınan diğer bir konu da program liderliği çalışmalarının yoğunlaştığı ülkelerdir. Buna göre ilk dört ülke Amerika Birleşik Devletleri, Çin Halk Cumhuriyeti, Avustralya ve Güney Afrika olarak belirlenmiştir. Bu durum en çok yayın yapan ve atıf alan yazarların Amerika Birleşik Devletleri, Çin (Hong Kong) ve İngiltere’deki üniversitelerde görev yapıyor olması ile paralellik göstermektedir. Benzer şekilde program liderliği ile ilgili en çok makalenin yayınlandığı dergilerin de önemli bir kısmı ABD ve İngiltere kaynaklıdır. Analiz sonuçları doğrultusunda program liderliği konusunda eğitim programları ile ilgili çalışmaların artış göstereceği ve program liderliğinin farklı konular ile ilişkilendirilerek çalışılabileceği öngörülmektedir. Bununla birlikte çalışmaların belirli ülkelerle sınırlı kalmış olması nedeniyle, bu alanda diğer ülkelerde de çalışma yapılmasına, eğitim programları alanlarında program liderliğine ilişkin durumun ortaya konmasına ihtiyaç duyulduğu düşünülmektedir.