

# The Training Path of Teachers' Curriculum Leadership Under the Background of Education Informatization

## -- Taking Cooking Major as An Example

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### Abstract

The intelligent transformation is affecting the development direction of vocational education. The intelligent environment changes the teaching materials, teachers and teaching methods of vocational education by reconstructing the concept, culture and ecology of education. Among them, teachers are at the heart of the change. The development of curriculum development, curriculum design, curriculum implementation and curriculum evaluation is inseparable from the development of teachers' curriculum leadership. Based on the theory of curriculum leadership, this paper takes the culinary profession as an example to propose a training path for teachers' curriculum leadership under the background of educational informatization.

### Keywords

Educational informatization; Teacher curriculum leadership; Vocational education; Training path.

## 1. Introduction

In 2022, the promulgation of the new Vocational Education Law highlights the employment orientation of vocational education. Vocational education provides strong support of talents and skills for industry and economic development. In order to improve the adaptability of vocational education, technologies such as artificial intelligence, Internet of Things, cloud computing, big data, and VR/AR are widely used in vocational education. As the main body of curriculum development and implementation, teachers need to match the education informatization 2.0 environment, reshape traditional courses, and increase students' knowledge and wisdom. Therefore, improving the training of vocational education teachers' curriculum leadership has become an urgent problem that vocational colleges need to face.

## 2. The Concept of Teacher Curriculum Leadership in The Context of Educational Informatization

In 1952, the American scholar A.Harry.Passow proposed the concept of "curriculum leadership". In the mid-1980s, with the rise of American school-based curriculum, teachers' curriculum leadership gradually attracted attention. The development of curriculum theory and school leadership theory promotes the gradual maturity of curriculum leadership. Distributed leadership theory believes that there is an open boundary between leaders and followers in an organization, and members in an organization form a community through interaction to generate leadership power, which provides a theoretical basis for teachers to participate in curriculum development. Based on this, the curriculum theory has gradually moved from the top-down goal-oriented curriculum management mode to the school-based curriculum development mode, and the leadership of teachers in curriculum development has gradually become prominent. Bradley believes that curriculum leadership emphasizes

curriculum development, provides the necessary resources for curriculum development, provides a philosophical direction for curriculum development, allows for the continuity of curriculum development, and acts as a bridge between the theory and practice of curriculum development [1]. Zhong Qiquan (2002) believes that "curriculum leadership" must be understood as "guidance" rather than control [2]. Deng Xianliang (2019) emphasized the "leading" orientation of curriculum leadership, vocational college teachers Curriculum leadership refers to the leading role played by vocational teachers in the process of formulating and implementing curriculum. Therefore, under the background of educational informatization, teachers' curriculum leadership is the formation of teachers' community, the construction of informatized curriculum resources, and the improvement of informatized teaching methods through the development of teachers' professional abilities, professional concepts, and professional culture under the influence of the school's cultural environment. to guide students in the practical process of learning.

### **3. The Development and Influencing Factors of the Curriculum Leadership of Culinary Professional Teachers**

The modern culinary education system, the school-running level includes the culinary major of secondary and higher vocational education, the undergraduate culinary teacher major, the master culinary discipline, and the doctoral culinary discipline. Due to the strong practicality of the profession, in the process of talent training, there are a large number of experiments and hands-on skills training, that is, the proportion of practical training courses is relatively large. Digital technologies, including Augmented Reality (AR) and Mixed Reality (MR), have been shown to be effective in promoting student learning performance. Artificial intelligence and human-machine collaborative teaching have great development value in the culinary profession. Digital technology is conducive to the mastery of standardized operation procedures, and promotes the upgrading and transformation of traditional catering enterprises by changing the way traditional Chinese cooking skills are inherited by masters and apprentices. Under the background of Industry 4.0 era, all walks of life are constantly integrating intelligently. After the cooking industry is integrated with the 5G era, it is bound to move towards intelligence and standardization. By further improving process standards and forming industry standards, market expansion has been completed.

