

Reconceptualization of Lesson Planning for Culinary Arts Teachers in the Era of Contemporary Education: a Thematic Synthesis of The Complete Guide to Lesson Planning and Preparation by Anthony Haynes

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ARTICLE INFO

Article history

Received: Sep 28, 2025

Revised: Jun 05, 2026

Accepted: Jun 09, 2026

Keywords

Lesson Planning

Culinary Education

Vocational Pedagogy

ABSTRACT

This article presents a systematic literature review of Anthony Haynes's *The Complete Guide to Lesson Planning and Preparation* to recontextualize its pedagogical framework for vocational culinary education in the era of digital disruption. The review examines the relevance of Haynes's lesson planning model, emphasizing spiral teaching, four planning pillars, differentiation, and temporal-spatial design as adaptable strategies for competency-based instruction. Findings show that the framework supports learner-centered teaching and aligns with vocational skill development. However, it provides limited integration of digital technologies, including learning management systems, culinary e-learning platforms, project-based learning, and digital kitchen tools. To address these limitations, the review proposes extending Haynes's model through blended learning, instructional design innovations, and technology-enhanced teaching approaches. These adaptations strengthen instructional quality, increase student engagement, and better prepare vocational learners for evolving industry demands while offering practical guidance for future-oriented lesson planning. This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Vocational options contemporary framework challenges rapid shifts technology specialisation diversification digitalisation culinary technology online food service (Gunawan, 2025; Gustiana et al., 2023) platforms modern sous-vide cooking automation learners skills digital Mitchell and Woodhouse (2019) technological culinary global industry professional work standards rapid adoption sustainability-based menu innovations food safety advocate sustainable practices rapidly changing consumer shift trends mastery soft creative communication opposing adaptability hard skills cited advanced culinary arts management kitchen restaurant operation management Adekuajo et al (2023). Vocational culinary hospitality education rapidly digital technological transformed fused contemporary labour market challenges global education rapidly digitised marketplace competition complex digital Adekuajo et al (2020)

According to the impact that the hospitality sector's digitisation has on the educational framework, particularly the integration of the digital economy and marketing, cannot be ignored. Go on to explain that educational institutions failing to keep up with rapid industry advancements have created a large competency gap. The focal point of overcoming digitalisation challenges lies on digital literacy. Jia and Huang (2023) conceptualise digital literacy as the capability to utilise technology in a workplace setting that requires critical and flexible thinking. Vocational education, alongside teaching the requisite technical competencies, must also encompass the cognitive and socio-emotional constructs that foster adaptability. Integration of the new educational technologies, particularly virtual reality, for example, would promote educational transformation as advocated for Muwandeniya and Eranda (2022). Working to address a gap in teaching practices as highlighted Jiang and Zhao (2024) would also promote alignment to work competency requirements in a digitally oriented environment. This alignment greatly relies on effective communication to bridge the gap in curriculum relevance Adeyinka-Ojo et al (2020).

The incorporation of technologies like artificial intelligence and machine learning is shifting recruitment practices and strategies. Gilch and Sieweke (2020) explain that the industry now demands graduates who possess both innovative and digital competencies. Industry collaboration and experience-based curricula are viewed as worthwhile approaches to prepare students for a changing and challenging job market. Educational organisation evaluations to strengthen digital literacy facilitated with Deri and Ragavan (2023) learning innovations like simulations and virtual training are crucial to keep hospitality education relevant. Coordinating education and industry is essential to produce competent, flexible, and ready vocational graduates for today's workforce.

The urgency for designing reflective contextual and adaptive planning strategies for culinary learning is now increasingly critical. Culinary educators must develop students' inductive skills to think on the fold, innovate, and respond to the global industry Techanamurthy et al (2018). Strategic learning planning requires contemporary educators to balance TQM planning in education – where continual change, adjustment, and responsiveness to learners' needs and the labour market is crucial. Furthermore, the integration of the principles of “21st-century skills” and “backward design” planning McTighe and Wiggins (2005) has to focus on the determining of relevant learning outcomes. Flexible and adaptable learning planning is becoming ubiquitous in vocational education to address rapid industry shifts and integration of new technologies. This strategy links to the principles of learner-centred pedagogy, which stresses the responsiveness of educators to students' traits and needs. Vaganova and Korostelev (2021) note the positive impact of motivation on learning, especially technological competencies in vocational education, which stems from active participation of students in the process. Furthermore, Intrinsic and extrinsic motivators can indeed foster more meaningful student engagement, and in turn, amplify the effectiveness of the adaptive curriculum Aziz et al (2021). Much scholarship on adaptive curriculum focuses on the uncertainty and surprises faced in any learning environment, which, given the current learning context, is most prevalent in the Soemitra et al (2022) dialogue on education in a VUCA (Volatility, Uncertainty, Complexity, Ambiguity) world. Soemitra's dialogue emphasizes the adaptability of learning frameworks. Against this backdrop, the CBE (Competency-Based Education) approach to learning is CBE. Virkkula (2020) proves this by demonstrating the effectiveness of the CBE vocational teacher education model in establishing the pedagogical alignment of educators to industry needs. Chen et al (2023) continue this conversation by demonstrating that the framework moves education disconnects and practice in various geographies.

