

# Construction Strategies of “Double-Qualified” Teachers in Local Normal Universities under the Background of Industry-Education Integration

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**Abstract:** The integration of industry and education provides impetus for the quality improvement and efficiency enhancement of teacher education programs, as well as the alignment of basic education with industry demands. As the primary base for cultivating grassroots educational talents, local normal universities play a pivotal role in the development of “double-qualified” teacher teams. This initiative is directly linked to the practical skill development of teacher candidates, the achievement of educational reform outcomes, and the advancement of high-quality regional education. At present, the “double-qualified” teachers in such institutions face prominent issues such as a single-source structure, insufficient practical skills, an imperfect collaborative training mechanism, and inadequate evaluation and incentive models, making it difficult to meet the requirements of industry-education integration in talent cultivation. This paper takes the positioning of local normal universities as the starting point, combines the core elements of industry-education integration, and explores and practices a targeted, efficient, and operational construction strategy system for the above-mentioned prominent issues, providing theoretical references and practical support for the implementation of high-quality “double-qualified” teacher team building projects and the deepening of industry-education integration in educational practice.

**Keywords:** Industry-education integration; Local normal universities; “Double-qualified” teachers; Team building

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## 1. Introduction

The promotion of the strategy of building a strong education country and the deepening process of basic education reform have put forward higher standards for teachers’ professional quality dimension, practical ability level, and cross-border integration ability module. The concept of industry-education integration advocates a deep collaboration model between the education sector and the industry system, providing crucial guidance for the development of “double-qualified” teachers in local normal universities. Local normal universities focus on the needs of regional basic education, undertake the mission of cultivating teachers with both theoretical knowledge and practical skills, and “double-qualified” teachers serve as the link between the

normal education system and the field of basic education practice. The quality of their team directly impacts the effectiveness indicators of normal student training and the ability of institutions to serve regional education. At present, most colleges and universities have shortcomings in the construction of such teachers, and fail to make full use of the resources of industry-education integration to solve practical problems. It is urgent to explore a scientific strategy system to promote the process of improving the quality and efficiency of the team, and provide support for the high-quality development of teacher education.

## **2. Core connotation and value of “double-qualified” teacher construction in local normal universities under the background of industry-education integration**

### **2.1. Core content**

In the context of industry-education integration, “double-qualified” teachers at local normal universities are not merely holders of teaching credentials and industry skill certifications. They are versatile professionals with a solid foundation in educational theory, strong classroom teaching abilities, familiarity with frontline practice in basic education, and mastery of cutting-edge educational concepts and technologies. These teachers achieve deep integration between theoretical knowledge and practical application, excelling in teaching implementation, practical guidance, teaching-research innovation, and industry service capabilities <sup>[1]</sup>. Compared with the teachers in the same category in regular universities, they pay more attention to the docking of the basic education demand goals, focus on the cultivation of the practical teaching ability of normal students, highlight the dual characteristics of normal and practical attributes, and the core point is to achieve the precise matching effect of the theoretical teaching content and the basic education practice scene, the teaching and research achievement system and the front-line teaching demand goals.

### **2.2. Constructive value**

The construction of high-quality “double-qualified” teachers is a key measure for local normal universities to implement the concept of industry-education integration, solve the homogenization of normal education, and highlight the characteristics and advantages of running schools. From a regional perspective, this approach can foster deeper collaboration between educational institutions and local primary/secondary schools, as well as educational service organizations, to precisely address the talent needs at the grassroots level and enhance regional education quality. From the perspective of institutional development, we should promote teaching reform initiatives and curriculum optimization programs to bridge the gap between theoretical frameworks and practical applications. This will enhance teacher trainees’ practical competencies and career competitiveness, thereby aligning with the educational objectives of local normal universities <sup>[2]</sup>. From the perspective of individual teachers, the process of improving the ability of “double-qualified” teachers can broaden their professional vision, improve their levels of comprehensive quality, and help them realize the virtuous cycle of professional growth trajectory and career development path.

