

The Composition and Promotion Strategy of Teachers' Curriculum Development Ability in Secondary Vocational Schools

Yingji Li

Jilin Engineering Normal University, Changchun 130051, Jilin Province, China

Funding: School-level scientific research development fund project of Jilin Engineering Normal University "Research on the current situation and promotion strategy of curriculum development ability of secondary vocational teachers in Jilin Province"(X2015046).

Abstract: The curriculum development ability of secondary vocational school teachers is a necessary professional ability for teachers. It has important practical significance and practical value for promoting secondary vocational education curriculum and teaching reform. On the basis of analyzing the connotation and composition of curriculum development ability of teachers in secondary vocational schools, this article proposes three strategies to improve the curriculum development ability of teachers in secondary vocational schools.

Keywords: Secondary vocational school teacher; Ability curriculum development; Composition; Strategy

Publication date: November, 2020

Publication online: 30 November, 2020

***Corresponding author:** Yingji Li, lyjstella@163.com

Curriculum development as an international development trend began in the 1970s. China took the lead in curriculum development in the field of basic education in the late 1990s. The Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Education Reform and Comprehensively Promoting Quality Education issued in 1999 and the Ministry of Education issued the "Basic Education Curriculum Reform Outline" in 2001, which clearly pointed out that the goal of the new curriculum reform is to implement national, local, and school curriculum

management to enhance the adaptability of the curriculum to localities, schools, and students. Under this background, secondary vocational education takes curriculum development as an important part of education reform, driven by the strategy of shifting from quantitative changes to quality. In the "Opinions of the Ministry of Education and the Ministry of Finance on Implementing the Quality Improvement Plan for Vocational College Teachers" in 2011, improving teachers' curriculum design and development capabilities was the primary "target task" for the implementation of the 2011-2015 vocational school teacher quality improvement plan. The "Professional Standards for Secondary Vocational School Teachers (Trial)" formulated by the Ministry of Education in 2012 stipulates that participating in school-based curriculum development is a necessary professional ability for secondary vocational school teachers. However, curriculum development ability is currently a very weak ability for vocational school teachers, which hinders the development of vocational school curriculum development. Because the work structure and the scope of work are quite complex, the corresponding vocational education curriculum structure and curriculum are far less simple than the standard curriculum of ordinary schools (Zhang, 2001). The new curriculum advocates culture of curriculum co-construction. It requires teachers to re-understand and establish their role in the curriculum, change their classroom professional lifestyle, attach

importance to teachers' curriculum participation, and enhance teachers' curriculum awareness and master the ability of curriculum development through teachers' participation in school-based curriculum development (Yang & Zhou, 2002). Therefore, improving the curriculum development ability of secondary vocational school teachers has important practical significance and practical value for secondary vocational education curriculum and teaching reform under the current social background of technological progress, industrial upgrading and technological innovation.

1 The connotation of secondary vocational school teachers' curriculum development ability

Regarding curriculum development capabilities, there is currently no uniform definition in the academic circle. Wu (2002) considered that curriculum development ability refers to a series of curriculum behaviors from the formulation of curriculum objectives, the design of curriculum structure, the compilation of curriculum standards, the selection and organization of curriculum materials, and the implementation and improvement of curriculum. Hua (2011) believed that curriculum development ability is based on teachers' sense of innovation, professional responsibility, and the psychological characteristics of seeking change and innovation. Teachers' own teaching experience, work experience, and social perception are used to revisit the curriculum system and curriculum. The ability to design structure and content, curriculum evaluation and teaching methods is a comprehensive manifestation of teachers' general ability (mainly in curriculum implementation) and special ability (mainly in curriculum design). Yu (2013) considered that curriculum development ability is a series of coordinated energy combinations that the subject of curriculum development needs to complete curriculum planning, curriculum design, and curriculum implementation. The above viewpoints are defined from the content, nature and procedures of curriculum development. The research object of this article is secondary vocational school teachers. As a specific group of teachers in secondary vocational schools, their curriculum development ability has its own particularity. The nature and curriculum characteristics of secondary vocational

