

Take the educational leadership and management major as an example

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Abstract: Under the background of the continuous improvement of China's modern education system, the doctoral curriculum development system has changed a lot. Through the scientific development of doctoral courses, the quality of doctoral talent training can be improved. Curriculum development is a dynamic process, including putting forward motions, determining the foundation, clarifying the course objectives and constructing the course structure, etc. Only by scientifically grasping the key points of each link and process, can we improve the course quality and achieve the goal of talent training with high-quality courses. Therefore, this paper takes the education leadership and management major as an example, conducts in-depth research and analysis on the development of achievement-oriented education doctoral curriculum, and summarizes some measures combined with practical experience, hoping to be helpful to the education industry.

Keywords: achievement oriented; education mode; curriculum development; education leadership and management major; optimization measures

China's education doctor training work started late, the overall development speed is fast, has achieved fruitful results, but combined with the actual situation, there are still some problems. In the major of education leadership and management, there are problems such as unclear curriculum direction, single curriculum structure, lack of characteristics and lack of practicality, which have a great negative impact on talent training, so it is necessary to develop the curriculum. In the development of the doctoral course of achievement-oriented education, it is necessary to integrate the concepts of successful education, vocational education, ability education and people-oriented education, strengthen the cultivation of doctors' comprehensive ability, and train them into modern talents.

1. Theoretical basis

In the education system of comprehensive development of professional degree, the theory of achievement-oriented course development is of great significance to the construction of doctoral degree course. The essence of achievement-oriented courses defines the students 'future learning outcomes by the "core competence" of the structure of the specialty and achievement, pays attention to the cultivation of professional knowledge, skills and quality; the development of achievement-oriented courses takes success as the basic construction, attaches importance to the cultivation of students' core competence, the unity of the curriculum value and the value of professional degree courses, the consistent goal orientation, and the development of vocational ability as the goal, and the training achievements are determined according to the social needs. China's higher education reform has begun for many years, Many achievements have been made at present, It has constructed a variety of new models in interdisciplinary, interdisciplinary and integration of industry and education, It contains the market orientation and humanistic care in the modern education system; Results-oriented courses need to incorporate existing outcomes, At present, the achievement orientation has been widely used in the professional degree training of doctor of medicine and doctor of engineering, The course development model, including AACSB in ensuring learning effectiveness process, Although there are some differences in the specific practices of different disciplines and schools, But the core idea is to cultivate students' ability. Combined with relevant practice, it has been proved that the achievement-oriented education model can improve students 'academic effectiveness and strengthen students' ability level, which is of great significance to the development of students. Therefore, it is necessary to strengthen the development and construction of the achievement-oriented curriculum, so that the

achievement-oriented curriculum can be fully applied in the modern education system^[1].