## **3. The realistic dilemma of the construction of “double-qualified” teachers in local normal universities under the background of industry-education integration**

### **3.1. Single teacher source structure and lack of the practice gene**

At present, most of the “double-qualified” teachers in local normal universities are college graduates, and most of them are academic talents. They lack the experience of teaching practice in basic education, and it is difficult

to accurately meet the needs of grassroots education and the development of the industry. Some colleges and universities have started to introduce industry talents to take on the role of part-time teachers, but due to the constraints of the number of staff, salary, management mechanism, and other factors, it is difficult to attract the backbone teachers and subject leaders of basic education to participate, resulting in the limited scale of part-time teachers and the lack of stability. Meanwhile, the current teaching workforce is short of interdisciplinary educators with cutting-edge pedagogical skills, which hinders the integration of theory and practice in basic education under the industry-education collaboration model, and fails to meet the diversified teacher demands <sup>[3]</sup>.

### **3.2. Poor collaborative training mechanisms resulting in inadequate enhancement of practical skills**

The core of the integration of industry and education is the cooperation between schools and local areas, and between schools and enterprises. However, the cooperation between local normal schools and primary and secondary schools and educational institutions is mostly superficial and has not established a long-term collaborative training mechanism. The lack of in-depth coordination between the two parties has prevented the joint development of practical training programs and evaluation standards for teachers. As a result, the practical training of teachers has become overly formalized, making it difficult to achieve the goal of enhancing practical teaching capabilities. The internal training system of the institution has weak links, with training content mainly focusing on updating theoretical knowledge, lacking targeted practical skill training, and employing relatively monotonous methods. Most training sessions adopt centralized lectures, failing to integrate teachers' professional orientations with grassroots teaching needs to conduct personalized and immersive training activities <sup>[4]</sup>.

### **3.3. Poor evaluation incentive systems and insufficient team-building motivation**

The current teacher evaluation system in local normal universities still focuses on research achievements, the number of published papers, and classroom workload, while giving low weight to the evaluation of teachers' practical teaching abilities, industry service capabilities, and the effectiveness of industry-education integration in talent cultivation. This makes it difficult to motivate teachers to participate in the construction of "double-qualified" teacher teams. In the process of professional title evaluation, the advantages of "double-qualified" teachers are not prominent, and the recognition of practical experience and practical results is insufficient. At the same time, the incentive mechanism is not perfect, and there is no effective material and spiritual incentive for the teachers who have achieved remarkable results in practice.

### **3.4. Weak safeguard systems and insufficient support**

Local teacher training institutions struggle to support practical training programs, school-enterprise partnerships, and the development of training bases. Limited by regional economic conditions, these institutions face funding constraints, resulting in insufficient investment in cultivating "double-qualified" teachers. The lack of stable, reliable training facilities and scarce resources for teachers' practical development leaves them unable to meet the growing demand for large-scale professional growth initiatives. At the same time, the lack of a professional "double-qualified" teachers training team makes it difficult to carry out systematic practical guidance and ability training.

## **4. Optimization strategies of “double-qualified” teacher construction in local normal universities under the background of industry-education integration**

### **4.1. Optimizing the source structure of teachers and consolidating the foundation of team building**

Based on the concept of industry-education integration, we construct a diversified system for introducing “double-qualified” teachers in the process of broadening the channels for their introduction. Refine the recruitment criteria for full-time faculty by reducing rigid requirements for research achievements and emphasizing practical competency assessments. Prioritize selecting interdisciplinary talents with frontline teaching experience and industry expertise to address practical skill gaps in the team. Strengthen the part-time faculty system through enhanced collaboration with local schools and educational institutions, inviting frontline teaching experts and subject leaders to serve as part-time instructors. Clearly define job responsibilities and evaluation standards, improve the compensation mechanism, and enhance the structural stability of the teaching team. We should promote the two-way communication and exchange between full-time and part-time teachers, and build a reasonable team structure of “an organic combination of full-time and part-time teachers.”