schools stipulate the characteristics of secondary vocational school teachers' curriculum development abilities. Secondary vocational school refers to the vocational school that enrolls junior high school or primary vocational school graduates and implements secondary diploma education, including secondary professional school, technical school, vocational high school, etc. It mainly cultivates high-quality workers and secondary and junior specialized talents working in the first production line of service, technology and management. Therefore, the curriculum of secondary vocational schools has the characteristics of rapid change, strong comprehensive practicality, and distinct characteristics. Secondary vocational education curriculum is closely linked with enterprises, industries and labor market, and the application of new technology is applied to school curriculum in time. It is employment-oriented, work-oriented, reflects professional needs, and has strong practicability and it adapts to the regional economic and social development level, makes full use of the curriculum resources of local communities and schools, and forms regional and school characteristics. Vocational schools should adapt to the development of industry and technology at all times, and develop and adjust the content of curriculum timely in response to the actual needs of the vocational positions of the directly served enterprise groups (Zhang, 2010). It can be seen that the curriculum development of secondary vocational schools is initiated by the school, implemented in the school, using local resources, exchanges and cooperation with industry experts and curriculum experts outside the school, and is completed by the school teachers. Therefore, the curriculum development ability of secondary vocational school teachers refers to secondary vocational school teachers make full use of local and school resources, according to the characteristics of secondary vocational schools, to meet the employment needs of students, and to continuously carry out curriculum planning, design, construction and implementation.

2 The composition of secondary vocational school teachers' curriculum development ability

Curriculum development ability is the ability to complete the task of curriculum development. Therefore, to analyze the composition of the curriculum development ability of teachers in

secondary vocational schools, we should first analyze the tasks to be completed in curriculum development. The curriculum development of secondary vocational schools starts from the typical work tasks of the corresponding professional posts, takes the knowledge and skills required to complete the work tasks as the learning content, and takes the cultivation of the professional ability required by enterprises as the goal, and completes the teaching processing from the work knowledge system to the curriculum content system, and the standardized expression process from the curriculum content system to the curriculum text. Therefore, the curriculum development tasks that secondary vocational school teachers need to complete include the following aspects. (1) According to the investigation of talent demand and professional status, teachers should grasp the professional talent training direction, talent specification requirements, corresponding jobs, professional qualification certificates and the problems existing in the current curriculum and teaching, and clarify the ideas of professional reform. (2) Analyze the curriculum structure and compile professional teaching standards. From the analysis table of work task and professional ability, teachers summarize and sort out the knowledge, skills and attitude that the talents trained in this major, and determine the opening sequence of each course according to the construction law of students' learning experience. (3) Formulate professional curriculum standards, establish curriculum design ideas and curriculum content, clarify the logic between the curriculum contents, pay attention to the knowledge distribution of each part of the content, and work out the teaching implementation plan. (4) Develop teaching materials, including textbooks, courseware, training task books, etc. (5) Carry out curriculum implementation, determine the key points and difficulties of teaching based on core knowledge and skills, implement teaching and practical training through a variety of teaching modes, and guide students.

According to the task of curriculum development, the structure of curriculum development ability of secondary vocational school teachers includes not only the method ability and social ability of curriculum development, but also the ability and quality required to complete the specific task of curriculum development. It is as follows:

Ability of collecting information. It refers to the

ability to quickly and accurately collect, retrieve, and process information about industries, enterprises, and schools with strong information acumen, and to continuously accumulate rich materials for curriculum development.

Teamwork and communication skills. In curriculum development, teachers need to coordinate and communicate with enterprise experts, curriculum experts, school curriculum development leaders and team colleagues. They can reasonably express their views on the problems in the process of curriculum development, seek help from leaders or experts in time, and listen to the views of other teachers patiently to create an atmosphere of mutual assistance and cooperation within the team. The quality of team cooperation and communication directly determines the smooth progress and results of curriculum development.

Ability of professional perception. Teachers can understand the current situation and development trend of the industry, predict the development direction of the industry and the required post ability, and then fully understand the analysis of enterprise experts on work tasks and professional ability, determine the professional talent training objectives, and form the basic framework of professional construction and curriculum development.

Curriculum design ability. Teachers can scientifically determine the curriculum objectives, screen the course content from the perspective of teaching, design the structure of the quality, quantity and logical relationship of the course content, and design the curriculum structure, professional teaching standards, curriculum standards, teaching materials and other curriculum resources from the perspective of actual teaching, so as to realize the systematization and structure of curriculum system and content.

Writing and expressing ability of course text. In the curriculum development, teachers need to transform industry, enterprise information and subject knowledge systems into curriculum content systems and curriculum texts, and carry out school-based adaptation and development of various text materials for curriculum development. Therefore, teachers need to use a variety of ways to materialize the presentation of their own ideas, views and experience, using words, charts and other ways of orderly and scientific expression.

