

Reflections on the Construction of “Double-qualified” Teacher Team under the Background of School-Enterprise Community

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Abstract: With the rapid development of vocational education, the construction of “double-qualified” teachers in higher vocational colleges has increasingly become the key to improve the quality of vocational education. This paper first discusses the connotation and importance of “double-teacher” teachers and then analyzes the current situation and dilemma of “double-teacher” teacher team construction under the background of the school-enterprise community, including structural problems, insufficient salary and treatment, career development path is not smooth and school-enterprise cooperation is not close. In response to these problems, this paper puts forward the construction paths of establishing career development and career planning system, strengthening the professional title evaluation mechanism and teaching assessment system, improving the salary and treatment level, deepening the school-enterprise cooperation mechanism, improving the teacher training mechanism and strengthening the policy support and guarantee. Through these measures, the aim is to promote the high-quality development of “double-qualified” teachers in higher vocational colleges, and provide a strong talent guarantee for vocational education.

Keywords: School-enterprise community; “Double-qualified” teachers; Higher vocational colleges; Construction of teachers; Vocational education

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1. Introduction

With the rapid development of China’s economy and society and the continuous optimization and upgrading of the industrial structure, the position and role of vocational education in the national education system has become increasingly prominent. As an important part of vocational education, vocational colleges undertake the important mission of cultivating high-quality and skilled talents for the society. The construction of “double-qualified” teachers is the key to realizing this mission.

In recent years, with the deepening of school-enterprise cooperation, the school-enterprise community, as a new education model, came into being. With the integration of industry and education and school-enterprise

cooperation as the core, this model aims to promote the deep integration of education and industry through resource sharing and complementary advantages. Under the background of the school-enterprise community, the construction of the “double-qualified” teacher team has ushered in new opportunities and challenges. On the one hand, school-enterprise cooperation provides more practical training opportunities for “double-qualified” teachers, which helps to improve their practical ability and professional quality. On the other hand, ways to effectively integrate educational resources in school-enterprise cooperation and build a scientific and reasonable “double teacher” training system has become an urgent problem to be solved at present.

2. The understanding of the connotation of “double-qualified” teachers

The team of “double-qualified” teachers is the fundamental guarantee for the high quality and rapid development of China’s higher vocational education, and also the core power source to promote the teaching reform of higher vocational education. As early as 1995, the concept of “double-qualified” teachers was put forward in the “Principles and Opinions on Building Exemplary Vocational Universities” issued by the Chinese government. Subsequently, a series of policy documents were issued to emphasize the importance of the construction of “double-qualified” teachers. In February 2019, The State Council issued the “Implementation Plan for National Vocational Education Reform,” which proposed “multiple measures to build a ‘double-qualified’ teacher team”^[1]. In September 2020, the “Action Plan for Improving the Quality and Training of Vocational Education (2020–2023)” issued by the Ministry of Education and nine other departments proposed that by 2023, the proportion of professional teachers with “dual teachers” will exceed 50%^[2]. In October 2020, the “Overall Plan for Deepening the Reform of Educational Evaluation in the New Era” issued by the CPC Central Committee and The State Council included the construction of “double-qualified” teachers as the focus of vocational school evaluation^[3]. These policy documents not only clarify the goals and requirements of the construction of “double-qualified” teachers but also provide policy guarantees for subsequent practice and exploration.

“Double-qualified” teachers usually refer to those who have not only solid professional theoretical knowledge but also rich practical experience and vocational skills. They can combine theory and practice in teaching, effectively improving students’ professional skills and professional literacy. However, there are some controversies in the academic and practical circles about the specific criteria for identifying “double-qualified” teachers^[4,5]. Some think that “double-qualified” teachers should have “double certificates” (that is, teacher qualification certificate and vocational skill certificate), while others emphasize “double abilities” (that is, theoretical teaching ability and practical teaching ability). In October 2022, the Ministry of Education issued the “Notice of the General Office of the Ministry of Education on Doing a Good Job in the Identification of ‘Double Qualified’ Teachers in Vocational Education,” which put forward a series of identification standards and requirements, providing a clear basis for the identification of “double qualified” teachers^[6].

