

# Research on Curriculum Leadership of Teachers in Higher Vocational Colleges and Universities

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**Abstract.** Curriculum leadership of teachers in vocational colleges is mainly composed of four parts: curriculum development ability, curriculum transformation ability, curriculum implementation ability and curriculum evaluation ability, which is an important basis for improving the quality of vocational education teaching and improving the level of vocational education development. At present, many teachers in higher vocational colleges and universities still face the embarrassing situation of "losing words" in curriculum leadership construction, such as insufficient curriculum development ability, lack of curriculum transformation ability, lack of curriculum implementation creativity, and biased curriculum evaluation cognitive power. With the research integration method, and taking into account the new requirements for the industrial revolution posed by Industry 4.0, this study proposes that vocational colleges should deepen curriculum reform and improve teachers' curriculum leadership in order to achieve the goal of cultivating high-quality, comprehensive talents for the economy and society.

**Keywords:** Curriculum Leadership; Higher vocational education; Research

## 1 Introduction

The Action Plan for Quality and Excellence in Vocational Education (2020-2023) issued by the Ministry of Education explicitly proposes to promote the "classroom revolution" in vocational colleges and promote the deep development of curriculum and teaching reform in vocational colleges. The construction of high-level teachers is the first resource and soft element to promote the high-quality development of vocational education, and curriculum leadership is one of the core professional competencies of teachers [1]. As a practical subject that directly promotes the curriculum reform in higher vocational colleges, the level of curriculum leadership of higher vocational teachers is to a certain extent related to the success or failure of curriculum reform, and also directly affects the high-quality development of modern vocational education.

Since the 21st century, the domestic education research field has begun to pay attention to teacher leadership. In the exploration of promoting the integration of teacher leadership and educational practice, the impact of teacher leadership on frontline educational practice has become increasingly prominent. However, the current research and practice of teacher leadership mainly focuses on the field of basic education, and lacks attention to the potential impact in the field of higher education, especially in the internal development of higher

vocational colleges and universities. In the context of improving the vocational education and training system and realizing the connotative development of higher vocational education, whether it is to deepen the reform of education and teaching, to strengthen the research and development of applied technology, to cultivate high-quality innovative and technical talents, or to promote the integration of industry and education, school-enterprise cooperation, and the combination of work and study in order to enhance the synergistic development of higher vocational colleges and universities and the regions and industries, it is necessary to give full play to the leadership of higher vocational teachers. Therefore, it is of great academic value and practical significance to clarify the basic connotation of higher vocational teacher leadership, clarify the value of higher vocational teacher leadership, analyze the challenges that may be encountered in cultivating higher vocational teacher leadership, and explore the development path of higher vocational teacher leadership.

Higher vocational teacher leadership is the ability of teachers in higher vocational colleges and universities to better fulfill their social responsibilities such as talent cultivation, scientific research, social service and cultural inheritance by influencing students, teachers, administrators and industry participants in their educational and teaching activities. On the basis of analyzing the status quo of teachers' curriculum leadership in China's higher vocational colleges and universities at the present stage, this study focuses on the improvement of higher vocational teachers' curriculum leadership, combines the practice of curriculum teaching, and puts forward the practical initiatives in four aspects, namely, empowering curriculum transformation, empowering curriculum transformation, transforming curriculum creation, and perfecting curriculum evaluation, with a view to further improving the curriculum leadership of higher vocational teachers, deepening the reform of teaching and learning, and then making a useful contribution to the service of the economy. useful contribution to serving the economy.

## **2 The current situation of curriculum leadership research among teachers in higher education institutions**

Curriculum leadership is a series of positive influences shown by individual teachers or groups in practical activities such as curriculum planning, curriculum development, curriculum implementation, and curriculum evaluation. [2] Curriculum leadership of higher education teachers can reflect both the excellence of higher education teachers in designing and planning curriculum, and highlight their extraordinary ability to regulate curriculum in making curriculum decisions as well as in the process of implementation. [3] Teachers' curriculum leadership is composed of four main aspects: vocational education curriculum development ability, vocational education curriculum transformation ability, vocational education curriculum implementation ability, and vocational education curriculum evaluation ability. The curriculum leadership of higher education teachers is one of the key factors that determine the improvement of education quality in higher education institutions [4].

The four core concepts are elaborated separately below.