Future-oriented pedagogy expects learners to have a high degree of adaptability to meet the challenges that lie ahead. Mo et al (2024) argue that the inclusion of core competencies in vocational education and training programmes helps in improving learners' job readiness on graduation. The integration of reflective learning practices and the experience of self-regulated learning helps to build the capacity for lifelong learning, which is necessary for uncertainty. highlight that reflective learning assists students in dealing with complex situations in their future workplaces. In this regard, collaboration between educators and industry practitioners becomes crucial in developing relevant, future-oriented curricula. Sudarsono et al (2021) highlight the significance of models for partnership-based training that can enhance the competencies of vocational teachers and their

students. Building the adaptive lesson planning approach has the most significance for the resilience of students that will prepare and sustain them as graduates for the challenges that the future will pose. In strengthening this approach, this article recognises the work of Anthony Haynes, *The Complete Guide to Lesson Planning and Preparation* (2010) as the most significant primary source. Haynes suggests a systematic approach with four key focal points: Aims, Needs, Context, and Cognition. The “Aims” focal point pertains to the definition of precise and relevant learning goals; “Needs” focuses on the necessity to identify learners’ particular gaps; “Context” encourages educators to appreciate the realities of the learning setting; and “Cognition” pertains to the ways students comprehend and internalise learning. This has been an integral approach to flexible and adaptive planning of culinary arts lessons that respond to shifts in the job market.

The *Complete Guide to Lesson Planning and Preparation*, authored by Anthony Haynes, is an essential resource in vocational education because it formulates the integration of theory and practice in lesson planning. In addition to the relevance of developing learning that increases student engagement and learning while personalising learning, Haynes speaks to the need to develop learning that is more than information transmission and increases student engagement while personalising learning. For culinary education, this is more relevant considering the variation in abilities and backgrounds of students. Tsuda et al (2025) noted that differences in lesson planning practices across programmes vary, therefore, the need to be contextually flexible in Haynes' view of the need for a flexible learning structure (dynamic) to be effective is warranted. The use of technology in lesson planning becomes an important consideration as highlighted by Haynes in relation to keeping up with the times. Deguara et al (2024) researched the use of artificial intelligence (AI) in vocational learning planning and found that technology can help educators with the design of more responsive adaptive learning plans. In culinary education, rapid changes in food production techniques and tools make it important for educators to be able to continually revise their instructional strategies. Haynes also speaks to learner-centred education and in the context of culinary education, this can be realised through hands-on and experiential activities. Chung and Lim (2022) affirm that the ‘integration of time management and real-world application skills into lesson objectives and teaching materials’ is ‘essential for preparing learners for the job market.

Competency-based education is the paradigm that links Haynes to the current literature on vocational training. Mahat et al (2022) argue for addressing the real-life challenges students face in the classroom through relevant and adaptive lesson planning that fosters reflective awareness and goal-setting at the learning and teaching levels. Haynes also seems to have contributed to the

consolidation of pedagogy that is future-ready and encourages teachers to shift lesson objectives in alignment with prevailing industry standards.' Haynes' guide serves to contextualise teaching in a way that it responds to the dictates of the industrial world Kondor (2024) on vocational education. Haynes' guide can help teachers create visionary and contextual lesson plans, enhancing their effectiveness in equipping learners to face the world of work that is ever-changing. This article is intended to give the results of a systematic meta-analysis on the principles of Haynes and the lesson planning approach for contemporary education culinary arts teachers. I hope the results of this analysis can make a theoretical and practical contribution towards the construction of a more effective, contextual, and adaptive planning learning model in vocational education, especially culinary education.

