

Research on the Construction Strategy of Double-Qualified Teachers in Higher Vocational Colleges

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Abstract: With the rapid development of the national economy, science, and technology, the demand for skilled personnel in various industries is increasingly high. A high-quality dual-qualified teacher is a key force in cultivating high-quality skilled personnel. Thus, building a team of high-quality dual-qualified teachers is urgent. This paper analyzes the current situation and problems of the dual-qualified teacher team construction in vocational colleges. This study also examines the actual situation of vocational colleges to clarify the standard of graded dual-qualified teachers. It explores the construction path of the dual-qualified teacher team in vocational colleges to stimulate the initiative of teachers and improve the quality of education and teaching, providing powerful support for the high-quality development of vocational students.

Keywords: Higher vocational colleges; “Double-qualified” teachers; Tactics

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1. Introduction

Higher vocational education is an important part of higher education in China and provides a steady stream of human resources for the construction of economic society. In recent years, with the rapid development of the national economy, science, and technology, society has higher requirements for skilled talents. Vocational colleges have greater responsibilities, and their development has been paid more attention from all walks of life, becoming a hot issue in China. Higher vocational education is more focused on the training of practical skills and practical working ability, which puts forward higher requirements for the ability of teachers in higher vocational colleges. Cui, Yu, Guo, Lv, and Chen have studied the positioning, problems, and improvement of the construction of “double-qualified” teachers in higher vocational colleges ^[1-5].

2. Current situation and problems in the construction of double-qualified teachers in higher vocational colleges

The construction of double-qualified teachers provides a key guarantee for the development and reform of

higher vocational colleges and vocational education, which requires double-qualified teachers who have exquisite theoretical knowledge and can guide students' practical operations. However, the problems facing the construction of double-qualified teachers in higher vocational colleges restrict the high-quality development of vocational education in China.

2.1. The positioning of the dual-qualified teacher team needs clarification

Under the guidance of the national policy, many local governments have issued corresponding standards for the identification of dual-qualified teachers, but in the actual implementation process, there are differences in the identification standards for dual-qualified teachers. For example, six months of practical experience in some schools can meet the identification standards for dual-qualified teachers, but other schools do not recognize them. To achieve the goal of the proportion of double-qualified teachers, some schools have made the identification policy more relaxed. Some standards require simple requirements such as only requiring teachers to obtain a certificate, whereas some certificates have a very low gold content. This is not conducive to the development of teachers' dual quality and goes against the original intention of building a competent team of teachers. Although many teachers may be classified as double-qualified with dual certificates, they may lack real practical experience, which does not guarantee the quality of double-qualified teachers in colleges and universities and is detrimental to the training of high-quality skilled professionals in higher vocational colleges.

2.2. The development of the existing teaching staff structure is unreasonable

In 2019, The State Council of China issued the "National Vocational Education Reform Implementation Plan" which stated that, in principle, professional teachers in vocational colleges should be recruited from individuals with more than three years of enterprise work experience and higher vocational education. Special high-skilled talents may have relaxed educational requirements, and starting in 2020, fresh graduates should no longer be recruited. Most higher vocational colleges set high academic requirements in their recruitment, discriminating against high-quality skilled talents. Highly educated master's or doctorate fresh graduates are very popular in major higher vocational colleges. However, these teachers may have deficiencies such as insufficient relevant training and may not know how to effectively impart their expertise to students. Fresh graduates who have just left campus and lack social experience often find it difficult to adapt to vocational school work. Full-time teachers, burdened by heavy workloads, cannot gain practical experience in enterprises, resulting in generally low professional skills and teaching levels. Although some external enterprise personnel meet both practical skills and educational requirements for higher vocational colleges, their academic qualifications often fall short of college standards. Additionally, these individuals typically receive higher salaries in enterprises, making it challenging for higher vocational colleges to attract them. Overall, the various types of teachers each have their shortcomings, leading to a limited and imbalanced teacher pool in vocational colleges

2.3. The lack of a perfect dual-qualified teacher training mechanism

In December 2022, the General Office of the Central Committee of the Communist Party of China and The General Office of the State Council issued the "Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System". This highlights the strategic task of promoting the reform of the modern vocational education system, focusing on strengthening the double-qualified teacher team and collaboratively establishing double-qualified teacher training bases in both enterprises and high-level colleges and universities. As China promotes the training of teachers in higher vocational colleges, many institutions and enterprises have

formed partnerships to train teachers. However, these arrangements often amount to mere contracts and have not achieved their intended impact.

Currently, there are many issues in the training of double-qualified teachers in higher vocational colleges. Firstly, the duration is too short, leading to competition over standards and numbers. The short training period results in a superficial experience where teachers merely obtain a practical certificate without systematically and comprehensively learning about tactical operations and practice methods. As a result, the training often becomes a mere formality. Secondly, there is a lack of communication between the trainers and teachers. When teachers enter the enterprise for practice, only a symbolic representative is assigned to guide them and they are not given real opportunities to engage in practical work. Instead, they mostly observe processes and listen to explanations without actual hands-on training, resulting in insufficient practical experience. Thirdly, schools often take a superficial approach when evaluating the training effect on teachers. For example, some schools primarily focus on the duration of enterprise practice rather than its purpose, process, and outcomes. The evaluation often ends with the submission of a practice report, with little emphasis on its substance. As a result, many teachers treat the process perfunctorily, and it fails to effectively encourage their professional development.