2. Curriculum objectives

The curriculum goal of educational leadership and management professional education mode is to cultivate research-oriented professionals, the creators and users of knowledge in educational leadership and management practice, the problem solving personnel of educational leadership and management disciplines, and the teaching scholar with a sense of social responsibility. In the course target setting, combined with the professional construction and social development needs, its goal is "independent, innovation and change ability", "promote the development of self and others ability", "curriculum and teaching leadership", "organization and management ability" and "professional research ability", each ability, goal, is the students comprehensive embodiment of knowledge, ability and attitude, together constitute the core of education erosion system. The basic connotations of different goals are as follows: (1) it is necessary to cultivate educational leaders and managers with independent innovation ability. As education leaders, they need to fully define their role. The key part of which is reform and innovation, and they needs a clear common vision, a good sense of responsibility and innovation ability. In the field of knowledge, it mainly includes learning system theory, cybernetics, information theory, sociology and communication theory; in terms of skills, it can formulate corresponding vision and strategic plans for the development of educational organizations and apply them in practice. It can deeply cooperate with the community to use team leadership and promote innovative reform of educational organizations; in terms of attitude, it is necessary to have correct social concepts and development concepts and clarify the basic direction of educational development and reform.(2) Educational leaders and managers with the ability to promote self-development and others. Educational leaders and managers need to pay attention to the management and understanding of teaching organization, and at the same time, consider the role of organization and management for talents. In the modern education reform, student development and teacher development are two main contents, and people-oriented is the basic connotation of modern university leadership and management. In terms of knowledge, it mainly includes basic knowledge of educational philosophy, psychology, teacher learning, social science and self-cognition science; in terms of skills, it is necessary to build continuous learning organization and build challenging and supportive school culture, which can effectively promote self-learning with others; in terms of attitude, it should establish correct educational view and improve professional attitude through learning^[2]. (3) Curriculum and teaching leadership skills. Educational leaders and managers need to implement direct leadership over the curriculum and teaching, which is the key to improving the teaching effect and school performance. In terms of knowledge, it is necessary to learn specialized knowledge of curriculum and teaching knowledge, new curriculum knowledge and educational research; in terms of skills, curriculum development can be placed at the core of strategic planning to ensure the diversification and flexibility of curriculum, and use the innovation of teaching methods to build an efficient learning environment; in terms of attitude, it is necessary to assume the responsibility of curriculum and teaching and the professional attitude to challenge.(4) Organizational and management ability. The management activities of educational leadership and management are in the scope of the organization, and need to have the basic functions of the organization. Organizational management is to build the organizational structure, stipulate positions, clarify the relationship between rights and responsibilities, to ensure that the organizational goals can be achieved. In terms of knowledge, it is necessary to learn management principles, organizational theories and relevant laws and regulations; in terms of skills, it is necessary to effectively apply new ideas and new technologies to build a successful school through communication and dialogue with the outside world; in terms of attitude, it is necessary to strictly abide by professional ethics and actively perform duties and legal obligations.(5) Teaching and action research ability. School leaders need to adjust their traditional experience-based decision-making to apply more scientific research evidence, and teaching leaders need to have the ability to understand complex projects and apply the research results to practice. In terms of knowledge, it is necessary to learn educational research methodology, quantitative research methods and qualitative research methods; in terms of skills, they need to master interview method, literature method and experimental method; in terms of attitude, clear value orientation of action research to form a good habit of reflecting on their own work.

3. Curriculum structure

Curriculum structure for the course goal into the bridge of learning achievements, is also to ensure that the course can smoothly implement the foundation, the curriculum structure refers to the course

each part of the organization and cooperation, regulation of curriculum types, course content and specific subject elements of collocation and specific proportion, including the relationship between the course parts, to show the basic concept and value direction of the course. At present, the curriculum structure of doctoral education in China mainly includes four basic modules: public course, educational theory course, research method course and educational practice course.

3.1 Research module of educational science

Educational research ability plays an important role for modern educational leaders and managers, Different from the philosophical model of pedagogy, Education erosion focuses more on action research capabilities, Exdenation action research in the Education Leadership and Management profession, With school leadership and management situations as the target, Critique, analyze and summarize the behavior and process of leadership and management, Through the learning of the teaching science research modules, To enable education Ds to have a deep understanding of their research field, And can critically evaluate the existing studies; According to the different research content, Choose reasonable research methods and skills; Cultivate students' ability to carry out research and research reports; Using the research results to solve the practical problems, And make the corresponding contributions to the professional practice.

3.2 Module of Education Concept and School Vision

Social development has promoted the reform of educational environment and policy, and various reform programs have been implemented one after another, but the essence of the spirit needs to return to the task of the school, that is, to use the construction of common education concept and school development vision, to build effective teaching and learning, and to promote the comprehensive development of students' comprehensive quality. Education concept and education vision, is the platform of school education, need to preference intention, methods and atmosphere within the organization idea, build a kind of spiritual sharing, and build behavior, make it a guide of teachers and students, share the same value, concept and goal, encourage teachers and students to realize their ideal. To this end, educational leaders and managers not only need to consider improving the status quo of the school, but also need to build strategic capabilities within the school to promote the sustainable development of the school. Through the integration of relevant theories, skills and attitudes, and the construction of educational concept and school vision module, the education model can have a deeper understanding of the current situation of education in China, and adopt strategic principles and methods to realize the school strategy^[3].

3.3 Educational organization and management module

Education leadership and management personnel management activities, are within a certain scope of the organization, and need to use the basic functions of the organization, modern education leadership and management idea, need to have the corresponding ability and method of carrier, can make the organization management efficiency, so education organization management module, need fusion management, organization theory, development theory, human resources development, as well as laws and regulations, etc., through cases, situation, and practice learning many ways, improve the education ability of organization and coordination, surveying and mapping ability and plan as a whole, to ensure that the education doctor can develop good professional standards.