Method

This study employs a qualitative systematic literature review combined with thematic analysis to examine the pedagogical principles contained in Anthony Haynes' The Complete Guide to Lesson Planning and Preparation. This method was chosen to facilitate a comprehensive examination of the pedagogical frameworks contained in the primary reference work undergraduate educators use entitled The Complete Guide to Lesson Planning and Preparation authored by (Anthony Haynes, 2010). The book consists of thirteen central chapters and two appendices. Each of the central chapters and two appendices was examined for several vocational education relevant concepts. The thematic analysis technique was employed in this study to provide a coding framework to capture and structure the key ideas in the text. I defined the major themes based on the dominance of ideas related to the context of vocational education, and the pedagogical significance of the ideas. The analysis was structured around three main themes. These were: (1) pedagogical significance for culinary arts educators, (2) principles for adapting vocational learning, and (3) techniques for practical lessons in vocational education. For this reason, the researcher is aiming to develop an applicable and responsive conceptual framework of learning planning for the work of culinary educators. This reinforces the position of culinary educators as they contend with the complexities and dynamics of contemporary vocational education.

Result and Discussion

Spiral Approach Teaching

The approach to designing the learning process seamlessly as a continuum has been proposed

by Haynes utilising the spiral structure. He characterises the sequence of steps in the process of teaching as a spiral staircase, where each cycle of learning begins with a new round of planning. This implies that after every cycle of teaching and evaluating, the educator returns to the planning stage equipped with richer insights and awareness that arise from the prior experience. This highlights the need for professional learning to pivot the cycle as a result of practice. This is particularly the case in fields like culinary arts where the nature of practice is closely aligned with the precision and practice-feedback loop.

In practice-based learning such as culinary arts, a spiral approach becomes very relevant because it allows teachers to design learning in a tiered and reflective manner. Evaluation of previous practical activities becomes the foundation for designing the next session to be more targeted and contextual. Haynes also emphasizes the importance of backward design, which involves considering assessments even at the early stages of planning, to ensure that each step of the learning process leads to the achievement of measurable and meaningful learning objectives.

Four Pillars of Planning: Aims, Needs, Context, Cognition

1. Aims (Learning Objectives)

The first pillar emphasized by Haynes is "aims" or learning objectives. These objectives are not merely administrative statements in the syllabus, but must reflect the skill orientation required by the industry. In culinary education, for example, the formulation of objectives should include technical skills such as preparing food according to hygiene standards, aesthetic skills in food presentation, and the ability to work within a team system in the kitchen. Haynes suggests that these objectives should be formulated specifically, realistically, and meaningfully for students, and linked to the achievement of real competencies that can be measured through authentic assessments.

2. Needs (Needs Analysis)

Haynes emphasizes the importance of needs identification in three main areas: students, institutions, and external stakeholders. In the context of culinary vocational schools, this includes mapping student needs based on their skill backgrounds and interests, the school's need to align learning with national curriculum policies, and the needs of the business world such as culinary SMEs, restaurants, and local hotels. Teachers are required to explore the expectations and demands of the industry so that the designed learning is truly responsive and relevant. The needs analysis process serves as the foundation for determining the learning content, teaching strategies, and evaluation models used.

3. Context (Learning Context)

The third pillar is "context," which refers to a comprehensive understanding of the learning environment. The context referred to by Haynes includes physical, social, and cultural aspects. In culinary education, the context can include the available practical kitchen facilities, the local culinary culture that influences ingredients and cooking techniques, as well as the geographical location of the school that affects access to the industry or raw materials. Haynes emphasizes that teachers need to align lesson planning with this reality so that learning is not abstract, but contextual and applicable. Teachers are expected to turn context into a strength that supports learning, not a barrier.

4. Cognition (Cognitive Structure and Learning Process)

The last pillar, cognition, refers to the understanding of how students learn and how material is delivered progressively. Haynes emphasizes that effective learning must combine the declarative dimension (facts and knowledge) with the procedural dimension (how things work and practice). In culinary education, this includes proper cooking techniques, ingredient processing, and presentation. However, more than that, students should also be encouraged to develop creativity, problem-solving skills, and self-reflection. Teachers need to design learning activities that stimulate critical thinking and directed repetitive practice, so that the skills acquired are functional and can be applied in the real world.

