

# Research on the Training Strategy of School-Based Curriculum Development Ability of Secondary Vocational Teachers

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## Abstract

The school-based curriculum development of secondary vocational teachers is helpful to improve their ability of curriculum reform and promote their professional development. Through in-depth analysis of the current situation of school-based curriculum development ability of secondary vocational school teachers, this paper explores the reasons why secondary vocational school teachers lack school-based curriculum development ability, summarizes the factors that affect the school-based curriculum development ability of secondary vocational school teachers, and looks for training strategies to enhance the school-based curriculum development ability of secondary vocational school teachers, so as to commit to improving the high-quality development of secondary vocational education, and enhance the recognition and adaptability of secondary vocational education.

**Keywords:** secondary vocational teachers, school-based curriculum development ability, training strategy

## 1. Introduction

In the whole vocational education system, secondary vocational education has become the basic education of the applied talent training system. (Xu Guoqing, 2021) We should abandon the view that secondary vocational education is regarded as a terminal education, pay attention to the curriculum construction of secondary vocational education, and reflect the basic, targeted, practical, social and contemporary nature of secondary vocational education curriculum. School based curriculum development was first proposed in 1973 at the international curriculum seminar held by Felimark and Macmillan at the University of Ulster in Ireland. There are different views on the definition of school-based curriculum development, among which Cui Yunguo's view is relatively accepted and recognized. He believes that "school-based curriculum development refers to various professional activities in which the school chooses, adapts, compiles new teaching materials or designs learning activities according to the school's educational philosophy and through cooperation with external forces, and implements and establishes an internal evaluation mechanism in the school." (Cui Yunguo, 2000) According to the curriculum characteristics and school running orientation of secondary vocational education, the school-based curriculum development of secondary vocational education means that schools and teachers reprocess and recreate the national and local curriculum through selection, adaptation, integration, supplement, expansion and other ways to make it more in line with the characteristics and needs of students, schools and communities. As the main body of school-based curriculum development, secondary vocational school teachers are committed to creating school-based curriculum development that is suitable for the development of their students under the condition of having strong school-based curriculum development ability.

## 2. Analysis of the Current Situation of School-Based Curriculum Development Ability of Secondary Vocational Teachers

The research believes that school-based curriculum development is closely related to teachers. There is a relationship of mutual influence and mutual promotion between them. The improvement of teachers' curriculum

development ability is the basis of school-based curriculum development, and the process of school-based curriculum development is also the process of promoting teachers' curriculum development ability. It is learned from the current research that, first, the school-based curriculum development research involves the quality of teachers, but most of them start from the role transformation, teachers are the biggest obstacle and other aspects. There is not much research on how to cultivate teachers' curriculum development ability, nor enough in-depth research. Second, the research objects are mostly focused on the general concept of teachers, and lack of research on vocational school teachers. (Ying Yayong, 2009) Third, the promotion and training strategies of school-based curriculum development ability of secondary vocational teachers are rarely involved. More importantly, it involves the influencing factors in school-based curriculum development of secondary vocational teachers, analyzes the ability that secondary vocational teachers need to have to carry out school-based curriculum development, and restricts the internal and external conditions for secondary vocational teachers to carry out school-based curriculum development.

### *2.1 Secondary Vocational Teachers Lack Enthusiasm for School-Based Curriculum Development*

Secondary vocational school teachers are not active in school-based curriculum development and lack motivation for school-based curriculum development. First, most secondary vocational school teachers take the teaching task of multiple courses and spend a lot of time preparing for lessons. At the same time, they may also serve as the head teacher, who needs to manage and deal with all the affairs of the students in the class, which takes up a lot of their time. There is no extra time for school-based curriculum development, so that they are more than willing to develop school-based curriculum, but less able, and lose the enthusiasm to actively develop school-based curriculum. Second, secondary vocational school teachers still teach in the form of lectures, while most secondary vocational school students ignore teachers' teaching and fall asleep under the stage. The secondary vocational school teachers saw that the students' enthusiasm for learning was not high, and their enthusiasm for teaching also decreased sharply, let alone school-based curriculum development. Third, secondary vocational school teachers believe that curriculum development is the responsibility of curriculum experts. As a teacher, it is enough to do a good job in teaching.

