



Strategic Promotion of School Curriculum Development in Educational Innovation and Creative City of Gastronomy: The Strategic Role of the Deputy Director of Phetchaburi Secondary Educational Service Area Office

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Abstract

This academic article aims to present approaches for promoting school curriculum development under the Phetchaburi Secondary Educational Service Area Office within the context of educational innovation areas and UNESCO Creative City of Gastronomy. The article focuses on analyzing the academic role of the Deputy Director of the Educational Service Area Office in translating educational policies into school practices. The study employed document analysis of educational theories, policy documents, curriculum development concepts, and contextual information related to Phetchaburi Province. The findings indicate that effective curriculum development should integrate local cultural capital, community wisdom, competency-based learning, and digital technology into educational management. In addition, collaboration among educational institutions, communities, local organizations, and higher education institutions plays a significant role in enhancing learners' competencies and lifelong learning opportunities. Furthermore, the author synthesized the "P-DYNAMICS" practical framework from educational administration theories, competency-based curriculum concepts, educational supervision approaches, and local educational contexts in Phetchaburi Province. The framework consists of Planning and Policy, Digital Integration, Yielding Local Wisdom, Networking, Active Learning, Monitoring and Evaluation, Innovation, Competency Development, and Sustainability. The framework can be applied as a practical guideline for school curriculum development in educational innovation areas and local-context-based education management in the 21st century.

Keywords: School Curriculum Development; Educational Innovation Area; Creative City of Gastronomy; Academic Administration; Phetchaburi Province

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1. Introduction

Over recent years, schools in Phetchaburi Province have faced mounting challenges in designing learning experiences that simultaneously address rapid societal transformation and the diverse needs of local learners. A central concern has been the integration of regional cultural identity into the development of 21st century competencies a

pedagogical imperative that demands both contextual sensitivity and forward-looking curriculum design. In response, educational systems are increasingly called upon to undergo substantive reform aimed at equipping learners with competencies aligned with the demands of a rapidly evolving global landscape, including critical thinking, effective communication, digital literacy, and lifelong learning

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dispositions [1]. Consequently, contemporary educational management is required to embrace a holistic developmental orientation, fostering not only academic achievement but also the broader personal attributes and adaptive capacities essential for meaningful participation in modern society.

Phetchaburi Province possesses a remarkably rich foundation of cultural capital and indigenous knowledge, most notably in the domain of traditional culinary heritage. This distinctive identity received formal international recognition in 2021, when UNESCO designated Phetchaburi as a Creative City of Gastronomy under its Creative Cities Network, an acknowledgment that positions the province as a globally significant site of living culinary culture [2]. Educational institutions within this context are therefore uniquely situated to harness such cultural assets, local wisdom, and community-based ways of life as meaningful resources for curriculum integration, thereby cultivating learners' sense of local pride and enabling them to apply contextually grounded knowledge in practical and personally relevant ways. Furthermore, schools bear a critical responsibility to systematically incorporate this distinctive regional identity into curricular frameworks and pedagogical processes, equipping learners with the knowledge foundations necessary to translate cultural competencies into viable and sustainable career pathways in their future professional lives. The concept of educational innovation zones further affords schools greater latitude to develop curricula and instructional models that are both adaptable and more closely attuned to local contextual realities [3]. Within this framework, school curriculum development is increasingly directed toward competency-based learning approaches, the meaningful integration of digital technologies, and the cultivation of collaborative networks among educational institutions, surrounding communities, and relevant stakeholder agencies. Within this context, the Deputy Director of the Phetchaburi Secondary Educational Service Area Office occupies a strategically significant position in promoting, supporting, and systematically overseeing school curriculum development in alignment with national educational policy directives and

regional contextual demands. This role encompasses multiple interconnected dimensions, including academic administration, teacher professional development, the establishment of collaborative educational networks, and the continuous conduct of instructional supervision and monitoring. In practical terms, therefore, the Deputy Director functions as a pivotal institutional actor responsible for ensuring that curriculum development and educational management across affiliated schools remain coherently aligned with both ministerial policy frameworks and the distinctive socio-cultural context of the province.

2. Approaches to School Curriculum Development in the Context of Phetchaburi Province.

The following strategic approaches are proposed to guide the promotion, administration, and development of school curricula within educational institutions under the jurisdiction of Phetchaburi Secondary Educational Service Area Office.