Differentiated Learning and Progression

The concept of differentiation advocated by Haynes underscores the need for teaching strategies that accommodate the diversity of students, whether in terms of background, learning styles, or cognitive capacity. He stated that giving the same assignment does not necessarily result in the same learning outcomes because students' results and experiences can vary greatly. Therefore, differentiation should be designed from the beginning to ensure that each student receives challenges and support that match their needs. In the context of culinary education, differentiation can be realized through variations in the complexity levels of practical tasks or flexibility in assessing students' work. Haynes also distinguishes between vertical progression (ordering learning from simple to complex) and horizontal differentiation (modifying content or method based on student attributes). He promotes the combination of top-down and bottom-up methods in building understanding and in the creation of case learning or direct practice.

Design of Space and Time

Haynes emphasises that both space and time are essential for the proper planning of effective learning experiences. Time can be conceptualised, for example, as: time for direct learning, time for supporting activities, and time for distractions. The efficiency and quality of learning can be greatly improved through careful time management, lesson pacing, circulation and organisation of resources, and engagement of students in the routines of the classroom. With regard to the use of space, Haynes encourages teachers to consider space not just as a fixed design but as a dynamic resource to be used in imaginative ways. In practice, effective organisation of a practice kitchen for culinary education (through the arrangement of the practice kitchen space, the tools, and the workflows of the students) can greatly enhance the learning process. In this regard, Haynes stressed the importance of these cognitive aspects of spatial and temporal organisation in the design of classroom atmospheres that are both conducive and productive.

Discussion

The Importance of the General Learning Planning Model in Culinary Vocational Education

The general learning planning model is of great importance in vocational education, especially in the culinary field, as it helps educators develop skill-based learning and vocational educators-applied and work-aligned learning. This helps educators balance pedagogy and culinary industry standards, as well as the culinary market competencies. Hu et al (2016) outline the value of bridging vocational educational curriculum development, which integrates practical and theoretical components in culinary educational systems, enhancing culinary students' learning. The learning model which Tang (2024) describes outlines a systematic process for lesson planning whereby teachers articulate objectives, introductory tasks and assessments. Although the context is about information technology, culinary education can use this structure to design learning for culinary students that is relevant to the industry. The competency-based education model which Motaal and Deghaidy (2023) reviewed also discusses the importance of having an industry-relevant curriculum which aids students in attaining measurable competencies. This type of framework motivates vocational teachers to develop learning around work competency and skill. As Fredericks et al. outline, the principle of learner-centred education and the use of hands-on activities is the foundation of effective learning. It emphasises the importance of avoiding the duplication of direct practical activities since they may lead to quick memorisation instead of meaningful integration and mastery of culinary skills. This type of learning reinforces and aids soft skill development, such as

communication and cooperation, which are imperative in the food service sector. While the study primarily concentrates on the educational aspect of culinary nutrition, the framework it proposes is still significant in building learners' foundational and advanced competencies. Hence, vocational educators are able to adopt a structured, skill-oriented general learning planning model which integrates the components of spatial interactivity, contextualisation, and alignment to the industry, into culinary-focused teaching.

Positional Flexibility, Reflectiveness, and Learner-Centredness in Culinary Vocational Educational Planning

In vocational education generally, and culinary programmes specifically, the key attributes associated with effective learning planning the positional flexibility, reflectiveness, and learner-centredness are significant in augmenting the quality of learning. Positional flexibility within a learning planning framework enables real-time adjustments of the teaching approach and resources based on learner needs Rao and Meo (2016). In culinary education, particularly the practical components, positional flexibility is critical as it is needed to accommodate various learning paces and routes to the knowledge and skills to be acquired. Cattáneo et al (2018) explain how the various instructional scenarios that are adaptive vis-à-vis the learning objectives and for which the educators are to guide the learners to attain mastery are able to promote learner self-regulation and refinement of the competencies within the discipline.

This coincides with Haynes' work, who refers to the importance of context-sensitive, responsive teaching and learning. Being reflective in lesson planning entails conscious and consistent adaptations to one's practice, with the intention to improve it based on the lived experiences, as well as the feedback from the students. According to Utami et al (2022), reflective practitioners can design more meaningful and contextualised learning activities, which become essential in the acquisition of culinary competencies that are both technical and creative. This view resonates with Haynes' planning, which is not static, and is driven by a continuous feedback loop. With a learner-centred approach, vocational educators can bridge theory and practice through activities grounded in real-life experiences, thus helping learners to engage in authentic work (practice) and helping them to integrate it with the theory Nurtanto et al (2021).