The construction of “double qualified” teachers is of great significance for improving the quality and level of vocational education^[7]. First of all, it is an important guarantee for high-level professional construction. With the rapid development of the society and economy, the quality requirements for vocational college graduates are getting higher. Only teachers with high-level professional knowledge and practical ability can cultivate high-quality and skilled talents who can adapt to the development of the era and industrial upgrading. Secondly, the construction of “double-qualified” teachers is also an internal requirement of the reform of the education system and the education mechanism of higher vocational colleges. By promoting the in-depth integration of “post-course competition certificate,” students’ vocational ability and employment competitiveness can be effectively improved.

3. The current situation and dilemma of the construction of “double-qualified” teachers under the background of school-enterprise community

3.1. Current situation

With the deepening of vocational education reform, higher vocational colleges have gradually realized the importance of “double-qualified” teachers, and have increased their efforts to train and introduce them ^[8]. As a new education model based on the integration of production and education and the cooperation between schools and enterprises, the school-enterprise community provides a new path and possibility for the construction of “double-qualified” teachers. Many higher vocational colleges, through school-enterprise cooperation, industry-university-research integration and other models, have provided opportunities for “dual-teacher” teachers to practice and enhance their practical ability and professional quality ^[9]. For example, Xinxiang Vocational and Technical College has flexibly introduced high-end technical and skill talents from enterprises, exchanged part-time technical and skill personnel with enterprises, and held various forms of skills competition activities for school and enterprise personnel to compete on the same stage, which has effectively improved the technical and skill level of teachers.

Higher vocational colleges also enrich the source of “double-qualified” teachers by introducing outstanding talents from enterprises and hiring part-time teachers. Some higher vocational colleges have established close school-enterprise cooperation with local well-known enterprises to jointly promote the construction of “double-qualified” teachers ^[10]. For example, Huizhou Health Vocational and Technical College and well-known local enterprises jointly formulated teacher training plans to achieve two-way exchanges between teachers and enterprise personnel and improve teachers’ practical teaching ability.

3.2. The dilemma

Although vocational colleges have made some achievements in the construction of “double-qualified” teachers, they still face some challenges and difficulties ^[11].

3.2.1. Structural problems

At present, there are structural problems in the “double-qualified” teachers in higher vocational colleges, including the single educational structure, the unreasonable title structure and the shortage of skilled teachers. Some higher vocational teachers have limited professional levels and lack good industry experience, which provides incomplete guidance for students’ career development. In addition, some teachers in higher vocational colleges lack practical work experience and professional quality, while others lack theoretical knowledge and methods of education and teaching although they have certain practical experience, which leads to an imbalance in the structure of teachers.

3.2.2. Insufficient salary and treatment

Teachers in higher vocational colleges often take on multiple teaching and management tasks, but they can’t get their due rewards. The lack of salary and treatment leads to the loss of many outstanding educational talents, which brings the instability of teaching levels to higher vocational colleges. This not only affects the stability and enthusiasm of the teacher team but also restricts the construction and development of the “double-qualified” teacher team.

3.2.3. The career development path is not smooth

At present, many higher vocational teachers have rich work experience but lack relevant academic qualifications and professional titles, so they lack career promotion opportunities. As a result, many outstanding educational talents cannot realize their personal value in career development. The poor career development path makes some teachers feel lost and helpless in their career development, which affects their enthusiasm and creativity.

3.2.4. The school-enterprise cooperation is not close enough

Although school-enterprise cooperation plays an important role in the construction of “double-qualified” teachers, the cooperation between some higher vocational colleges and enterprises is still not close enough and lacks a long-term and stable cooperation mechanism. This affects the training and practical exercise of “double-qualified” teachers and restricts the improvement of the overall quality of the teacher team. Some higher vocational colleges lack depth and breadth when cooperating with enterprises, and fail to make full use of the resources and advantages of enterprises, resulting in poor cooperation results.

4. Under the background of school-enterprise community, vocational colleges “double-qualified” teacher team construction path

In view of the current difficulties and challenges in the construction of “double-qualified” teachers in higher vocational colleges, the construction path can be explored from the following aspects.

4.1. Establishment of career development and career planning system

Vocational colleges should establish a career development and career planning system for teachers, and provide teachers with personalized development paths and related training courses^[12]. Through the formulation of clear career development goals and plans, teachers should be guided to continuously improve their professional quality and teaching ability. For example, a teacher career development fund can be set up to support teachers to participate in various training and academic exchange activities to broaden their horizons and knowledge. At the same time, teachers’ career development files can be set up to record teachers’ growth history and achievements to provide a basis for teachers’ promotion and evaluation.