Therefore, it is of great practical significance to develop and cultivate the leadership of culinary professional teachers in the informatization curriculum. However, the practice in recent years shows that there are still three deficiencies in the development of informatization curriculum leadership for culinary teachers:

#### **3.1. Insufficient Group Awareness of Teachers**

As mentioned above, in the curriculum leadership of teachers, informatization curriculum development, design and Implementation ability emphasizes the "leading" role of teacher leadership. In the development and design of the informatization curriculum, the culinary professional teachers themselves need to adapt to the new requirements of curriculum construction, implementation and evaluation under the background of informatization. In the process of implementing the informatization curriculum, the teacher group needs to form a joint force on the basis of individual ability development to jointly improve the curriculum. It is necessary for teachers themselves to improve their awareness of curriculum leadership, and for teachers to build relationship and synergy, so as to form a curriculum leadership community. However, in the context of informatization, stronger adaptability and learning ability are required. Due to factors such as different majors and the influence of the traditional mentoring system, most teachers have not awakened their self-awareness, making it difficult to form a joint force. The specific manifestations are that they have little interest in the development of

informatization courses, and focus on execution; professional ability development is based on individuals and lacks the awareness of group development.

### **3.2. Lack of Cooperation in the External Environment**

The development of informatization curriculum leadership requires the cooperation of the leadership environment. In the process of teacher informatization curriculum leadership development, it is necessary to construct a campus curriculum culture, form a common vision, and build a curriculum leadership community. This problem is mainly manifested in the implicit culture of the campus, which lacks the affirmation of the opinions of teachers. Especially in the process of formulating and evaluating the curriculum vision, the voice of the group is ignored; secondly, there is a lack of soil for cultivation, and in the formal cultural exchange, there is a lack of encouragement for the curriculum leadership vision; in the creation of campus space, there is no communication between teachers and groups. space. In campus activities, inter-school exchanges, and teacher training, the guidance of teachers' curriculum leadership is ignored.

### **3.3. Lack of Dialogue Between Teachers and Students**

Under ideal conditions, curriculum development, design, implementation and evaluation can be effectively promoted through multi-dimensional curriculum evaluation, thereby enhancing teachers' information-based curriculum leadership. However, although under the background of information-based teaching, the requirements for students' self-inquiry, self-construction, and self-evaluation are gradually increasing, and the traditional teacher-student relationship still needs to be re-constructed. Only through dialogue can teachers have a comprehensive understanding of the purpose of training and a full understanding of students' learning, so as to improve curriculum leadership and promote student development. Due to the heavy workload of teachers and the influence of traditional teacher-student concepts, a reasonable path has not yet been formed for the construction of the relationship between teachers and students. Students are not adapted to self-directed learning, resulting in poor course results and teachers facing difficulties in the development of curriculum leadership. to the bottleneck.

## **4. The Training Path of Teachers' Curriculum Leadership Under the Background of Educational Informatization**

### **4.1. Stimulate Teachers' Endogenous Motivation**

The traditional curriculum design focuses on curriculum leaders, and the rest of the teachers who also participate in the curriculum have no sense of identity as curriculum designers. Structurally, one person leads and the rest completes the task. In the context of educational informatization, in order to better combine informatization means with courses, it is necessary to carry out personalized courses and teaching design according to each class, which requires the joint efforts of all teachers. Only by reasonably stimulating the endogenous motivation of teachers, forming a distributed leadership structure, jointly formulating a curriculum vision, forming a school curriculum culture, and influencing the development of teachers' curriculum leadership. In order to stimulate the inner motivation of teachers, the cognitive structure of "understanding-identification-dedication" should be followed, and a curriculum community of collaborative communication should be formed with the curriculum group as the unit.

### **4.2. Cultivating Teachers' Action Research**

Construction theory holds that knowledge or skills are actively constructed by learners, and teachers are facilitators. Especially in the context of informatization, the number of teaching methods has increased, and the main subjects participating in classroom teaching have added smart course equipment in addition to teachers and students. Therefore, in the course

implementation process, the information-based curriculum is generated through the interaction of teachers, students, and information-based teaching equipment. In order to improve teachers' curriculum leadership, we should take the curriculum as a unit, carry out a comprehensive design, and gradually improve it. Due to the particularity of the culinary profession, the school-led curriculum development system should be followed, so the teaching team is required to construct and improve the curriculum.

### 4.3. New Teacher Evaluation Indicators

Teacher evaluation indicators are the vane of teachers' growth and development. To enhance teachers' curriculum leadership in the context of informatization, it is necessary to provide a beacon and path for teachers' development. From a policy perspective, education departments and schools should build a curriculum leadership atmosphere and culture for teacher development under educational informatization, and reconstruct teacher evaluation indicators. Multi-dimensional evaluation from the degree of educational informatization, the effectiveness of curriculum construction, and the state of students' learning has become a guiding lighthouse for teachers' curriculum leadership development. Due to the close connection between curriculum leadership and curriculum practice, competitions are used to promote teaching, and evaluation indicators are used to motivate teachers to reflect and apply practically to achieve improvement.

## References

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