

# The Team Construction of "Double Qualified" Teachers in Higher Vocational Colleges

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## Abstract

The team construction of "double-qualified" teachers is an inevitable demand for the realization of connotative development in higher vocational colleges in the new era. It's also the key factors to improve the quality of personnel training, and realize the modernization of vocational education. On the background of relevant policies about the team construction of "double-qualified" teachers, this paper analyzes the realistic difficulties in the construction process of "double-qualified" teachers in higher vocational colleges, and proposes the development system of "six-in-one" "double-qualified" teachers, such as "Moral enhancement project", "Classified evaluation project", "Echelon cultivation project", "Platform + Project + Team project", "School-enterprise shared project" and "Diversified training project".

## Keywords

Higher vocational colleges; "Double-qualified" teachers.

## 1. INTRODUCTION

The quality of teachers in higher vocational colleges is related to the training quality of technical talents. Accelerating the process of modern vocational education to achieve "Made in China 2025", we cannot do without high-quality "double-qualified" teachers in the new era. In 2021, there were about 595,000 full-time teachers in China's higher vocational colleges, among which "double-qualified" teachers account for 59%. "Double-qualified" teachers are the focus to construct the teacher team in higher vocational colleges, the indicator to show competitiveness, and the guarantee to improve the quality of talent training.

## 2. THE POLICY EVOLUTION OF THE TEAM CONSTRUCTION OF "DOUBLE QUALIFIED" TEACHERS IN HIGHER VOCATIONAL COLLEGES

The development of "double-qualified" teachers is an inevitable demand for the connotative development in higher vocational colleges in the new era, and also a key factor to improve the quality of talent training. In March 2019, the Ministry of Education and the Ministry of Finance issued *the Implementation Plan for the Construction Plan of High-level Vocational Schools and Majors with Chinese Characteristics*, which clearly put forward the construction objectives and reform directions of "double-qualified" teachers in double-higher institutions [2]. In September 2019, the Ministry of Education and other four departments jointly issued *the Implementation Plan for Deepening the reform of the Construction of "Double-qualified" teachers in vocational Education in the New Era*, which further proposed 12 requirements for the construction of "double-qualified" teachers and once again emphasized the importance of reform [3]. In September 2020, the Ministry of Education and nine other departments jointly issued *the Action Plan for Improving the Quality and Training of Vocational Education (2020-2023)*, which vigorously promote the construction of higher vocational teachers, realize the high-quality

development of higher vocational teachers, and open a new era of vocational education. *The Vocational Education Law of the People's Republic of China* promulgated in April 2022 makes a series of institutional arrangements for the construction of vocational education teachers, establishes a complete system of respecting, strengthening and favoring teachers, and improves the legal basis for the whole process of training, selection, development and evaluation of vocational education teachers [5]. Based on the above policies, this paper analyzes the practical problems existing in the team construction of "double-qualified" teachers in higher vocational colleges, and puts forward measures.

### **3. PROBLEMS EXISTING IN THE CONSTRUCTION OF "DOUBLE QUALIFIED" TEACHERS IN HIGHER VOCATIONAL COLLEGES**

#### **3.1. Some teachers' spirit are not fully implemented**

Some higher vocational colleges believe that the main responsibility of teachers is to impart professional skills and knowledge in the classroom, rather than to cultivate ideological and moral character. According to the actual situation of the construction of teachers' ethics in higher vocational colleges, several teachers sometimes lack the spirit of professional dedication. They are corrupted by the bad social atmosphere to some extent, and develop the thinking of education that interests come first, which leads to the weak sense of gain and happiness.

#### **3.2. The educational evaluation mechanism is not perfect**

At present, the content of the educational evaluation system is not scientific in several higher vocational colleges. There are no different types of teacher evaluation standards according to the differences of teacher development. For example, some of them only focus on the assessment of teaching, scientific research and social services, but are short of the teachers' vocational skills, practical ability, team building, practice innovation etc. Although the Ministry of Education has issued the basic standards for the identification of "double-qualified" teachers in vocational education, some provinces and higher vocational colleges have not yet formulated the measures or rules for the identification of "double-qualified" teachers.