4.2. Strengthen the evaluation mechanism of professional titles and the teaching evaluation system

Higher vocational colleges should establish a sound title evaluation mechanism and teaching assessment system to scientifically evaluate and feedback on teachers’ teaching quality and teaching effect. Through the evaluation of professional titles and teaching assessments, teachers should be encouraged to continuously improve their teaching level and professional ability. For example, awards such as Teaching Excellence Award and Scientific Research Achievement Award can be set up to recognize teachers who have made outstanding achievements in teaching and scientific research. At the same time, a teaching supervision system can be established to check and evaluate teachers’ teaching regularly to find and solve problems in teaching in a timely manner.

4.3. Raise the level of salary and treatment

Higher vocational colleges should gradually promote the improvement of the salary and treatment level of higher vocational teachers, and strengthen the management of the system of course remuneration, reward system and

subsidy system. By raising the level of salary and benefits, they should attract and retain outstanding educational talents, and improve the stability and enthusiasm of teachers. For example, reward mechanisms such as special post allowances and performance-based pay can be set up to reward teachers with outstanding performance in teaching and scientific research. At the same time, the assessment and management of teachers can be strengthened to ensure that their pay is commensurate with the work they undertake.

4.4. Deepen school-enterprise cooperation mechanisms

Deepening school-enterprise cooperation is an important way to build “double-qualified” teachers in higher vocational colleges. Higher vocational colleges should establish close cooperative relations with enterprises to jointly build a platform for teacher training and practical teaching. Through the construction of enterprise practice bases, a real professional environment is provided for “double-qualified” teachers, so that they can go deep into the frontline of enterprises and understand the latest industry dynamics and technological developments^[13]. For example, a teacher practice base can be jointly established with enterprises, and teachers can be arranged to practice in enterprises regularly. Enterprise experts can be invited to participate in the design and implementation of teacher training courses. Teachers can be encouraged to participate in technological research and development projects of enterprises to improve their scientific research ability and innovation ability.

At the same time, higher vocational colleges should strengthen exchanges and interactions with enterprises and jointly carry out activities such as scientific research and innovation, technical services and cultural inheritance. Through the implementation of school-enterprise cooperation projects, colleges and universities should promote the integrated development of production, learning, research and application, and realize the deep integration of education and industry. For example, practical teaching projects can be jointly carried out with enterprises to enable students to learn and teachers to teach in practice. Activities such as skills competitions and academic forums can be jointly held with enterprises to enhance teachers’ professional skills and academic levels.

4.5. Improve the teacher training mechanism

Higher vocational colleges should improve the teacher training mechanism, especially the training of “double-qualified” teachers. In the recruitment of teachers, more attention should be paid to the practical experience and industry background of the candidates, and priority should be given to the teachers with the quality of “double professional.” At the same time, teachers’ practical teaching ability should be improved through regular training and seminars. For example, teachers can be organized to participate in skills training, enterprise practice, academic exchanges and other activities on a regular basis. Institutions such as teacher development centers or teaching research institutes can be set up to provide professional training and guidance to teachers.

In addition, higher vocational colleges should also establish an evaluation system for teachers’ practical teaching to motivate them to continuously improve the effectiveness of practical teaching^[14]. The traditional teacher management mode often focuses on the quantitative assessment of teaching and scientific research but neglects the intrinsic needs and motivation of teachers. Under the school-enterprise community mode, the teacher management mode should be innovated and a more flexible and humanized assessment mechanism should be established. Through the establishment of reward mechanisms, incentive mechanisms and other measures to stimulate the enthusiasm of teachers to participate in school-enterprise cooperation to promote the construction of “double-qualified” teachers.

4.6. Strengthen policy support and guarantee

The government should give higher vocational colleges more support and guarantee at the policy level, and promote the in-depth development of the construction of “double-qualified” teachers^[15]. For example, relevant policy documents can be issued to clarify the identification criteria and training requirements of “double-qualified” teachers. Special funds can be set up to support vocational colleges to carry out the training and introduction of “double-qualified” teachers. The evaluation and supervision of higher vocational colleges can be strengthened to ensure the effective implementation of various policies and measures.

At the same time, higher vocational colleges should also strengthen their construction and management level to provide a good environment and conditions for the construction of “double-qualified” teachers. For example, university can strengthen the construction of campus culture to create a good academic atmosphere and teaching environment, strengthen the construction of teachers to improve the overall quality of teachers and teaching level, strengthen the teaching management and quality control to ensure the quality of teaching and talent training quality.

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