### *2.2 Secondary Vocational Teachers Lack the Ability of School-Based Curriculum Development*

In terms of the composition of secondary vocational teachers, some teachers come from graduates of ordinary colleges and universities, lack experience in production and practice, and have a solid theoretical knowledge system. The other part is to hire enterprises to engage in production practices and industry experts, forming a team of full-time and part-time teachers. It is precisely because of the composition of the secondary vocational teachers, most secondary vocational teachers do not have a systematic understanding of curriculum development, and do not have the ability to develop curriculum. From the perspective of the training of secondary vocational teachers, there is no systematic training on school-based curriculum development for secondary vocational teachers before, during and after their employment, and they have not even attended the lectures on school-based curriculum development. Secondary vocational teachers do not have the ability to develop school-based curriculum.

### *2.3 Secondary Vocational School Teachers Lack the Sense of Cooperation in School-Based Curriculum Development*

The school-based curriculum development is difficult to be completed by teachers alone, and the high-quality school-based curriculum development is often the collaboration of a team. In the process of school-based curriculum development, secondary vocational school teachers did not form a school-based curriculum development team. They often made "textbook adaptation" based on the courses they taught for their own personal teaching. They lacked cooperation and communication with colleagues, and the phenomenon of creating their own curriculum behind closed doors was serious. The school-based curriculum development failed to achieve the expected effect, which seriously hit the confidence of secondary vocational teachers to continue to carry out school-based curriculum development.

## **3. Factors Influencing the School-Based Curriculum Development Ability of Secondary Vocational School Teachers**

School-based curriculum development needs teachers' innovative spirit and ability, which requires teachers to constantly absorb new knowledge, collect and use the development of curriculum resources. (Dong Renzhong & Li Hua, 2004) Secondary vocational school teachers' school-based curriculum development is affected by many factors. From the perspective of internal and external factors, there are mainly the following factors:

### *3.1 Internal Cause*

#### *3.1.1 Role Orientation of Secondary Vocational Teachers*

School based curriculum development is a process in which teachers participate in education and teaching

research. To study market demand, enterprise development, professional background and curriculum theory, curriculum implementation, etc., secondary vocational teachers are required to have certain research capabilities. In the wave of the new curriculum reform, the ability to have curriculum reform has once become a necessary skill for teachers. With the earth-shaking changes in society, the demand for teachers to become researchers is increasingly urgent. To become a researcher, a teacher should not only have good teaching ability and a solid knowledge system of professional courses, but also be involved in the scientific research team. It is the teacher's responsibility to participate in the curriculum reform research project. As a secondary vocational schoolteacher, we should have a correct role orientation. We are no longer just a teacher, but a teacher with scientific research ability in the new era. In the social development process of industrial upgrading and transformation, secondary vocational teachers should have super insight, apply new knowledge, new technology, etc. to the classroom, and establish the concept of school-based curriculum development, so that the classroom teaching of secondary vocational schools can adapt to the development needs of society, industry, and students, and meet the function of coexistence of employment and further education.

### 3.1.2 Knowledge of School-Based Curriculum Development

The knowledge of school-based curriculum development of secondary vocational school teachers is directly related to the development and improvement of teachers' school-based curriculum development ability. Have the knowledge of school-based curriculum development, laying the foundation for school-based curriculum development. Teachers in secondary vocational schools should have certain knowledge of school-based curriculum development when carrying out school-based curriculum development. They need to actively pay attention to the cutting-edge dynamics of curriculum reform, enrich their own knowledge system of school-based curriculum development, and cultivate their own insight ability. Through the attention and learning of scientific research dynamics, we can cultivate our own scientific research sensitivity, combine our own practical teaching experience in school-based curriculum development, and use the knowledge of school-based curriculum development to improve the quality of teaching. If the secondary vocational school teachers do not have certain knowledge of school-based curriculum development, they will be in a passive state in the school-based curriculum development. They know nothing about school-based curriculum development, which is not conducive to school-based curriculum development, curriculum reform, innovation of the past curriculum that does not adapt to the development of students, which is not conducive to the development of students, leading to low teaching quality and the quality of talent training of the school.