#### **3.3. The effect of echelon training is not obvious**

Some higher vocational colleges are short of high-level technical and craft masters who have considerable influence on domestic and foreign industries. *The Regulations on Enterprise Practice for Teachers in Vocational Schools* make it clear that teachers of specialized courses in vocational colleges must spend at least 6 months in enterprises every 5 years according to their professional characteristics. However, teachers in vocational colleges lack motivation to participate in enterprise practice, and a normal mechanism of enterprise practice in vocational colleges has not been established. Pairing and mentoring of young teachers in a mere formality and unclear training goals are also problems existed in higher vocational colleges.

#### **3.4. The science and technology research system is not sound**

Some higher vocational colleges lack high-level leading talents in the field of professional technology, as well as technical masters who have considerable influence on domestic and foreign industries. *The Regulations on Enterprise Practice for Teachers in Vocational Schools* make it clear that teachers of specialized courses in vocational schools must spend at least 6 months in enterprise practice every 5 years according to their professional characteristics. However, teachers in vocational colleges lack motivation to participate in enterprise practice, and the normal mechanism of enterprise practice for teachers in vocational colleges has not been established. At present, there are some problems in higher vocational colleges, such as pairing and mentoring of young teachers in a mere formality and unclear training goals.

### 3.5. The school-enterprise integration is not deep enough

The practical ability must be coordinated by the industry enterprises, especially relating to the continuous development of the new methods, new technologies, new processes and new standards in the enterprises. However, the enthusiasm of the enterprises to participate and cooperate is not high, because it is difficult to get benefit. For example, the enterprises lacks the motivation to construct the "double qualified" teachers base, and the mutual recruitment of school-enterprise personnel is not enough, which cannot well introduce the enterprise resources to support the development of teachers. As a result, the sound school-enterprise training system for "double qualified" teachers has not yet formed.

### 3.6. The teacher training forms are not diversified enough

The teacher training in some higher vocational colleges lack planning, foresight, coverage and systematic. The training platforms and channels need to be further expanded. The evaluation mechanism of teacher classification needs to be further innovated. According to the different entry time, the teachers can be divided into young teachers, middle-aged teachers and senior teachers, and their titles are also different. Different types of teachers have different growth requirements. Considering the similarities and differences, every vocational colleges should make measures more targeted and flexible, and pay attention to the difference of the teacher development.

## 4. THE CONSTRUCTION PATH OF "DOUBLE QUALIFIED" TEACHERS IN HIGHER VOCATIONAL COLLEGES

### 4.1. Moral enhancement project

#### 4.1.1 Strengthen the ideological education

Improve the theoretical learning system for teachers. Make the ideological education systematic and normalized, especially strengthen the study of important discourse in education, so that teachers can understand and immerse themselves in their minds and hearts. Teachers should consciously navigate with the "Four Consciousness", strengthen the foundation with the "Four Confidences", and forge the soul with the "Two Maintenance". Furthermore, teachers must attach importance to the education and guidance of high-level talents and young teachers. Higher vocational colleges should carry out the "double leaders" project to strengthen the ranks of Party affairs and ideological and political work.

#### 4.1.2 Guide the professional ethics

Higher vocational colleges should give priority to the education of teachers' ethics, implement the induction oath and commitment system of teachers' ethics, and pay attention to the independent study and reflection of teachers' ethics. Carry out the theme education named *"Never forget the original intention of cultivating talents for the country, remember the mission of cultivating virtues and cultivating people"* among all teachers. Every college should innovate teacher ethics education, highlight the full range of the whole process of teacher ethics cultivation, improve the systems of pre-job training, special training and full-staff training for teachers' ethics, so that the ethics education will run through the whole process of teachers' professional development.