Results from comparative studies also indicate that lesson planning with embedded feedback loops can improve learning effectiveness and foster learner collaboration and integration. Nouri (2022) argues that, in relation to industry demands as well as to the varied learner characteristics, effective planning enhances the adaptability of vocational institutions. The cooperative learning

strategies that have been built into the lesson planning have also been shown to elicit cooperation and reflection from learners. This is an essential expectation in the culinary work environment Kamal et al (2023). Such a model is in line with Haynes' work, which is based on principles of active learner engagement, flexible planning and embedding reflection in daily learning cycles.

Integration of Project-Based Learning, Digital Technology, And Instructional Design In Culinary Arts Learning Planning

Utilising Project-Based Learning (PBL) alongside digital technologies and instructional designs in culinary vocational education has proven beneficial for promoting enthusiasm and the acquisition of practical skills. According to Mahande et al (2021), PBL is student-centred, allowing learners to participate in authentic culinary projects, thereby developing metacognitive skills. This model enhances creativity and bridges the gap between education and industry standards. PBL model. Yumei et al (2023) emphasise that PBL thrives when educators work synergistically with industry partners, promoting integrated education, and workforce alignment. An additional benefit of the PBL model is the application of digital technologies in instructional design. Learning efficiency and effectiveness are increased. Sobko et al (2019) stress the importance of digital instructional design, emphasising the need for collaboration and resource sharing among learners. In support of this, Klerk et al (2017) provide a framework for the flexible and contextualised support of culinary learning practices with multimedia-based assessments.

Culinary education programmes are able to incorporate flexible learning combinations owing to the variety and digital enhancement of learning experiences. This flexibility enables the different educational needs of students to be met. This seems to be what Haynes means in alignment to needs-based teaching and learning plan development as being industry relevant and contextually responsive. Within the frame of contemporary vocational education, the role of blended learning environments and digital literacy seems obvious. In the work of Akmal et al. (2024), the use of digital technology affords the culinary learning environment interactivity and enhances accessibility, in addition to providing students with exposure to contemporary workplaces. Mulyatiningsih et al. (2023) indicates the value of the blended learning model in increasing student engagement and motivation during the pandemic with e-learning. This context strengthens Haynes thinking as the addition of technological integration is an enhancement to the learning planning model making it adaptive and contextual. The implementation of this strategy in culinary vocational education is aimed at the development of learning that is relevant, innovative, and geared towards the future.