3.4 Leadership module of course and teaching

School leadership and management is not conventional administrative behavior, but through the professional knowledge of management activities, in the modern education reform continues to promote the situation of education leadership and management personnel need to clear the importance of strengthening curriculum and teaching leadership, education mode needs to continue to learn professional knowledge, to form a good curriculum leadership and education leadership. In the curriculum and education leadership module, it is necessary to help the education model master the essence of the curriculum and education, guide the teaching concept of the curriculum, learn to build a joint research team, and find out and solve problems in practice, so as to improve the quality of education.

4. Curriculum implementation

Reasonable and optimized courses cannot ensure the comprehensive realization of the training objectives. In the process of realizing the training objectives, a major influencing factor is the curriculum implementation. The curriculum implementation is complex and dynamic, so it is necessary to ensure that the curriculum implementation has good conditions. The conditions that affect the implementation of the curriculum are multi-level and diversified, so it is necessary to build a perfect curriculum implementation system to ensure that it constitutes a system and plays a comprehensive role in a specific environment, so as to promote the implementation of doctoral courses in achievement-oriented education. In the course of curriculum implementation, it is necessary to strengthen the research of curriculum implementation theory and adopt diversified teaching methods. In the initial stage of doctoral training in education in China, the course trend is practice first, then theory second. In the early stage, the theoretical achievements with timeliness have not been formed in the course. The course implementation mode is relatively single, and the problem of disconnection from the practice situation is significant, which leads to the difficult to achieve the goal of doctoral training. The implementation of achievement-oriented education is the specific operation of curriculum objectives and core competence, including teachers' teaching, students' learning and school activities are important ways to guide students to achieve the expected learning outcomes. When implementing the curriculum or activities, schools need to expand opportunities and support learning as the basic idea, combine students' personalized needs, let students have more opportunities to verify learning and finally promote students to perform better. Therefore, in the development of Dr education course, need to return to the correct relationship between theory and practice, build theory to guide practice, practice test and perfect the development of the theory, comprehensive strengthening education course theory research, guided by the theoretical research, reform of the traditional curriculum implementation way, thus adopt the diversified teaching implementation, to ensure the full implementation of courses, meet the needs of students different personalized learning, is beneficial to improve education teaching quality^[4].

5. Curriculum evaluation

Curriculum evaluation system, including curriculum and teaching plan, activities and results, such as content, the scope of evaluation and selection, need evaluation concept, goals, and time, achievement oriented education mode of course evaluation, focus for the students' learning results, based on the core extension to influence the relevant content, Dr Test education training program. In the evaluation of achievement-oriented doctoral courses, it is necessary to clarify the specific scope of results, design corresponding evaluation tools, and ensure the perfection of information collection, so as to finally achieve the goal of scientific evaluation. In simple terms, The results are the changes in the knowledge, abilities, and attitudes that students acquire through the education PhD program, But the students provide more opportunities to learn, The routine result evaluation is more complex, While all the results have some significance, However, schools cannot evaluate all the results, So in the evaluation, According to the education doctor training objectives and curriculum objectives, Select appropriate projects for priority evaluation, The current evaluation is mainly focused on the study, graduation thesis and other aspects; Factors that affect learning outcomes, Need to merge into the evaluation category, It mainly includes behavioral performance in school, teacher teaching and learning environment, School behavior performance is mainly students' enthusiasm, interaction degree and so on; Teacher teaching is mainly curriculum design, teachers' way and teacher-student communication; The learning environment is mainly the software and hardware resources that the school can provide. Through scientific curriculum evaluation, the problems existing in the current curriculum system can be effectively found, and then the curriculum system can be adjusted to ensure that the achievement-oriented curriculum can be fully implemented, and a more scientific evaluation system and evaluation index can be constructed^[5].

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To sum up, this paper to the achievement oriented education course development has carried on the deep inquiry, mainly including curriculum structure, curriculum implementation, curriculum objectives and curriculum evaluation, etc., put forward some curriculum development and build the basic strategy, hope to Dr education field for reference and help, constantly enhance the level of course construction, meet the demand of Dr Talent development in China, at the same time promote the development of

modern education system and mode innovation.

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