2.1. Integration of Local Identity into Learning Management

School curriculum development should establish meaningful connections between the distinctive identity of Phetchaburi Province and instructional practices within educational institutions. Particular emphasis is placed on traditional culinary heritage, community ways of life, and indigenous local wisdom, all of which serve as authentic knowledge bases capable of fostering learners' higher-order thinking skills, problem-solving capacities, and innovative dispositions.

2.2. Promotion of Community-Based Learning

Instructional design should actively create opportunities for learners to engage with authentic learning sources embedded within the local community, including community markets, traditional food production sites, and community enterprise groups. Such experiential engagements are essential for generating direct, contextually meaningful learning experiences that extend beyond classroom boundaries.

2.3. Integration of Competency-Based Curriculum Frameworks

School curricula should be systematically oriented toward developing learners' capacity to

apply acquired knowledge, skills, and personal attributes in contextually appropriate and practically relevant ways across diverse life situations [4].

2 . 4 . Application of Digital Technology in Education

The strategic incorporation of digital technologies and online learning platforms substantially expands learners' access to diverse knowledge resources while simultaneously supporting the development of self-directed and lifelong learning orientations essential for navigating an increasingly knowledge-driven society.

3. The P-DYNAMICS Conceptual Framework

Document Selection and Synthesis Process

To ensure that the development and synthesis of the "P-DYNAMICS" framework are grounded in robust research methodology and supported by credible empirical evidence, a systematic document analysis was conducted. The process of selecting and synthesizing the academic literature, research articles, and policy documents followed four rigorous phases:

1. Database Searching:

Comprehensive searches were executed across national and international databases, including the Thai-Journal Citation Index (TCI Tier 1 and Tier 2), ERIC, Scopus, and Google Scholar. Key search terms included school curriculum development, educational innovation zones, creative city of gastronomy, instructional leadership, and credit bank system.

2. Selection Criteria: Inclusion criteria were established for peer-reviewed journal articles, dissertations, and official reports published between 2017 and 2026 that directly addressed academic administration at the educational service area level or focused on the localized educational context of Phetchaburi Province. Publications lacking peer-reviewed validation or those unrelated to competency-based curriculum reforms were excluded.

3. Quality Assessment and Data Extraction: A final set of 15 high-quality studies and official policy guidelines was selected. Relevant administrative variables, localized curriculum strategies, and instructional supervision mechanisms were systematically extracted and categorized.

4. Content Synthesis: Qualitative content analysis was applied to synthesize the extracted data, mapping the relationship between international administrative theories and the specific needs of schools in the Phetchaburi Secondary Educational Service Area. This synthesis formed the systemic foundation for the structural components of the P-DYNAMICS framework.

Theoretical Foundations and Framework Construction

The "P-DYNAMICS" practice-oriented conceptual framework was developed by the author through a systematic analysis and synthesis of theoretical perspectives drawn from educational administration, curriculum development, and competency-based learning management, in conjunction with the specific educational context of Phetchaburi Province. The framework draws upon four foundational theoretical pillars: the systems management theory of Gulick and Urwick [5], the instructional leadership and learning-focused supervision framework of Hallinger [6], the CIPP evaluation model of Stufflebeam [7], and the educational change theory of Fullan [8]. In addition, the author incorporated competency-based education guidelines established under the policy directives of the Ministry of Education [9] alongside theoretical perspectives on educational innovation zones, thereby ensuring that the framework maintains coherent alignment with the distinctive context of Phetchaburi Province as a UNESCO Creative City of Gastronomy [2]. The framework was further informed by a comprehensive review of relevant academic literature and empirical research. These theoretical and contextual sources were collectively synthesized to produce the structural components and operational dimensions presented in the following section.

Application of the Four Underpinning Theoretical Foundations

The P-DYNAMICS framework is anchored upon four internationally recognized theoretical pillars, systematically adapted to the strategic role of the Deputy Director in facilitating area-based curriculum development:

1. **Systems Management Theory (POSDCORB)** of Gulick and Urwick [5]: This theory provides the systemic framework for designing the administrative structure at the educational service area level. Specifically, the

functions of Planning (P), Coordinating (CO) and Budgeting (B) are utilized to orchestrate localized educational policies and distribute resources equitably, ensuring that affiliated schools can implement competency-based curricula with adequate operational support.

2. Instructional Leadership and Leadership for Learning Framework of Hallinger [6]: Moving away from traditional administrative control, this concept emphasizes leadership that supports teacher professional learning to enhance student learning outcomes. The Deputy Director operationalizes this by fostering internal school-based supervision and active coaching through Professional Learning Communities (PLCs), driving pedagogical transformation toward active learning in classrooms.