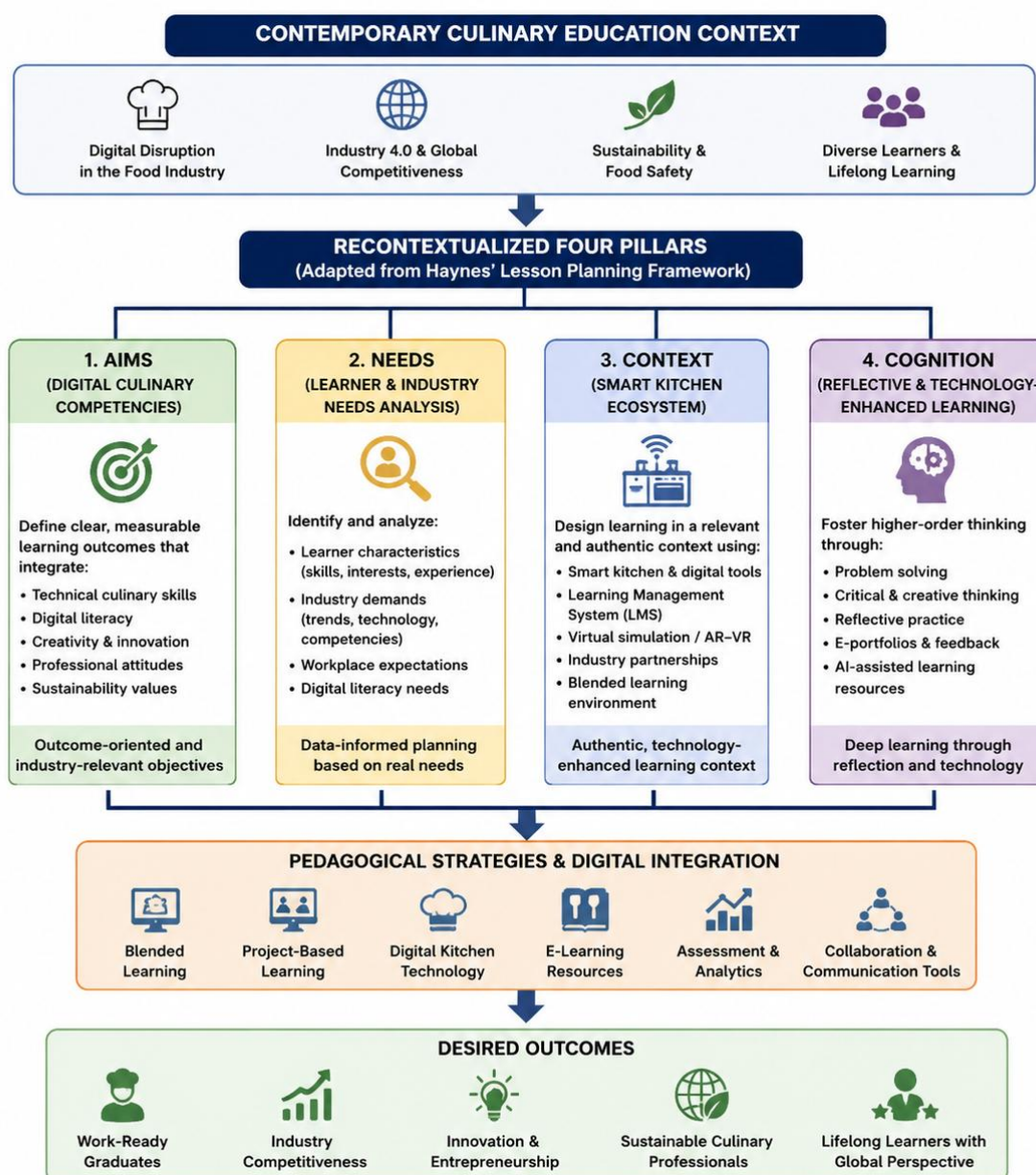


Fig 1: Recontextualized Framework of Lesson Planning for Culinary Arts Education

Figure 1 presents the recontextualized lesson planning framework for culinary arts education adapted from Haynes' original model. The framework illustrates how contemporary culinary education is influenced by four major contextual forces, namely digital disruption in the food industry, Industry 4.0 and global competitiveness, sustainability and food safety concerns, and the growing demand for lifelong learning. These developments require vocational educators to move beyond traditional lesson planning approaches and integrate technological, industrial, and sustainability-oriented perspectives into instructional design.

The framework reconceptualizes Haynes' four planning pillars Aims, Needs, Context, and Cognition into a contemporary vocational education perspective. The "Aims" pillar expands toward digital culinary competencies that integrate technical skills, digital literacy, creativity, and professional attitudes. The "Needs" pillar incorporates both learner characteristics and evolving industry requirements. The "Context" pillar extends the learning environment to include smart kitchen technologies, learning management systems, virtual simulations, and industry partnerships. Meanwhile, the "Cognition" pillar emphasizes reflective learning, problem-solving, critical thinking, and technology-enhanced learning processes. These four pillars are operationalized through pedagogical strategies such as blended learning, project-based learning, digital kitchen technologies, e-learning resources, and learning analytics, ultimately contributing to the development of work-ready graduates, industry competitiveness, innovation, sustainability awareness, and lifelong learning competencies.

Conclusion

Modern culinary education necessitates lesson planning that is not simply organised, but also reflective, flexible, and adaptive to the current context. Anthony Haynes' *The Complete Guide to Lesson Planning and Preparation* makes valuable conceptual contributions to culinary educators in the designing of skills-based learning. The spiral approach, the four planning pillars (aims, needs, context, cognition), and the focus on differentiation, space-time, and design all provide primary foundations that are applicable in a vocational context. Although the Haynes approach has yet to directly incorporate digital elements like LMS, e-assessment, and video learning, it continues to provide foundational principles that are relevant to the construction of project-based learning, digital kitchen technologies, and a blended learning environment. As a meta-analysis, it contends that culinary arts instructors are left to contextually adapt Haynes' planning framework in order to create relevant and meaningful instruction that responds to the realities of the dynamic culinary industry labour market. Consequently, Haynes' scholarship serves as a source that can be recontextualised to sustainably strengthen learning in vocational culinary education.

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