### 3.1.3 Consciousness of Curriculum Innovation

Secondary vocational school teachers need to have a sense of curriculum innovation in school-based curriculum development. The consciousness of curriculum innovation means that secondary vocational school teachers should have an accurate grasp of the curriculum, and at the same time, actively develop the curriculum according to the dynamic development of the market demand for social professional posts and the characteristics of students. As a secondary vocational schoolteacher, we should always find problems in our teaching practice, solve problems, and conduct profound self-reflection. Having a sense of curriculum innovation is a prerequisite for school-based curriculum development. A secondary vocational schoolteacher who does not have a sense of curriculum innovation has a superficial understanding of the quality of teaching and the curriculum. He only teaches for the sake of teaching and does not seek progress and innovation. The teaching effect in the classroom is not good, nor can he cultivate students with a sense of innovation. Teachers in secondary vocational schools should establish a sense of curriculum innovation, combine theory with practice, take students as the foundation, optimize the curriculum system and teaching content, combine social needs and practical factors, take students' development as the goal, and build school-based curriculum development courses that adapt to secondary education's orientation of school entrance and employment.

## 3.2 *External Cause*

### 3.2.1 Organizational Factors

In addition to having certain knowledge and curriculum innovation consciousness, organizational factors also have an impact on school-based curriculum development of secondary vocational teachers. First, whether the organizational atmosphere of secondary vocational schools is harmonious will affect the progress of school-based curriculum development of secondary vocational teachers. For example, the management style of school leaders will affect the enthusiasm of teachers for teaching and curriculum innovation. If the relationship between teachers is not friendly and cannot form a good organizational atmosphere, it is not conducive to the promotion of school-based curriculum development. Second, the role played by secondary vocational school teachers is becoming more and more diversified. Teachers need to deal with the contradictions between roles. If there are contradictions between roles, teachers will feel exhausted, and their work quality will be seriously affected. Third, campus culture and teacher culture exert a subtle influence on the school-based curriculum development of secondary vocational school teachers. A good cultural atmosphere creates a learning and

scientific research environment for school-based curriculum development.

### 3.2.2 Evaluation Incentive Guarantee Mechanism

The school-based curriculum development is a hard and complicated project, which requires a lot of teachers' energy. Without a certain incentive and security mechanism and the atmosphere of school-based curriculum development, it is difficult to carry out and promote. Development is hard work. If there is no certain material reward but only voluntary work, it will greatly reduce teachers' enthusiasm and motivation for school-based curriculum development, seriously dampen teachers' enthusiasm for school-based curriculum development, and seriously inhibit teachers' ability to play and improve curriculum. A reasonable incentive mechanism can mobilize teachers' enthusiasm and initiative in school-based curriculum development. With a good security mechanism, teachers can be free from other worries and devote themselves to the process of school-based curriculum development and concentrate on curriculum innovation.

### 3.2.3 Students

Secondary vocational school teachers should develop school-based courses that can meet the needs of different students' personality development according to students' interests, hobbies, knowledge levels and abilities, combined with the educational resources of schools and local communities, and cultivate diversified and personalized innovative talents, which is also the soul of school-based curriculum development. Students' learning conditions acquired knowledge and experience, students' characteristics and hobbies may affect teachers' school-based curriculum development. Only when students' needs are reasonably evaluated, the original curriculum is corrected, school-based curriculum that meets students' interests and needs is created or reorganized, and new incentives are established, so that school-based curriculum and the original curriculum form a new curriculum system, can students form new learning motivation and interest. (Ling Wei, 2004) The secondary vocational school students are not sensitive to the boring pure theoretical knowledge and have a strong interest in practical courses. The practical curriculum has a strong attraction to students. The secondary vocational school teachers should set and arrange the curriculum according to the characteristics of students when developing school-based curriculum. When developing the curriculum, we should pay attention to students' learning and feedback, and make adjustments according to students' learning, so as to develop a curriculum suitable for students.