### **2.1 Curriculum development ability**

As the direct subject of curriculum development, the ability to develop curriculum, especially school-based curriculum development, is a kind of curriculum leadership that teachers in higher

education institutions must have. Higher vocational education has the characteristics of both higher education and vocational education, fully reflecting its practical character. In addition, vocational education mainly cultivates talents for social and economic development, and its development should be closely related to the level of economic development, industrial structure and industry characteristics in the region. The mode of talent cultivation is "industry-education integration and school-enterprise cooperation", and the mode of curriculum development is "practice-oriented and work process".

Therefore, for the teachers of higher vocational colleges, the ability of curriculum development is to deeply connect with social needs, combine with the current situation of regional economic development and the characteristics of vocational colleges themselves, give full play to their own advantages, optimize resources, reorganize and implement the curriculum content, and evaluate the comprehensive ability of feedback, in addition, they should be able to skillfully operate the curriculum development platform and development tools. In a word, curriculum development ability is the comprehensive ability about curriculum development and application.

Vocational education is very different from general education in terms of teaching content, and the sequencing of vocational education curriculum content is its essential characteristic. Developing curriculum in accordance with the sequence of work processes is a breakthrough in curriculum development that highlights the characteristics of vocational education.[5] Thus, teachers can only reflect the essential characteristics of vocational education if they have the ability of lesson proceduralization.

While general higher education constructs curriculum system with knowledge logic, vocational education takes work process as the basis and insists on practice orientation to sequentialize curriculum content. The development process should also be fully integrated with the work reality and arrange the curriculum according to the difficulty of the work operation process, or the sequence of the work process before and after. Higher vocational teachers should fully consider the characteristics of the vocational education curriculum itself and the law of students' physical and mental development[6] to ensure that the developed curriculum meets the needs of social development and fits the law of students' physical and mental development.

## **2.2 Curriculum transformation capability**

Goodreads divided the curriculum into five levels, or five different types, namely, ideal curriculum, formal curriculum, understood curriculum, operational curriculum, and empirical curriculum. Among them, the "formal curriculum" to "understood curriculum" is the new understanding of teachers based on the understanding of curriculum texts such as curriculum plans, curriculum standards, and textbooks issued by the educational administration, and based on their own knowledge reserves and abilities, etc., which is still a certain gap from the formal curriculum. There is still a gap between the curriculum and the formal curriculum; from the "understood curriculum" to the "operational curriculum", it is the teacher's new understanding based on the actual situation of students and the classroom, which is transformed into a textual curriculum with the teacher's personal experience, such as The teacher is able to design a lesson plan that is appropriate for the students in the classroom based on the syllabus or curriculum standards, etc. Teachers are the key to the success or failure of curriculum transformation. Inadequate curriculum transformation ability of senior teachers will lead to curriculum lag, and to a certain extent, the curriculum will not achieve the expected effect. In short, the curriculum

transformation ability of higher education teachers refers to their ability to transform the content of curriculum standards and textbooks into a suitable learning activity for students when they are faced with multiple influencing factors around them.[7] The curriculum transformation ability of teachers in higher education institutions is an important part of their curriculum leadership, which needs to be generated continuously in the process of practice. The practical and flexible nature of vocational education curriculum requires higher vocational teachers to have good curriculum transformation ability, and then to transform it into a dynamic curriculum based on a full understanding of the text-based curriculum, so that it can fit with the practical nature of vocational education.

### **2.3 Curriculum implementation ability**

Curriculum implementation ability is a kind of curriculum implementation ability of teachers. The curriculum implementation ability of teachers means that after the curriculum has been transformed by teachers, they can put the curriculum plan and curriculum plan into teaching practice through their own understanding in order to achieve the curriculum objectives and curriculum standards in a comprehensive practical ability.

Curriculum implementation ability is reflected throughout the whole curriculum implementation process, through a series of processes such as teachers raising problems, analyzing them and taking relevant measures according to the actual situation in the curriculum teaching process.[8] The curriculum implementation ability of higher education teachers is at the same time a kind of teaching resourcefulness, which is able to adapt to the actual situation.

