

# Research on Teaching Innovation Team Construction with “Double-Qualified” Teachers Under the Background of the “Double-High Plan”

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**Abstract:** With the continuous development of education in China, various vocational colleges have responded to the “Double-High Plan” and are actively building teaching innovation teams with “double-qualified teachers.” By improving the professional level of teachers and increasing practical opportunities, vocational colleges and universities can nurture high-level teachers and improve their teaching level so as to meet the demand for high-level technical skills training in the new era. This paper discusses the significance of constructing a “double-qualified” education model under the background of the “Double-High Plan,” the requirements of the “double-qualified” education model for teachers, the problems in constructing a teaching innovation team with “double-qualified” teachers, and the countermeasures for these problems.

**Keywords:** Double-High Plan; Double-qualified teachers; Teaching innovation; Team building

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## 1. Introduction

The National Vocational Education Reform Implementation Plan, released by the Ministry of Education of China in April 2019, has put forward several recommendations, including raising the level of modernization of vocational education in the new era, supporting the development of high-quality human resources to advance economic and social development, enhancing national competitiveness, and exploring the construction of high-level, structured teaching innovation teams of teachers. Against the backdrop of the “Double-High Plan,” a high-standard teaching team is anticipated to be established in vocational colleges after three years of team-building work. This would be used as an opportunity to develop a “double-qualified” education model, mentor students to improve their professional skills, widen their access to practical opportunities and practical guidance, as well as improve the quality of vocational education. Vocational education is of great significance to the cultivation of professional and technical personnel in China <sup>[1]</sup>. Therefore, all sectors of the society should pay attention to the development of vocational education and promote its reform. Through the introduction of the “Double High Plan,” the main subjects in the reform of vocational education have been defined, and the concept of “double-qualified” education has been introduced, thus providing guidance and direction to the development of vocational education in China and raised the standard of vocational teaching.

## **2. Significance of constructing a “double-qualified” education model under the background of the “Double-High Plan”**

### **2.1. Improve the quality of technical and skilled personnel training**

China has entered a crucial phase of supply-side reform with the continuous development of its economic situation. The high-tech industries in China are receiving better development opportunities, and the new-energy industries in China are also on the rise. China’s traditional industries are transforming and upgrading, thus becoming an important part of its market economy. This enhances China’s international market competitiveness and promotes the development of various industries. In such an era of development, professional and technical skills are needed in all sectors so as to promote the continuous development of China’s economy. Therefore, both the state and the society should pay more attention to the cause of vocational education. Only by constructing teaching innovative teams can we improve the efficiency of vocational skills personnel training, and thus provide high-quality professionals to serve in these industries [2]. After years of practical development, vocational education has finally found an education model that meets the characteristics of the times, namely the “double-qualified” education model, which attaches importance not only to theoretical teaching and the building on students’ knowledge, but also the improvement of students’ practical ability. Therefore, the construction of a teaching team with “double-qualified” teachers has become the focus of reform and development of vocational colleges. In order to construct a high-quality teaching team with “double-qualified” teachers, vocational colleges should place more emphasis on training teachers so as to improve their professional skills, teaching ability, and level of practice [3]. The “double-qualified” education model largely emphasizes on the synergy of education. In a team, different teachers would have different strengths; hence, they would be able to learn from each other and coordinate with one another, as well as integrate teaching resources through the division of labor, so that the actual value of these teaching resources can be brought into play, while expanding the depth and breadth of teaching. Collaborative innovation is not limited only to the teaching team; rather, it can be applied in the process of mutual communication among different vocational colleges, industrial enterprises, and other units, in order to finally achieve mutual collaboration and common progress.

### **2.2. Transform the high-quality construction achievements of the teaching team**

In China, higher vocational education does not fall under the category of traditional higher education. Furthermore, the development of higher vocational education has remained static for a long time. Borrowed and imitated from western developed countries, its teaching model lacks teaching innovations. Absorbing and learning excellent education experience can speed up the development of higher vocational education; however, without considering the actual development and education situation of the country, the development of higher vocational education will be affected, and it would be difficult to construct an education model with Chinese characteristics. Compared with traditional Chinese educational concepts, foreign higher vocational education models have outstanding instrumentality and rationality. In China’s education practice, people only see the instrumental rationality, the lack of humanistic care in teaching, and the lack of respect towards students’ subjectivity and individuality. Although China is constantly learning from advanced foreign experiences and calling for teaching reforms, there are still educational problems that make it difficult to achieve effective teaching outcomes. With regard to this, vocational colleges should consider the actual learning situation and needs of the students, respect their subjectivity, and constantly explore the direction of vocational education reform [4]. Teachers play a role in guiding and reforming vocational education activities. Therefore, vocational colleges should pay attention to the role of teachers when carrying out education reform and improve the requirements for teachers’ theoretical teaching ability and practical operation ability [5]. For part-time teachers from enterprises who are trained for certain majors, the reform of vocational education has raised the requirements for their professional competence, resulting