### **4.2. Improving the collaborative training mechanism and enhancing the practical ability of teachers**

Deepen the collaboration between schools and enterprises, establish a long-term cultivation mechanism, and precisely enhance teachers’ practical operational skills. Establish a deep collaboration mechanism, jointly establish a cultivation and guidance committee organization with primary and secondary schools and educational institutions, and jointly formulate practical training programs and inspection verification standards based on industry development needs and teachers’ professional growth and development. We have innovated a model integrating on-the-job training, on-the-job learning, and joint teaching research, enabling full-time teachers to fully engage in frontline teaching and research while adopting advanced pedagogical concepts and methodologies. Optimize the on-campus training system by incorporating practical operational skills and cutting-edge educational technologies. Implement diversified training methods such as case-based instruction and scenario simulation demonstrations to conduct personalized training activities. Establish a frontline core guidance team to facilitate the transformation of practical achievements into teaching competency levels.

### **4.3. Perfecting the evaluation and incentive system to stimulate the motivation of team building**

Reconstruct the evaluation and incentive system to emphasize practical orientation and stimulate the endogenous development momentum of team building. Optimize the evaluation index system by reducing the weight of scientific research and academic achievements, while increasing the proportion of indicators such as practical teaching, industry service work, and the effectiveness of industry-education integration. Incorporate practical experience, achievements, and part-time job performance into the evaluation scope. Refine the professional title evaluation and merit-based selection mechanisms by establishing a dedicated review channel for “double-qualified” teachers, granting preferential treatment to educators with outstanding practical achievements, and enhancing the recognition of their practical accomplishments. Establish a sound incentive mechanism and system, giving priority consideration to teachers who actively participate in the construction of “double-qualified” educators and demonstrate outstanding educational achievements in terms of salary, promotion, and awards, while balancing material rewards with spiritual incentives. Simultaneously, improve the evaluation and incentive mechanism for part-time teachers to fully leverage their supporting and safeguarding role.

#### **4.4. Strengthening the construction of the support system and consolidating the support for the construction of the team**

To establish a diversified support framework featuring “institutional leadership, governmental backing, and industry engagement,” we must provide robust resources for cultivating “double-qualified” faculty teams. First, local teacher-training institutions should optimize their funding allocation by increasing dedicated investments in team development, with priority given to practical training programs, the establishment of training bases, and compensation for part-time instructors. Meanwhile, we should actively seek financial support from local governments, diversify funding sources, and attract social capital to build “double-qualified” teacher teams. Secondly, we need to strengthen the development of practical training bases. Through school-local and school-enterprise collaborations, we can establish a series of stable “double-qualified” teacher training bases, providing ample venues and resources for teachers’ practical training, thereby ensuring precise alignment between practical teaching and frontline basic education. Thirdly, a professional training team should be established by selecting teachers with strong practical abilities and high teaching and research standards from the institution, as well as frontline key personnel from collaborating units. This team will provide systematic, practical guidance and skill training for teachers. Meanwhile, we should seek special policies from local governments to improve the policy guarantee of school-local coordination and school-enterprise cooperation, and create a good policy environment for the construction of “double-qualified” teachers.

### **5. Conclusion**

Under the background of industry-education integration, the construction of “double-qualified” teacher teams in local normal universities is an important measure to promote the high-quality development of normal education, meet the needs of basic education, and serve the regional education revitalization. The team currently faces challenges, including limited talent sources, underdeveloped collaborative training mechanisms, inadequate evaluation and incentive systems, and insufficient support measures, which hinder educational outcomes. Institutions should align with their institutional missions and the industry-education integration philosophy. By optimizing faculty recruitment, enhancing collaborative training, refining evaluation and incentive frameworks, and strengthening support systems, they can address these issues. Through coordinated efforts with governments and primary/secondary schools, the team can improve quality and efficiency, cultivating versatile teachers for basic education and advancing regional educational development.

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