3. Construction path of double-qualified teachers in higher vocational colleges

To train high-quality skilled personnel, a strong double-qualified teacher team is necessary for each vocational college. Building such a team is a long-term and arduous task. To achieve this, it is essential to establish a clear framework for double-qualified teachers and implement effective training mechanisms and assessment systems. This will enhance the talent training model of higher vocational colleges, improve students' vocational skills, and contribute to society.

3.1. The design idea of the graded dual-qualified teacher team

The graded double-qualified teacher team can help teachers continuously upgrade their teaching ability, stimulate their enthusiasm for self-improvement, and enhance the overall quality of the teaching staff in higher vocational colleges. To cultivate a group of high-quality and skilled professionals who meet societal demands: Firstly, it is necessary to define the criteria for identifying graded double-qualified teachers. Under previous evaluation standards, teachers were considered as double-qualified as long as they met the basic standards. Now, the teachers will be classified into junior, intermediate, and senior double-qualified categories. This approach ensures that teachers are continuously improving and helps to permanently change the status quo of double-qualified teachers. Secondly, with the introduction of graded double-qualified teacher classifications, corresponding training policies should be implemented. Starting at the school level, efforts should be made to promote the integration of production and education and enhance the incentive system. This ensures the quality of talent training and fosters a double-qualified teacher team that is enthusiastic about teaching, well-suited for their roles, and effective in their instruction. At the teacher level, it is important to stimulate internal motivation, enhance work enthusiasm, and boost creativity to improve overall work quality. Finally, the evaluation system for graded double-qualified teachers should serve as the basis for promotions. A well-designed evaluation system encourages teachers to tap into their potential and boosts their enthusiasm. It also helps teachers gain an objective understanding of their performance, reflect on their work, and continuously improve their educational quality.

3.2. Pathway for developing a dual-qualified teacher team

Define the criteria of graded double-qualified teachers, classifying them into junior, intermediate, and senior levels. Subsequently, enhance the training system for these graded levels and optimize their assessment system.

3.2.1. Establish a reasonable team of graded double-qualified teachers

Currently, many researchers use the concept of grading to test people's depth of knowledge in a particular field or to develop their logical thinking skills. Grading involves expanding and deepening knowledge in a structured manner, breaking down abstract concepts into progressively more complex steps. This allows learners to explore and learn incrementally, leading to more effective learning outcomes. Similarly, the growth process for teachers is incremental, with promotion serving as continual encouragement for development. Thus, the criteria for identifying graded double-qualified teachers align well with the principles of human development.

A well-structured grading system can enhance teachers' motivation for self-improvement and their enthusiasm for participating in evaluations. Relying on a single evaluation dimension for identifying double-qualified teachers is detrimental to long-term human resources planning and can lead to talent gaps in higher vocational colleges. This results in a breakdown in the talent chain and creates a vacuum in the teacher structure, hindering the development of double-qualified teachers and impeding the optimization of their overall quality. Additionally, if teachers with professional titles stop developing or cease teaching but still retain their dual-qualified status, it can cause dissatisfaction among those who have not been recognized. This dissatisfaction can negatively impact the school environment and undermine the goal of building an effective team of double-qualified teachers.

In response to these difficulties, initiating a structured progression system for teachers is imperative. Beginning with the junior double-qualified teachers and promoting them to intermediate and senior levels. Establishing the "junior, intermediate, and senior" categories for double-qualified teachers, each with distinct identification standards and assessment methods. These standards should be appropriately elevated to align with the developmental stage of teachers at each level, giving them the confidence to achieve the next level and motivating self-improvement. Clarify the qualification requirements for double-qualified teachers at different levels in teaching competitions and research project applications. Provide varying levels of priority support based on their classification to effectively utilize the graded teacher identification standards.

3.2.2. Establish training mechanisms for graded dual-qualified teachers

With the further development of education reform in higher vocational colleges, higher vocational colleges must build a team of teachers with high teaching levels, solid theoretical foundations, and strong practical skills. By establishing an advanced training system, we can guarantee the development of teachers and the construction of double-qualified teachers.

Firstly, to stimulate teachers' internal motivation. To build a high-quality double-qualified teacher team, we must address this fundamental issue by focusing on cultivating teachers' self-promotion consciousness. Schools should actively empower teachers by allowing them to choose their training methods and schedules. This shift will transform their attitude from a passive "I want to learn" to a proactive "I am eager to learn". By engaging teacher's enthusiasm and initiative, they will actively participate in training, immerse themselves in enterprise practices, and fully understand the training standards and objectives for double-qualified teachers. Establishing clear graded teacher standards can motivate teachers to strive for these benchmarks and transition from passive learning to active engagement and advancement. By stimulating teachers' internal motivation, they will continuously learn and progress, leveraging the training opportunities provided by both schools and enterprises.