in an increased pressure on their learning for improvement. The outcomes of teaching reform are also reflected on the students, which in turn influences the enthusiasm of teachers to participate in higher vocational teaching reform. In such a background, selecting a group of vocational teachers to be involved in the construction of a teaching innovation team with “double-qualified” teachers can stimulate the enthusiasm of other teachers to participate in the reform and promote the development of higher vocational education. In the process of building a teaching team with “double-qualified” teachers, managers would play a part in evaluating the participation of teachers and their classroom performance, using them as the basis for professional title promotion. This would stimulate the enthusiasm of teachers to participate in this project. In the process of building a teaching team with “double-qualified” teachers, teachers are able to obtain better quality resources, while exploring innovative teaching methods, integrating information technology in training management, and realizing integrated education. In addition, through the division of labor in the teaching team, each teacher can give full play to his or her own strengths while designing talent training programs. This enables the teachers to form their own teaching styles and improves the efficiency of talent training.

### **3. Requirements for teachers’ ability in the “double-qualified” education model under the background of the “Double-High Plan”**

#### **3.1. Requirements for professional quality**

The basic requirement of a teacher is the teacher’s professional quality. The core concept revolves around morality, which includes political literacy, professional characteristics, and professional ideas. Political literacy reflects the firm political beliefs and political positions of teachers. Having political literacy allows teachers to guide students in moral development. Professional characteristics refer to that teachers should face their professional characteristics correctly, form a stable psychology, and improve their affinity, patience, and logical thinking, so that they can improve their professional ability and better carry out their teaching tasks. Professional concept indicates that teachers should face up to the impact of their behavior and thoughts on students in the teaching process, as well as guide students to form correct values and outlook on life by revising their own professional concept.

#### **3.2. Requirements for professional quality**

Teachers in vocational colleges are responsible for teaching in different professional fields in accordance with their own professional abilities. These teachers must have high professional quality, which specifically refers to their level of professional knowledge and practical ability. Professional knowledge includes not only theoretical textbook knowledge, but also basic theoretical knowledge of career development and industrial development, which is important for improving the understanding of vocational college teachers on a specific major. Professional practical ability, on the other hand, refers to teachers’ practical training ability, practice ability, *etc.* The professional ability of teachers should also conform to the development of enterprises and specific industries, so as to realize the harmonious development of production and education. In addition to knowledge and professional literacy, teachers should also have educational professional literacy, which mainly refers to the literacy and ability of teachers in professional teaching. For a qualified teacher, he or she should not only have high professional standards, but also the knowledge and ability in certain fields like psychology and pedagogy, so that he or she can effectively organize teaching activities, improve the functions of the teaching evaluation system, and promote the high-quality development of vocational education.

#### **3.3. Requirements for service capability**

The society also has high demands for teachers’ service ability, which mainly refers to their research and

innovation ability as well as social service ability. Teachers should apply their professional knowledge to develop innovative projects related to research and obtain innovative results, which can help promote the development of industries and enterprises. Social service ability refers to the practical ability of teachers in the social field to provide professional training and technical support for technical personnel of social units and promote the sustainable development of various industries.

#### **4. Problems in the construction of the “dual-qualified” teaching model under the background of the “Double-High Plan”**

##### **4.1. Non-uniform identification standards**

In terms of the current teacher training situation, although the national reform program has put forward the requirement of “double-qualified” teacher training and pointed out the goal of integrating theoretical teaching with practical teaching ability, many vocational schools still show inconsistencies in their identification criteria and training details in the actual “double-qualified” team building process [6]. The lack of a unified and standardized accreditation system for “double-qualified” teachers has led to varying standards and requirements for the training of “double-qualified” teachers in schools, and there are significant differences in the interpretation of the requirements for the training of these teachers in different regions and vocational colleges. Vocational colleges should run and manage the “double-qualified” teaching team as a separate project and link it to job promotion and performance assessment so as to stimulate the enthusiasm of teachers to participate. However, many vocational colleges tend to exclude the assessment content; they are still using the traditional “scientific research achievement” as the standard for assessing teachers. Additionally, the evaluation system for teachers’ practical teaching ability is flawed, thus affecting the practicality of “double-qualified” training. Furthermore, there are no clear criteria for the selection of “double-qualified” teachers in vocational colleges, resulting in the selection of teachers of different levels. This in turn makes it difficult to build a high-level teaching team.

##### **4.2. Flawed teacher training systems**

Due to the relatively high competency of “double-qualified” teachers, the construction of “double-qualified” teaching teams necessitates the involvement of several powerhouses, including schools, enterprises, and the society itself. In China, the teacher training systems in vocational colleges are flawed; they solely rely on the vocational colleges’ own training strength without the support of other parties [7]. This situation is reflected in the following aspects: first of all, vocational colleges have insufficient funds for “double-qualified” teacher training programs, and they often neglect the cultivation of “double-qualified” teachers; as a result, the allocation of school training funds and the construction of teachers’ professional ability training platforms are affected, which in turn hinders the process of teachers’ self-improvement; secondly, in order to save school resources, many vocational colleges outsource the training of teachers to social training institutions, thus failing to maximize the resource advantages of school-based training; new teachers not only lack theoretical knowledge, but also job experience; the actual needs of teachers can be met via on-campus training, and a unique training plan can be designed through the development of school-based training courses; this would improve the teacher training level and meet the actual needs of teaching [8].