Generally speaking, there are three orientations of curriculum implementation, which are fidelity orientation, mutual adaptation orientation, and creation orientation. The creation orientation requires the highest competence of teachers, which is more concerned with the generation and creation in the process of practice, rather than just the degree of fit between curriculum implementation and goal achievement. Even for professional basic theory courses, teachers should learn to construct relevant work situations in the course of curriculum implementation, help students acquire corresponding knowledge and skills in complete work situations, and highlight work orientation. At present, some higher vocational teachers face the embarrassment of going from "school door" to "school door", just graduated from school and went to work, lacking the corresponding work practice ability. Theoretical knowledge alone is not sufficient for teaching in vocational colleges, and cannot cultivate students' practical ability. Therefore, for teachers in higher education institutions, effective curriculum implementation capability is firstly demonstrated by teachers' ability to design learning tasks based on typical work tasks and to adjust teaching implementation steps according to the actual situation in the actual curriculum implementation process. Higher education teachers need to ensure that students can get appropriate resources from teachers to support them in completing the learning tasks, and that students can gain a complete work experience through the course, and cultivate students' autonomy and collaboration.[9] In conclusion, the curriculum implementation ability of teachers in higher education institutions is not achieved overnight, but needs to be constantly exercised in the process of practice and slowly accumulated in the process, which requires teachers to give full play to their teaching resourcefulness and adjust their teaching steps according to the actual situation to better help students grow.

## **2.4 Curriculum evaluation skills**

Scientific evaluation can play a guiding and regulating role for the curriculum. The ability of higher vocational teachers to evaluate the curriculum mainly refers to the teachers' ability to use multiple evaluation methods to evaluate students in a comprehensive manner in accordance with the cultivation rules of technical skills talents. In terms of evaluation content, higher vocational teachers should focus on the growth of students' professional competence, methodological competence and social competence, instead of focusing on academic achievement as in general education. Professional competence emphasizes the specialized skills and professional knowledge required for professional activities, and focuses on mastering skills and knowledge to obtain a reasonable knowledge structure; methodological competence emphasizes the working methods and learning methods required for professional activities, and focuses on learning to learn and working to develop scientific thinking habits; social competence emphasizes the behavioral norms and values required for professional activities, and focuses on learning to live together. Social competence emphasizes on the behavioral norms and values required for professional activities, and focuses on learning to live together and learning to be a person, so as to establish a positive attitude towards people.[10] In terms of evaluation methods, higher vocational teachers should master multiple evaluation methods. They should pay attention to students' participation and enthusiasm in the work process, as well as peer cooperation, instead of focusing only on the final results, so as to highlight the essence of vocational education and improve the quality of vocational education teaching.

## **3 Methodology**

This study adopts a scientifically rigorous research integration method. The research integration method is an empirical research method based on literature, which emphasizes the systematic collection, retrieval and screening of literature, based on statistical analysis and quantification, and then integration of relevant resources.

The research-integration approach plays an important role in analyzing the existing literature, which not only helps to understand the existing research literature comprehensively and holistically, but also establishes the connection between old and new scientific knowledge. It also helps to improve the understanding of existing research and expand the scope of existing research. In addition, the research integration approach helps people to recognize the consensus and conflict of existing research, especially when contradictory results are found for the same research topic using similar research designs.

In this study, the authors reviewed 31 articles related to the evaluation models through keyword searches in Google Scholar and China Knowledge Base, and finally selected 20 articles for the analysis of the topic.

## **4 Finding**

The main purpose of curriculum leadership is to help teachers improve their professional level and the quality of education and teaching activities through effective understanding, development, participation, implementation and evaluation of the curriculum, so as to promote

the overall development of students.[11] However, the misplacement of bureaucratic management, the absence of teachers' self-awareness and the lack of cooperative culture in higher vocational colleges have restricted the development of curriculum leadership of higher vocational teachers, making the curriculum leadership of higher vocational teachers fall into the "aphasia" barrier, which is manifested in the loss of power in curriculum development, the lack of curriculum transformation ability, the lack of creativity in curriculum implementation, and the bias of cognitive power in curriculum evaluation.