### 3.2.4 Course Experts

The development of teachers' school-based curriculum development ability first needs to be supported by relevant school-based curriculum development theory knowledge and skills. The current situation is that experts with school-based curriculum development theory do not have school-based curriculum development practice, while front-line teachers, namely practitioners, lack theoretical guidance. In the process of school-based curriculum development by secondary vocational school teachers, the establishment of curriculum development teams cannot be separated from the guidance and participation of curriculum experts. In the early stage of school-based curriculum development, secondary vocational school teachers can contact and understand school-based curriculum development through lectures by curriculum experts. Curriculum experts play an important role in the formation of school-based curriculum development teams. Under the guidance of the theory and experience of curriculum experts, secondary vocational teachers and curriculum experts jointly carry out school-based curriculum development, aiming to develop practical secondary vocational curriculum under the guidance of scientific theory, which conforms to the characteristics of students' love of practical curriculum, and can closely follow the latest technology and needs of the industry. The cooperation between secondary vocational school teachers and curriculum experts is conducive to the learning of curriculum development related knowledge by secondary vocational school teachers and the improvement of curriculum development ability of secondary vocational school teachers. At the same time, curriculum experts can get the latest feedback through the application of school-based curriculum development achievements by front-line secondary vocational school teachers, which is conducive to timely discovery and solution of problems.

## 4. Training Strategies of School-Based Curriculum Development Ability of Secondary Vocational Teachers

With the implementation of the three-level curriculum management system, school-based curriculum development plays an increasingly important role in the curriculum reform of secondary vocational schools. In essence, school-based curriculum development in secondary vocational schools is an open and democratic decision-making process based on schools and enterprises. That is, principals, teachers, enterprise technicians, industry stakeholders, curriculum experts, students, parents, and community members participate in the formulation, implementation, and evaluation of the school curriculum plan. The curriculum reform of secondary vocational schools is proposed based on specific times. First, the upgrading and transformation of industrial structure driven by economic development. China is going to move from a large manufacturing country to a strong manufacturing country. New forms of business are emerging in endlessly, and the labor talents required

by the market are constantly adjusting. This requires that the curriculum of secondary vocational education needs to be constantly adjusted to adapt to local or regional economic development. The second is the repositioning of secondary vocational training objectives. Secondary vocational schools should not only cultivate application-oriented talents serving production, management, information, and service, but also cultivate high-quality innovative talents. The curriculum reform of secondary vocational schools needs to form a distinctive curriculum system according to the dynamic development of society, the development needs of enterprise transformation, and the continuous updating of industry standards. At this stage, it is so urgent to cultivate the school-based curriculum development ability of secondary vocational teachers. How to cultivate and improve the school-based curriculum development ability of secondary vocational teachers can be considered from the following aspects.

#### *4.1 Carry Out School-Based Training*

The school-based training has the characteristics of strong pertinence, flexibility, diversity, effectiveness and economy, so it has become an important form of modern educational technology training for secondary vocational school teachers. (Dong Jing, 2010) Innovate the teacher system and carry out school-based training, so that secondary vocational teachers can have the opportunity to participate in it and improve their school-based curriculum development ability. Through school-based training, secondary vocational teachers can participate in school-based textbook research, learn and improve their ability in participation, and effectively find and solve problems in participation, so as to achieve the transformation from a teacher to a researcher, learn by doing, and make progress, get a sense of experience and achievement in doing, and get new vitality and vitality of teaching from research. Secondary vocational schools should be committed to the organization and development of school-based training, and put school-based training into practice, so as to ensure the improvement of teachers' curriculum development ability.

#### *4.2 Establish a School-Based Curriculum Development Team*

The secondary vocational education closely follows the requirements of the times and the industry, adhering to the principle of multi subject participation in the development of school-based curriculum, which is more conducive to the development of students and better able to meet the needs of society. When building a school-based curriculum development team, the main body can include school leaders, secondary vocational teachers, curriculum experts, industry technical experts, etc. With the participation of multiple subjects, we have developed a curriculum that conforms to the development of secondary vocational students. Moreover, under the premise of teamwork and brainstorming, we can obtain multi-channel resources, whether information resources or material security resources and spiritual pillars, which virtually support the steady development of school-based curriculum. Reasonable division of labor is conducive to the efficient completion of curriculum development tasks. Secondary vocational teachers have rich practical teaching experience, but lack of theoretical knowledge of curriculum development. The curriculum experts have rich theoretical knowledge system of curriculum development and rich experience in the development of curriculum development. Industry experts have rich practical experience, master the latest industry technology, and clearly understand the needs of the industry. The scientific combination of the three parties undoubtedly gives a boost to school-based curriculum development.