3. CIPP Evaluation Model of Stufflebeam [7]: This model serves as a quality-assurance and monitoring cycle for curriculum implementation. It assesses: (a) Context: Phetchaburi's educational innovation area demands and UNESCO culinary identity; (b) Input: the availability of digital media and the OBEC Content Center; (c) Process: active learning instructional delivery; and (d) Product: PISA-aligned student learning outcomes and competencies, providing actionable feedback for continuous curriculum refinement.

4. Theory of Educational Change of Fullan [8]: This framework explains the developmental progression of curriculum reform across three overlapping phases: Initiation (building shared vision and policy commitment), Implementation (providing continuous professional development, coaching, and reducing administrative burdens on teachers), and Institutionalization (embedding the competency-based curriculum and Credit Bank system into the normal operational culture of the schools).

Components of the P-DYNAMICS Framework

The P-DYNAMICS framework consists of nine interrelated components as follows:

1. P - Planning and Policy
2. D - Digital Integration
3. Y - Yielding Local Wisdom
4. N - Networking
5. A - Active Learning and Supervision
6. M - Monitoring and Evaluation
7. I – Innovation and Research
8. C - Competency and Quality

9. S - Sustainability

The detailed description of each component is presented as follows:

3.1 P: Planning and Policy

The initial component centers on systematic context analysis, drawing upon the Phetchaburi Provincial Education Development Plan (2023–2027) and policy directives issued by the Office of the Basic Education Commission (OBEC). The Deputy Director, in collaboration with the Educational Service Area Committee, establishes learner quality targets that are coherently aligned with the province's designation as a UNESCO Creative City of Gastronomy and the projected demands of future labor markets [10].

3.2 D: Digital Integration

This component promotes the comprehensive embedding of digital technologies across all stages of curriculum implementation, encompassing electronic curriculum documentation, utilization of the OBEC Content Center media repository, and the adoption of hybrid learning modalities. The strategic deployment of digital tools enables learners to access global knowledge resources on an equitable basis with their counterparts in other educational contexts.

3.3 Y: Yielding Local Wisdom

This component involves the systematic transformation of Phetchaburi's cultural capital into locally relevant learning content. The Deputy Director actively supports schools in developing supplementary subject curricula encompassing food science, fisheries, and cultural tourism, developed in collaboration with local scholars and community experts. Representative examples include the development of innovative culinary menus utilizing indigenous ingredients such as palmyra palm and Persian lime [11].

3.4 N: Networking

This component involves the establishment of academic networks linking affiliated schools with external institutions. Memoranda of Understanding (MOU) concluded with Phetchaburi Vocational College facilitate the operation of vocational classrooms, enabling learners to concurrently obtain both secondary education qualifications and vocational certificates through a dual education pathway. Credit bank linkages with regional universities further extend learners' academic progression opportunities [12].

3.5 A: Active Learning and Supervision

This component promotes teachers' adoption of active learning methodologies and STEAM education approaches to cultivate learners' critical thinking and innovative capacities. With respect to instructional supervision, the Deputy Director drives a coaching process employing classroom observation techniques and critical incident recording, the findings of which are subsequently utilized in collaborative reflective practice sessions with teachers [13].

3.6 M: Monitoring and Evaluation

This component involves the development of a monitoring system that prioritizes learning outcomes over documentary compliance. The application of PISA-aligned competency assessment instruments and the analytical utilization of O-NET results to inform instructional improvement constitute the central mechanisms of long-term evaluative practice [1].

3.7 I: Innovation and Research

This component supports the "One School, One Innovation" (IFTE) initiative, encouraging teachers and educational personnel to develop pedagogical innovations that enhance learning management quality. The Deputy Director facilitates knowledge exchange forums and Best Practice competitions, thereby fostering professional

motivation and enabling the broader dissemination of research-informed practices [10].

3.8 C: Competency and Quality

This component is oriented toward developing learners who possess comprehensive curriculum-aligned competencies alongside strong ethical and moral foundations. The ultimate outcome envisioned is learners capable of engaging in self-directed study anytime and anywhere, equipped with the capacities necessary for successful career entry or further academic progression [14].

3.9 S: Sustainability

The final component aims to establish a dynamic curriculum development system characterized by resilience —defined here as the capacity to adapt responsively to evolving societal and technological conditions. The strengthening of internal quality assurance mechanisms ensures that curriculum development processes remain continuous and institutionally embedded, irrespective of administrative transitions [15]. The distinct components of the P-DYNAMICS Model, together with their corresponding driving mechanisms and anticipated outcomes, are systematically presented in Table 1 and Figure 1.