Curriculum implementation ability. The ability

of teachers to organize teaching using a variety of teaching forms, methods and methods, and to evaluate curriculum plans, curriculum implementation, student academic performance, etc., includes both curriculum organization ability and curriculum evaluation ability.

3 Strategies to improve the curriculum development ability of teachers in secondary vocational schools

3.1 Strengthen theoretical training and special tutorials for curriculum development

Training is an important support to improve teachers' curriculum development ability. In order to achieve ideal training effect, it is necessary to analyze training needs before training and counseling. In the process of curriculum development, teachers often encounter the problem that they have participated in a lot of training, but the training effect is not good. The main reason is that the training content and method are not consistent with the needs of teachers, which resulted in untargeted training (Qin, 2006). Through the analysis of training needs, teachers can find out the ability to be further improved through the development tasks they want to complete. Through suitable training methods, the training objectives are achieved. Therefore, it is especially important to carry out targeted training and guidance based on problems and needs.

3.2 Enhance teachers' curriculum development ability in the community of practice

Community of practice means that members can "participate at multiple levels", "it implies participation in the activity system, where participants share their understanding of the events they have done, and what these events mean to their lives and the community (Lave, J. & Wenger, E, 1999). In the curriculum development practice community, teachers can deepen their understanding of curriculum development and implementation and improve their own abilities through peer learning and peer guidance. To form a community of curriculum development practice, first of all, the composition of members should include all parties involved in the completion of curriculum development tasks, curriculum experts, enterprise experts, teachers, curriculum organization and management institutions, etc. Secondly, the responsibilities of each member of the community

should be set up, and their respective tasks should be clearly divided, which should be publicized in the form of articles to facilitate supervision. Thirdly, the community of practice should create an atmosphere of equal dialogue and enhance the democratic consciousness and cooperation ability of the team.

3.3 Provide system support and resource guarantee

Curriculum development is a systematic project, which needs to coordinate manpower, material, financial and other factors. Therefore, schools must provide a variety of institutional support for teachers to participate in curriculum development and implementation. Establish teachers' system of learning and training, provide teachers with a variety of training and learning opportunities, improve the level of teachers' ability. School should establish a reasonable system of encouragement, objectively evaluate teachers' willingness, enthusiasm and achievements in curriculum development, bring curriculum development into the performance appraisal of teachers' work, and stimulate the motivation of teachers' curriculum development. It is necessary to establish a mechanism of production, learning and research cooperation, help teachers to be familiar with the post ability of enterprises, timely adjust the course content and teaching methods, promote secondary vocational schools to meet the market demand, adjust the direction of running schools, training objectives and personnel specifications, and help enterprises and research institutions to turn knowledge into productivity. In addition, schools should also provide teachers with time and material resources for curriculum development to ensure the smooth progress of curriculum development.

References

- [1] Hua, M. (2011). The improvement of teachers' curriculum development ability based on the background of curriculum reform[J]. *Vocational education BBS*, (20) 81-84.
- [2] Jiang, C. Y. (2010). Research on Secondary Vocational School Teachers' Demanded Capacity in Project-based Curriculum Development and Implementation (Master's thesis, East China Normal University).
- [3] Lave, J. & Wenger, E. (1999). Legitimate Peripheral Participation in Communities of Practice[J]. In McCormick, R. & Paechter, C. (ed.). *Learning and knowledge*. Paul Chapman Publishing Ltd, Great Britain.

- [4] Qin, Y. Y. (2006). Key links and application of training demand analysis[J]. *Development of Human Resources* (08) 75-76
- [5] Wu, G. P. (2002). *School-based Curriculum Development*[J]. Cheng'du: Sichuan Education Press.
- [6] Yang, P. & Zhou, G. Q. (2002). *To Decide the Curriculum of Our School -- on the Development of School-based Curriculum*[J]. Peking: Peking University Press.
- [7] Ying, Y. Y. (2008). *School-Based Curriculum Developing Capability Cultivation of Secondary Vocational Teacher* (Master's thesis, Zhejiang Industrial University).
- [8] Yu, P. (2013). *A Study on the Ability of Curriculum Development for Secondary Vocational Schools* (Master's thesis, East China Normal University).
- [9] Zhang, J. (2010). *Essential Properties of Vocational Education and Characteristics of Teachers' Professional Ability Development*[J]. *Vocational education communication*, 2010 (12) : 5-9.