##### **4.3. A need for improving the guarantee mechanism**

With the continuous development of Chinese education, Chinese education departments have issued several documents on the improvement of vocational education teachers and formulated macro plans for the development of teaching teams in vocational colleges from the top-level design. However, they have neglected the construction of a guarantee mechanism for “dual-qualified” teacher training. Firstly, the

regulations related to “dual-qualified” teacher training are not sound enough, in which most of the laws and regulations provide only a brief overview in terms of the objectives and concepts of teacher training without any specific operable plan; moreover, there are no regulations for “dual-qualified” teaching teams or specific implementation standards for induction training work. Secondly, there is a lack of effective incentive mechanism in the process of building a team of “double-qualified” teachers. At present, the incentive means used by many vocational colleges are short-term incentives, which are unhealthy for directing the development of teachers. In the long run, this will lead to a lack of foresight among teachers as well as utilitarian training and education, all of which are not conducive to improving the ability of teachers. With regard to “double-qualified” teacher construction activities that enterprises participate in, there is a lack of corresponding training and restraint mechanism, resulting in very little benefit from the participation of teachers in enterprise practice and making it difficult to implement “double-qualified” training and education <sup>[9]</sup>.

## **5. Strategies for the construction of a teaching innovation team with “double-qualified” teachers under the background of the “Double-High Plan”**

### **5.1. Unify the access standards to guarantee the quality of talents**

First of all, vocational colleges should unify the standards for “double-qualified” teacher training and clearly define the entry criteria, so as to ensure the quality of teachers. Specifically, they should fully grasp the goals and characteristics of higher vocational education, thoroughly consider the career development needs of higher vocational students, and formulate scientific and reasonable evaluation criteria for “double-qualified” teachers. Colleges and universities should also arrange and encourage experts in the field of vocational education, entrepreneurs, and college teachers to participate in the formulation of evaluation standards, so as to standardize the training content and improve the professional and technical level of teachers. Secondly, vocational colleges should also set up third-party evaluation institutions to evaluate and guarantee the evaluation standards of teacher training. If the evaluation work is left to vocational colleges, there might be limitations and differences in the evaluation among different schools, which would affect the standardization of the evaluation of “double-qualified” teachers. Through the establishment of a third-party evaluation institution, the objectivity, professionalism, and standard of training evaluation can be guaranteed. This method allows teachers’ knowledge level, skill mastery, practical ability, and so on to be assessed. With regard to that, authoritative access certificates may be given after the end of the assessment. This would guarantee the quality of “double-qualified” teachers and strengthen the construction of “double-qualified” teachers in higher vocational education <sup>[10]</sup>.

### **5.2. Carry out school-enterprise cooperation and deepen capacity development**

First of all, vocational colleges should reach a cooperative relationship with enterprises for training and establish a “double-qualified” teacher training base <sup>[11]</sup>. Vocational colleges should specifically look for qualified enterprises for cooperation according to their own development needs and subsequently establish these training bases. Various aspects should be considered when selecting enterprises. Enterprises that are in the growth and mature stages should be selected because such enterprises have a certain development scale and economic strength. The demand of enterprises for innovative talents is increasing. Vocational colleges and enterprises can support each other in the process of training and development to achieve common development. In addition, vocational colleges should also provide teachers with opportunities to be involved in enterprise practice. Signing a common training agreement and incorporating teachers’ performance in enterprise practice into professional rating and teacher performance appraisal may stimulate the enthusiasm of teachers to participate in practical training. Schools and enterprises should formulate personalized training programs according to the characteristics and needs of different teachers to maximize

the improvement of teachers' abilities and help build a teaching innovation team with "double-qualified" teachers. Schools should also ascertain their own talent training needs and encourage teachers to participate in enterprise practice learning. It not only improves teachers' practical ability, but also promotes the development of scientific research projects, thus forming a virtuous circle <sup>[12]</sup>.

### **5.3. Improve the management system and improve the efficiency of construction**

Vocational colleges should improve the funding guarantee system, form multiple channels for obtaining funds, and ensure the exclusive use of special funds. Adequate funding is the basis for a smooth implementation of training. Therefore, vocational colleges should continuously expand the channels for obtaining training funds, establish a diversified funding guarantee mechanism, and introduce more social capital for the construction of training activities. Secondly, the Chinese government should clearly define the training responsibilities undertaken by higher vocational schools and issue incentive policies to encourage more social enterprises to participate in the training of "double-qualified" teachers, while giving support in the form of educational resources to help vocational colleges solve the issue of uneven resource distribution. In addition, vocational colleges should enhance their social influence and attract more social capital to participate in the "double-qualified" teacher training system <sup>[13]</sup>.

## **6. Conclusion**

Under the background of the "Double-High Plan," vocational colleges should pay attention to the construction of "double-qualified" teachers and improve the teacher training system by unifying access standards, carrying out school-enterprise cooperation, and perfecting the management system, so as to enhance teachers' professional quality and service ability and further promote the development of higher vocational education.

## **Disclosure statement**

The authors declare no conflict of interest.

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