Table 1. Components of the P-DYNAMICS Model: Driving Mechanisms of the Deputy Director and Expected Curriculum Outcomes.

P-DYNAMICS Component	Driving Mechanism of the Deputy Director, Secondary Educational Service Area Office	Expected Outcomes for School Curriculum
P - Policy	Establishing clear policy directions across 9 strategic focus areas	The school curriculum demonstrates clarity and coherent alignment with local contextual needs
D - Digital	Procuring and developing technological media resources through the OBEC Content Center	Learning becomes boundless, continuously updated, and technologically current
Y - Yielding	Integrating the UNESCO Creative City of Gastronomy designation into curriculum frameworks	The curriculum reflects a distinctive local identity and generates enhanced economic value
N - Networking	Connecting the Credit Bank system with vocational colleges and regional universities	Learners access seamless and uninterrupted educational progression pathways
A - Active	Conducting instructional supervision through Coaching techniques and Professional Learning Community (PLC) processes	Teachers design and implement effective active learning activities

P-DYNAMICS Component	Driving Mechanism of the Deputy Director, Secondary Educational Service Area Office	Expected Outcomes for School Curriculum
M - Monitoring	Applying competency-based assessment approaches aligned with PISA frameworks	Accurate and actionable feedback data is systematically generated to drive curriculum improvement
I - Innovation	Promoting the IFTE initiative and classroom-based action research	Diverse and context-relevant educational innovations are produced and disseminated
C - Competency	Emphasizing the five core competencies of learners	Learners develop strong life skills and career-ready competencies
S- Sustainability	Establishing robust internal educational quality assurance systems	Curriculum development proceeds in a continuous, adaptive, and sustainable manner

Source: Synthesized by the author based on the concepts of Gulick and Urwick [5], Stufflebeam [7], Hallinger [6], and Fullan [8], integrated with the Phetchaburi Provincial Education Office on data driven educational innovation for developing education in Phetchaburi Province [10], the implementation to address out of school children and youth [12] and the Phetchaburi Secondary Educational Service Area Office's Strategic Plan [15]

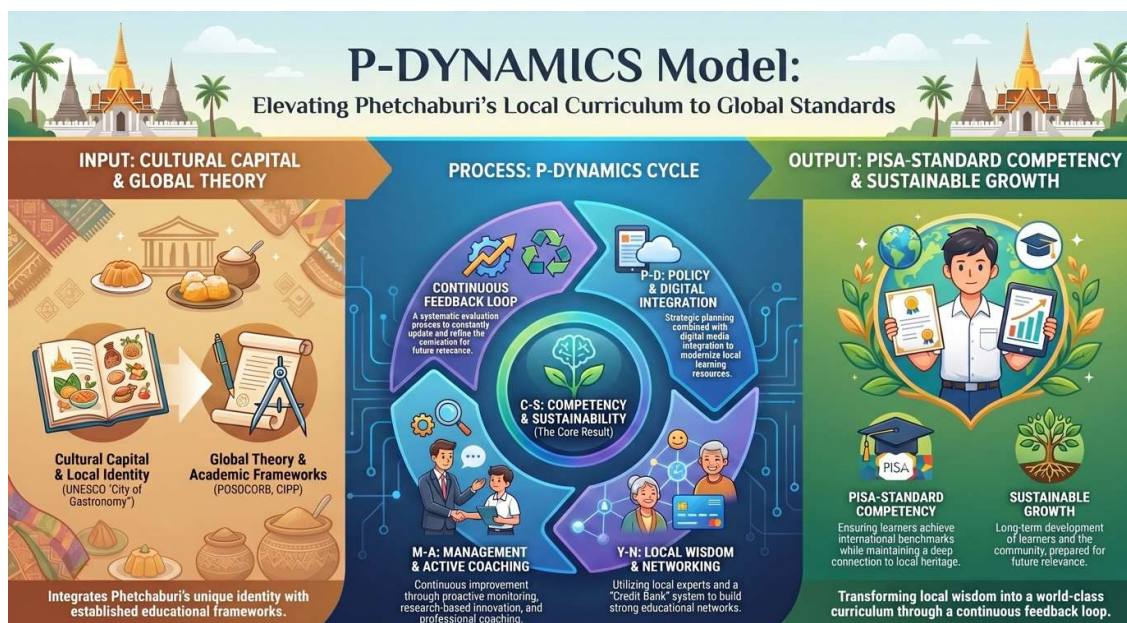


Figure 1. Systemic Diagram of the P-DYNAMICS School Curriculum Development Model.