#### **4.1 The loss of curriculum development right of higher vocational teachers under the bureaucratic management system**

Weber put forward the idea of bureaucratic management to improve its work efficiency by clarifying the relationship between levels and determining the division of labor among members of different organizations. In essence, the bureaucratic management system belongs to the category of instrumental rational value. It is often based on the principle of "optimal efficiency" and guided by "final results". As a result, people's subjectivity status is usually not guaranteed, freedom is suppressed, and personal value is marginalized. Under the bureaucratic management system, there is a strict boundary between teachers and administrators. Due to excessive compliance with the rules, the relationship between teachers and managers and colleagues may be gradually alienated and weakened, and teachers' consciousness and initiative in curriculum development will be suppressed. As the main body of school-based curriculum development, higher vocational teachers should be curriculum generators, leaders, promoters, helpers and shapers.[12] However, under the cover of the bureaucratic management system, higher vocational teachers did not gain the autonomy of curriculum development, but simply as consumers and mechanical executors of the curriculum, they can only accept passively. Even in some higher vocational colleges with strong bureaucratic atmosphere, the principals' curriculum concept is relatively backward and their awareness of school-based curriculum development is relatively narrow. They are indifferent to curriculum reform and refuse to make substantial curriculum reform. At the same time, they also deprive higher vocational teachers of the power of curriculum development. As a result, even if teachers want to develop school-based curriculum that is more in line with the needs of the times, they cannot achieve it because of the lack of power. The power of teachers' curriculum development is gradually dispelled so that they cannot participate in the curriculum reform of higher vocational colleges.

#### **4.2 Lack of curriculum transformation ability of higher vocational teachers under the restriction of path dependence**

Curriculum transformation is based on the transformation of personal knowledge, experience and level of higher vocational teachers. The same curriculum text will form different styles of running courses under the transformation of different teachers. In the course of curriculum leadership, higher vocational teachers fall into the dilemma of insufficient ability of curriculum transformation, which is manifested by the inability to transform static curriculum text into a curriculum with the characteristics of vocational colleges, the lack of practicality in curriculum design based on curriculum text, and the failure to reflect the characteristics of vocational education practice, which is mainly affected by the path dependence mechanism. A large part of vocational teachers come from comprehensive universities or ordinary normal colleges, while a small proportion come from enterprises or vocational and technical normal colleges. They lack long-term and systematic practical experience before taking up their jobs, and some

teachers fail to receive timely and effective induction training after taking up their jobs. The knowledge and experience acquired in general education cannot be updated in a short time, thus affecting teachers' current actions. There are significant differences between vocational education and general education. For example, in knowledge learning, general education focuses on theoretical knowledge, while vocational education focuses on practical knowledge; In the cultivation of ability, general education mainly focuses on general ability, while vocational education mainly focuses on vocational ability; wait. Because higher vocational teachers themselves have been trained by the general education system and lack the knowledge and experience of systematic practical education, they fall into the path dependence of the general education curriculum system, which leads to the tendency to interpret the curriculum transformation process with the thinking of general education and lack the curriculum transformation ability with vocational education characteristics.

#### **4.3 Lack of creativity in curriculum implementation of higher vocational teachers under the infiltration of managerialism**

Curriculum implementation is a dynamic process that can be changed at any time. Teachers in higher vocational colleges should adhere to the orientation of creation in the process of curriculum implementation, and the realization of curriculum creation requires the joint role and cooperation of teachers and students. At present, under the influence of the new public management, the curriculum implementation effect of higher vocational teachers is obscured by some quantitative indicators, such as the degree of achievement of curriculum goals, the standardization of curriculum implementation process, etc. The evaluation results of these indicators are directly linked to the teachers' personal professional title assessment, salary payment, etc. Teachers are required to teach students courses according to the curriculum outline. Therefore, in order to achieve the set goals, vocational teachers excessively pursue the faithful orientation of curriculum implementation and lack the sense of flexibility. However, curriculum implementation should be a dynamic process. For vocational education, it should follow the creative orientation of curriculum implementation. If it only follows the static goals, it will not only fail to highlight the characteristics of vocational education, but also fail to truly cultivate students' resilience, which restricts the high-quality development of vocational education. Therefore, teachers in higher vocational colleges should follow the creative orientation of curriculum implementation in the process of curriculum implementation, and cultivate students' ability to adapt to professional positions and respond to changes in the dynamic process of curriculum implementation, which is an important embodiment of curriculum leadership of teachers in higher vocational colleges.