#### 4.1.3 Increase recognition of outstanding teachers

The colleges should hold annual conferences to commend teachers who have won national, provincial and municipal honors. The colleges can set up official WeChat columns to promote typical deeds, play the exemplary and leading role of teacher ethics, promote the spirit of craftsmanship and model workers, motivate teachers to keep their original aspirations and fulfill their missions, and adhere to the fundamental principles of moral education and talent

cultivation. In order to select advanced teachers, they must adhere to the principle of putting morality first and possessing both moral and talent. They should be inclined towards frontline teachers, and towards teachers who have both teaching and educational management responsibilities, avoiding solely considering teaching and research performance. They should strengthen follow-up support services for honor recipients and continuously enhance teachers' sense of professional honor.

## **4.2. Classified evaluation project**

### **4.2.1 Establish the performance evaluation system**

According to the performance contribution and ability level, the five-in-one performance evaluation system must be established, such as teaching evaluation, annual evaluation, employment period evaluation, subject evaluation and department evaluation. The colleges must establish a fair, comprehensive, and scientific hierarchical classification evaluation index system to promote the professional and distinctive development of teachers. They can reform the professional title system with job setting and appointment, and improve the promotion mechanism closely linked to job responsibilities, work performance, and actual contributions. They must establish a sound and scientific teacher incentive system, so that the atmosphere which encourages innovation, knowledge, and talents will emerge.

### **4.2.2 Set standards for the "double-qualified" teachers**

The standard of "double-qualified" teachers covering all kinds of courses shall be established, such as basic courses, specialized courses and practical courses. The higher vocational colleges should gradually promote the enterprise experience as the identification of practical teaching ability and teacher qualifications. They should take the "double-qualified" standard as the main basis for teacher recruitment, professional title evaluation, job promotion, and performance allocation, in the field of standard requirements, professional title evaluation, job setting, and assessment management.

### **4.2.3 Innovate teaching supervision and evaluation mechanism**

Higher vocational colleges should construct the secondary supervision system which is composed of senior technical persons from enterprises, senior teachers inside and outside the colleges. The school-level teaching supervisors focus on regular teaching ability, while major-level teaching supervisors focus on practical ability. Different course evaluation mechanisms should be developed for different types of teachers. They should strengthen the supervision of practical teaching, comprehensive practical training, social practice, graduation practice, etc. They provide multi-channel dual-teacher ability improvement paths by selecting excellent "double-qualified" teachers, holding demonstration class observation activities, and organizing teacher exchange.

## **4.3. Echelon cultivation project**

### **4.3.1 Make full use of the masters and craftsmen**

Higher vocational colleges should strengthen the recruitment and training of high-level or highly skilled talents by building a flexible recruitment mechanism that seeks "not to own but to use". They should build a national renowned teacher studio and improve the mechanism for cultivating innovative teaching teams. They must establish a sound system for cultivating a team of renowned teachers, professional leaders and teaching masters, so that a reasonable teaching team will be formed to improve teachers' teaching abilities. With the help of the skill master studios and highly skilled talents, they can carry out the training of new teachers' professional skills. New teachers should select suitable trainers from the expert pool of trainers based on their teaching direction. After the training is completed, new teachers should obtain relevant vocational skill level certificates or job qualification certificates.

#### 4.3.2 Implement enterprise practice training

The high vocational colleges should implement the enterprise practice system of teachers. Professional course teachers must spend at least 6 months every 5 years to practice in enterprises, and at least 1 month every year to participate in the practice of the training bases. They must establish a two-way temporary post exchange mechanism between teachers and administrators, encourage them to fulfill two-way temporary post exercise; they can encourage teachers to take temporary jobs outside school and assign them to other public institutions to take corresponding positions so as to give full play to their professional and technical expertise.