Source: Synthesized by the author based on the concepts of Gulick and Urwick [5], Stufflebeam [7], Hallinger [6], and Fullan [8], integrated with the Phetchaburi Provincial Education Development Plan [15] and the policy implementation reports of the Phetchaburi Secondary Educational Service Area Office [10].

This academic article aims to present strategic approaches to promoting school curriculum development within the distinctive context of Phetchaburi Province, while simultaneously synthesizing a practice-oriented conceptual framework termed "P-DYNAMICS" intended to serve as a systematic guide for curriculum administration and development within educational innovation zone contexts. This academic article holds profound significance and substantial academic value across three primary dimensions. First, from a policy perspective, it bridges a critical gap in translating centralized educational directives, specifically the Ministry of Education's "Happy and Quality Learning" policy and the educational sandbox framework into concrete regional implementation, successfully integrating internationally recognized cultural capital (Phetchaburi's designation as a UNESCO Creative City of Gastronomy). Second, regarding educational administration, this study offers a reflective perspective from the Deputy Director of the Secondary Educational Service Area Office as an academic leader. It demonstrates how an administrator can move beyond traditional, compliance-focused supervision toward the role of a "strategic facilitator." Finally, this paper introduces the "P-DYNAMICS" model, systematically synthesized from established administrative and evaluation theories alongside empirical local research. This provides an exemplary area-based educational management framework that can be practically adapted or scaled in other educational service areas with similar socio-cultural and economic contexts.

Application of the P-DYNAMICS Model in Integrating Local Wisdom through the Dimension of Food Science into School Curricula within Phetchaburi Secondary Educational Service Area Office.

A particularly distinguished operational achievement of the Phetchaburi Secondary Educational Service Area Office lies in its systematic translation of the vision of "Phetchaburi as a Creative City of Gastronomy" into concrete educational practice at the secondary level. The Deputy Director of the Educational Service Area Office has actively

promoted the application of the P-DYNAMICS Model as an integrative mechanism for embedding local wisdom within the dimension of food science into school curricula, guiding affiliated schools in the development of competency-based curricula that establish meaningful connections with the province's entire food value chain from primary production through to final consumption.

Within the Science and Technology learning area, schools are encouraged to design instructional units such as "The Chemistry of Palm Sugar" or "The Physics of Sea Salt Production," enabling learners to develop a substantive understanding of scientific processes through the lens of locally available natural resources. Within the Foreign Languages learning area, learners are provided with opportunities to develop practical competencies as "Local Guides," acquiring the communicative skills necessary to present and explain local culinary menus in both English and a third language, thereby preparing them to contribute meaningfully to the province's development as a globally recognized tourism destination in accordance with Michelin Guide standards.

Furthermore, the instructional supervision and monitoring process has undergone a significant paradigmatic transformation, shifting from conventional curriculum document inspection toward direct field-based observation of authentic learning activities, including the "Youth Nature Conservation Camp" and the "Social Enterprise Activity," both of which serve as purposeful platforms for learners to demonstrate their creative innovation skills and collaborative teamwork capacities. This transformative shift in supervisory orientation provides compelling evidence that the curriculum promoted by the Deputy Director of the Educational Service Area Office is fundamentally centered on observable learner behaviors and competency manifestations, rather than merely on the textual content contained within formal curriculum documents.

4. Conclusion

This academic article has presented the "P-DYNAMICS" practice-oriented conceptual framework, synthesized from theoretical

perspectives encompassing educational administration, competency-based curriculum development, and the educational innovation zone context of Phetchaburi Province. The framework places particular emphasis on the integration of local cultural identity, digital technology, and collaborative educational networks into school curriculum development processes, with the overarching aim of enhancing learner quality and promoting contextually responsive and sustainable educational management. Accordingly, school curriculum development within the context of Phetchaburi Province necessitates the coherent integration of cultural capital, indigenous local wisdom, and learner competency development into a unified and mutually reinforcing framework. Academic administration at the educational service area level, therefore, assumes a critically significant role in promoting, supporting, and systematically monitoring affiliated schools' capacity to develop curricula that are meaningfully aligned with both local contextual realities and the broader societal transformations characteristic of the twenty-first century. The P-DYNAMICS framework thus offers a practically applicable and theoretically grounded guide for advancing school curriculum development within educational innovation zones in an appropriate and sustainable manner.

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