#### **4.4 The cognitive bias of curriculum evaluation of vocational teachers under the restriction of ideas**

Evaluation is a value judgment activity related to the subjective consciousness of the evaluation subject, which has the function of management and development. The curriculum evaluation ability of higher vocational teachers is an important part of curriculum leadership. The General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Promoting the High Quality Development of Modern Vocational Education, which mentioned that we should optimize the construction of vocational education types and improve the evaluation method of "cultural quality+vocational skills" in vocational colleges. However, for a long time, vocational education has been regarded as "inferior" education by many people

because of the delusion of the thought that "a good student is an official" and "the Tao is the essence of the tool". If it lacks the correct curriculum evaluation concept, it inevitably tends to use the standard of ordinary education to evaluate students in the course of curriculum evaluation, and cannot evaluate students according to the essential requirements of vocational education. As a typical type of education, vocational education should have its own independent evaluation system, and more emphasis should be placed on students' technical skills and professional ability. The biased cognitive power of curriculum evaluation of higher vocational teachers not only fails to highlight the practical and procedural characteristics of vocational education, but also may lead to the general development of the implementation of vocational education curriculum, and the real level of students cannot be effectively evaluated, thus hitting the enthusiasm of students and affecting the training quality of technical talents.

## **5 Practical path of improving curriculum leadership of higher vocational teachers**

Exploring the construction of curriculum leadership in line with the characteristics of vocational colleges has a prominent and important role in improving the quality of higher vocational education.[13] The curriculum leadership is one of the indispensable basic abilities of the teaching subject teachers, which is of great significance to improve their professional quality and promote the development of vocational education. Therefore, we should work together from many aspects to enable higher vocational teachers to actively participate in the curriculum leadership, and improve the curriculum leadership of higher vocational teachers, including giving them the power of curriculum development, enhancing the ability of curriculum transformation, improving the ability of curriculum implementation, and changing the concept of curriculum evaluation.

WICS (Wisdom, Intelligence, Creativity and Synthesized) model emphasizes three key characteristics that need to be continuously developed and accumulated, namely, Wisdom, Intelligence and Creativity, which should be coordinated and integrated. Stenberg believes that educational leaders are the synthesis of wisdom, intelligence and creativity, and the presentation and development of these characteristics are realized by leaders' own regulation[14].

Based on WICS model, this research explores four beneficial attempts to improve curriculum leadership: teachers use creativity to generate new ideas (curriculum development), use theoretical intelligence to determine the advantages and disadvantages of new ideas (curriculum transformation), use practical intelligence to persuade students to follow (curriculum implementation), and finally use wisdom to make new ideas serve teaching objectives (curriculum evaluation).

### **5.1 Empowering curriculum development: empowering higher vocational teachers to develop curriculum**

As the generator of curriculum significance and the constructor of curriculum culture, teachers should reflect their initiative and subjectivity in the course of curriculum operation.[15] However, due to the limited curriculum power granted in the actual process, it cannot be exercised in leading curriculum reform. Therefore, the lack of leadership power of vocational

teachers is an important reason for their lack of curriculum leadership. To improve teachers' curriculum leadership, we must give them enough space and time to develop school-based curriculum for vocational education, so that they can improve curriculum leadership in the practice of participating in curriculum development. Giving higher vocational teachers more power in curriculum development can be achieved by reforming the current curriculum leadership system, changing the traditional curriculum and management model dominated by curriculum experts and educational administrative departments, and establishing a flat curriculum leadership system. Mike Fulan has long pointed out that the complexity of the reform process, centralization and decentralization are not feasible. Teachers go deeper into the front line of teaching than managers, so they know more about the problems in teaching practice. Therefore, we should pay attention to the role of teachers in curriculum development, adopt top-down and bottom-up strategies, and make them interact [16], in order to promote better curriculum reform. Therefore, school administrators should learn to delegate power, attach importance to the position of teachers as the subject of curriculum development, formulate relevant systems, and ensure the power of curriculum development of higher vocational teachers, including allowing teachers to formulate school-based curriculum objectives and select curriculum contents according to the actual situation. At the same time, we will provide strong support for teachers, including material support of equipment and sites, as well as spiritual rewards.