#### *4.3 Rational Use of Secondary Vocational Education Resources Network*

The secondary vocational education resource network is a large website specialized in secondary vocational education resource services in China. The number and updating speed of resource courseware are in the forefront of the national secondary vocational education resource websites, with a total number of more than 300,000 sets of courseware, including teaching courseware, lesson preparation plan, examination papers, certificate examination, counterpart study, electronic books, training videos, education software, skills competitions, contributions of famous teachers, secondary vocational class meetings, etc. At the same time, it is also a learning and exchange platform for the majority of secondary vocational teachers in China. Based on professional teaching in secondary vocational schools, the website provides a large number of high-quality teaching resources for teachers in secondary vocational schools. As a reference for teaching, it broadens the vision of teachers.

#### *4.4 Establish a Reasonable Incentive and Evaluation Mechanism*

In order to stimulate the enthusiasm of secondary vocational teachers to participate in school-based curriculum development, it is urgent to propose a reasonable incentive and evaluation mechanism. The purpose of establishing a reasonable incentive and evaluation mechanism is to create a fair and just environment for secondary vocational school teachers to carry out school-based curriculum development, which can enable teachers to devote themselves to the team of curriculum development. In the evaluation, first, we should pay attention to the diversification of the evaluation subject, and the specialization and multi-dimensional of the evaluation indicators, so as to achieve an effective evaluation, rather than just a formality. Second, we should pay

attention to the process of evaluation. We can't just make a summative evaluation and ignore the process evaluation. Although the results are important, finding and solving problems in the development process can better train teachers' thinking ability. Third, the evaluation should pay attention to the combination of qualitative and quantitative methods. Although data and visualization are important, they should pay attention to the use of qualitative methods to evaluate aspects that are not easy to quantify, so as to ensure that the entire evaluation process tends to be scientific and reasonable. Fourth, we should pay attention to the combination of external incentives and internal incentives to achieve the maximum effect of motivating participants. Make reasonable use of material rewards, ensure the expenditure of the curriculum development team and the guarantee of life, effectively use spiritual incentives, and tap the driving force of team development. Timely take evaluation as a feedback and make good use of the feedback data to effectively promote the school-based curriculum development.

A scientific and reasonable incentive and evaluation mechanism is not only conducive to stimulating teachers' enthusiasm, but also conducive to promoting teachers' professional development. Take evaluation as one of the indicators of professional title evaluation and promotion, constantly stimulate the school-based curriculum development motivation of secondary vocational teachers, so that teachers can improve their professional quality in a good environment.

## 5. Conclusion

How to speed up the adaptability, pertinence, and timeliness of the curriculum reform in secondary vocational schools? School-based curriculum development is a practical way. Compared with the national curriculum and local curriculum, the school-based curriculum has the characteristics of short cycle, flexible adjustment, and high effectiveness. Moreover, the school-based curriculum development is close to students, schools, and local areas. It can quickly organize and screen the curriculum content according to the characteristics of students, students' needs, school needs, and local economic development needs, so that the curriculum content is full of the flavor of the times. Who should be the main body of school-based curriculum development in secondary vocational schools? Mainly by the secondary vocational teachers as the main body of development. Secondary vocational school teachers are not only the main body of school-based curriculum development, but also the roadblock of school-based curriculum development, because they lack the awareness and ability of school-based curriculum development. Therefore, it is worthy of our discussion to establish the awareness of school-based curriculum development of secondary vocational teachers and cultivate their school-based curriculum development ability. In addition, since 2019, a large number of documents issued by the state on vigorously developing vocational education have mentioned the need to deepen the curriculum reform of secondary vocational education, and most of the documents on school-based curriculum development in secondary vocational education remain before 2015. In recent years, secondary vocational education has gained new development and orientation, so school-based curriculum development in secondary vocational education needs to be readjusted to meet the new development needs and keep pace with the times.

The main body of school-based curriculum development in secondary vocational schools is undoubtedly secondary vocational teachers, but most of them do not have the ability of school-based curriculum development. This article gives relevant suggestions and opinions on how to cultivate the school-based curriculum development ability of secondary vocational school teachers, aiming to provide some training ways for secondary vocational school teachers to improve school-based curriculum development, and dedicate to making secondary vocational curriculum more practical, adaptable and professional.

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