Emphasize the central role of double-qualified teachers to inspire others to make positive progress toward achieving this status. Encourage double-qualified teachers at various levels to collaborate, from learning and training groups, and participate in auditing activities at colleges and universities. This will allow them to gain insights into teaching experiences, methods, and student interactions from other full-time educators. Institutions should support double-qualified teachers by facilitating joint learning, co-construction projects, and the development of dedicated teacher teams, leveraging the strengths of teachers at different levels. This approach will foster mutual support and enthusiasm among teachers, promoting collective progress and development.

Secondly, to improve the teacher incentive system. Clarify the training objectives for double-qualified teachers at different levels and set distinct assessment measures, vocational training, and promotion mechanisms according to their training objectives. Encourage teachers to actively enhance their educational and teaching abilities. After completing the performance evaluation, publicize the results promptly to raise awareness among double-qualified teachers. Schools can hold experience-sharing meetings for outstanding double-skilled teachers, where high-level double-skilled can mentor lower-level ones, fostering mutual learning and strength complementing. Additionally, schools can showcase the achievements of excellent double-qualified teachers, creating a positive atmosphere of peer learning and striving for excellence, thereby driving the overall improvement of teaching abilities across the school.

Thirdly, to adhere to the integration of production and education. This is a new mode of running schools that has just begun since the proposal to strengthen the construction of integrated production and education teachers in 2017, the implementation plan of the National Vocational Education Reform in 2019, and the implementation of the Vocational Education Law of the People's Republic of China in 2022. These initiatives emphasized the importance of actively carrying out the construction of integrated production and education teachers, pointing toward the direction for higher vocational colleges to build a double-qualified teacher team. Regarding the integration of production and education, "production" includes enterprises and industries, etc., while "education" refers to school education. In other words, the integration of production and education refers to the combination of higher vocational colleges with their actual conditions, the talent needs of enterprise development, and industry requirements through clear training objectives, reasonable training programs, and joint compilation of teaching materials to meet the needs of both enterprises and schools. The integration of production and education, along with school-enterprise cooperation is the key to deepening the reform of higher vocational colleges. Strengthening school-enterprise cooperation and adhering to the integration of production and education are effective ways to build a double-qualified teacher team. Higher vocational colleges should aim to establish such a team that integrates industry with vocational teaching, thus improving the quality of education and teaching. To this end, higher vocational colleges should reform the personnel training mechanism, actively communicate and cooperate with enterprises, strengthen exchanges and integration with them, learn advanced professional technology and management experience, and constantly enrich and improve teachers' skills and professional practice levels through collaboration with enterprise technical personnel.

The reason why the double-qualified teachers in higher vocational colleges are called double-professional teachers is that they integrate the academic culture of colleges and enterprises. Therefore, not only schools should pay attention to the problem of teacher training, but enterprises should also do their part for teacher training, and form a new double-qualified teacher team training model. Schools should actively provide teachers with opportunities to put theory into practice so that teachers can understand which skills are necessary for production. The use of holidays to send teachers to enterprises to learn truly ensures that teachers have enough time and opportunities to deeply participate in the enterprise training. With tasks within the enterprise, attention should be paid to making full use of the resources of the enterprise in the process of learning to improve

practical skills, so that teachers can undertake some non-core research and development work. In this process, teachers can participate in the research and development work of the enterprise, truly enter the practice, and have a complete experience of the post in combination with the teaching needs.

3.2.3. Improve the assessment system of graded dual-qualified teachers

With a comprehensive evaluation system for dual-qualified teachers, the graded identification policy can effectively fulfill its role. The principle of hierarchical management and implementation by colleges and universities should be integrated into the identification process of dual-qualified teachers. The entire identification process should be conducted online, including declaration, audit, inquiry, and certification. Establishing a strict performance appraisal management system, such as setting identification validity periods and implementing an annual appraisal system, will help teachers clarify their personal development goals, unleash their potential, and improve their teaching abilities.

First, the validity period for double-qualified teachers should be stipulated. To prevent teachers from being identified as double-qualified once and for all, the identification validity period should be set at five years. After this period, re-identification and registration for a new e-certificate will be necessary. Second, establish an annual assessment system with different gradients. Schools should assess double-qualified teachers yearly, setting different assessment standards for teachers at various gradients. Third, the Department of Education should play a supervisory role. A dedicated office for the identification of double-qualified teachers should be established within the Department of Education to inspect the work of such teachers periodically and urge self-examination and reflection. Schools found to exhibit favoritism, malpractice, or lax control will be notified, and the responsible personnel will be held responsible. Any teacher committing fraud during the application process will be disqualified from applying for five years.

4. Conclusion

For the sustainable development of vocational education, accelerating the construction of double-qualified teachers is essential. Implementing graded dual-qualified teacher identification standards and improving the corresponding training mechanisms and assessment systems can effectively address past issues in the identification and training process. This approach will more effectively encourage the continuous growth of teachers and cultivate high-quality skilled professionals to meet the needs of society.

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