## **5.2 Energizing curriculum transformation: enhancing the ability of curriculum transformation of higher vocational teachers**

The lack of curriculum transformation ability of higher vocational teachers is an important aspect of their curriculum leadership's dilemma of "aphasia", which is mainly caused by their dependence on their own knowledge and experience[17]. Therefore, to enhance the curriculum transformation ability of higher vocational teachers, on the one hand, we should strengthen the systematic training of higher vocational teachers. Systematic training is the priority to improve the curriculum transformation ability of teachers in vocational colleges in a short time. In the process of curriculum transformation, higher vocational teachers are vulnerable to the influence of previous knowledge and experience. The most important reason is that they have not yet formed a strong and systematic new knowledge system. Through systematic training and learning, such as in-depth enterprise practice, vocational education teacher seminars, expert lectures and other ways, help teachers reshape the knowledge and experience system, understand the characteristics of vocational education, so as to accumulate relevant experience in the process of curriculum transformation and improve the ability of curriculum transformation. On the other hand, it is necessary to establish a learning community to improve the curriculum transformation ability of vocational teachers. "Learning community" is put forward by sociologist Ferdinand Tönnies in his book *Community and Society*, which refers to a social group with strong internal cohesion that people share and communicate with each other based on common goals[18]. Group cooperative learning is characterized by group thinking and knowledge sharing[19]. Through the construction of learning community, group cooperative learning can be realized, which is conducive to giving play to the expertise of different teachers, promoting the recognition and reconstruction of teachers' multiple identities, changing their own roles, promoting the practical reflection of teachers' self-professional development and mutual help growth among teachers, and improving the ability of curriculum transformation

with the help of peers, thus promoting the development of the overall curriculum leadership of higher vocational teachers.

### **5.3 Turn to curriculum creation: improve the ability of higher vocational teachers to implement curriculum**

Higher vocational teachers should adhere to the creative orientation of curriculum in the course of curriculum implementation. The implementation of vocational education curriculum under the creative orientation is dynamic, which conforms to the practical and dynamic characteristics of vocational education. However, under the discipline of managerialism, the creativity and innovation of higher vocational teachers in curriculum implementation are gradually declining, while the pursuit of the faithful orientation of curriculum implementation, the lack of teachers' ability in curriculum implementation, and the dominant position of curriculum leadership has not been demonstrated. Therefore, to improve the curriculum implementation ability of higher vocational teachers and realize the creative orientation of curriculum implementation from loyalty to change, we should change the management oriented curriculum implementation process and reflect the leadership of teachers in the curriculum implementation process. In general, management refers to a process in which individuals or organizations use existing resources to achieve established organizational goals in a specific environment, while leadership is a behavioral process in which leaders use their own personality charm to have a certain impact on the led, organize and encourage the led to work hard, and promote them to actively achieve certain goals[20]. From the perspective of objects, leaders face people, while management faces a series of procedures and rules; In essence, leadership is a force of change, while management is a procedural control work. The leadership of higher vocational teachers in curriculum implementation is a force that teachers show in the process of leading curriculum implementation and reform, which is conducive to stimulating teachers' initiative and creativity in the process of curriculum implementation, so that they can spontaneously adhere to the creation of curriculum in the process of curriculum implementation, endow the classroom with more vitality and vitality, and thus improve their curriculum leadership.

### **5.4 Improve curriculum evaluation and change the concept of curriculum evaluation for higher vocational teachers**

Higher vocational teachers' curriculum evaluation ability is an important aspect of their curriculum leadership. Higher vocational teachers should change their own evaluation concept and reflect the characteristics of vocational education in the course of curriculum evaluation. On the one hand, attach importance to process evaluation. The professional courses of vocational education are often designed based on the complete work process. The work is continuous and has a sequence. In the process of work, it generally requires the cooperation of many people. Therefore, in this process, students can also develop their abilities of team cooperation and social interaction. However, the acquisition and cultivation of these abilities cannot only be reflected through the outcome evaluation, so teachers need to pay attention to the students' situation at any time during the course implementation, and pay attention to the content embodied in the process when evaluating. On the other hand, attach importance to the opinions of multiple evaluation subjects. In the course of curriculum evaluation, teachers should actively guide students to conduct self-evaluation and group mutual evaluation. The diversity of curriculum evaluation methods can help to fully understand students' learning from different perspectives, stimulate students' initiative and enthusiasm, promote students' mutual

supervision and self supervision in self-evaluation and group mutual evaluation, and ensure teaching quality.

## 6 Conclusions

The development of higher vocational education is not only the internal matter of higher vocational education, but also the social economy and enterprises.

Industrial development and other common tasks. To deepen the curriculum reform and improve the ability of vocational education to serve the society, teachers are the main body. Therefore, strengthening teachers' curriculum leadership and cultivating high-quality skilled talents required by Industry 4.0 are the requirements of the times to develop the higher vocational education system and build a modern vocational education system.

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