#### 4.3.3 Innovate the training model

The high vocational colleges should gradually establish the "Education+Enterprise" onboarding training system for new teachers, and explore the 2-year enterprise practice system for new teachers. They must establish a mentoring system for young teachers, and equip them with school enterprise "dual mentors" to guide their career development within the first two years of employment. Professional course teachers hired within 2 years must receive at least 6 months of enterprise practice and 6 months of teaching ability improvement within two years. They should implement the ten project to enhance teachers' abilities, which includes teaching one course well, compiling one course standard, designing a set of teaching overall, giving one smart lesson, contacting one enterprise, finding one mentor, leading one scientific research project and proficient in one foreign language and so on.

### 4.4. "Platform + Project + Team" project

#### 4.4.1 Promote the commercialization of scientific research

The high vocational colleges should form the own theme of scientific research and service. For example, they can condense around the scientific research and development platform about intelligent manufacturing, fashion design, decision consulting and other fields. By strengthening the cooperation among the R&D platform, international scientific research institutions, industry and government, the colleges can build and share application technology center and international science and technology cooperation platform according to the direction of R&D. They can expand the functions of the existing centers for transferring and transformation. The colleges can set up industrial technology transformation research institute to organize in scientific and technological achievements matching meetings.

#### 4.4.2 Promote research to feed teaching

The high vocational colleges should rely on the research and development platform, strive to transform the undertaking project into the training content of course practice, and solve the problems of enterprises in the specific teaching. Based on crowdsourcing spaces, university town, science parks and other platforms, the colleges can combine with the cultivation of students' interests and strengths by connecting one R&D platform with more than one innovation and entrepreneurship team. They are able to implement the special project of scientific research feedback, so that a virtuous cycle of scientific research and teaching will be achieved.

#### 4.4.3 Build research and innovation teams

Targeting key fields such as modern manufacturing and modern service industries, the high vocational colleges can select a group of scientific research leaders based on the schools' professional characteristics and development needs, and cultivate a group of scientific research innovation teams. Only when the scientific research teams play a leading and supporting role, can they and lead the construction of a high-quality teacher team. When they cultivate excellent research teams and implement the fundamental task of cultivating morality and cultivating talents, they can make important contributions in teaching, scientific research innovation, social services, and other aspects.

## 4.5. School-enterprise shared project

### 4.5.1 Strengthen the construction of training bases

The high vocational colleges should establish provincial-level training institutions, encourage the large-sized enterprises to jointly build "double qualified" teacher practice mobile stations, training bases, and teacher enterprise practice bases. By relying on "double qualified" teacher practice mobile stations, training bases, and teacher enterprise practice bases, the high vocational colleges should carry out in-depth activities for all full-time teachers to enter all kinds of teacher enterprise practice bases.

### 4.5.2 Deepen the mechanism of mutual employment between schools and enterprises

The high vocational colleges should establish a two-way communication and cooperation community for school and enterprise personnel, in order to deepen the integration mechanism of industry and education. They must establish a normal operating mechanism for two-way flow and mutual part-time work of school and enterprise personnel, implement a modern industry special mentor system, promote the construction of enterprise mentor teams, and deepen the construction of "mixed" teams around the "three education" reform. They should hire a group of entrepreneurs, high-tech talents, highly skilled talents, skilled craftsmen, and inheritors of intangible cultural heritage with innovative practical experience to concurrently serve as school professional course teachers or practical guidance teachers.

### 4.5.3 School-enterprise teacher development Center

The school and enterprise jointly build a "1+N" teacher development center community, so that a "double qualified" teacher development center will be built with deep integration of industry and education, distinct characteristics, strong teaching staff, in-depth curriculum and teaching reform, and good educational conditions. Among them, "1" refers to the construction of an on campus teacher development center basic platform in vocational colleges. "N" refers to the selection of relevant enterprises and industry categories to build a professional development practice base for vocational teachers. They will form a community of teacher development centers around the basic platform of the school's teacher development center, supported by relevant enterprise classification teacher professional development practice bases.

## 4.6. Diversified training project

### 4.6.1 Cultivate teachers' ability of "information technology +"

Focusing on the goal of deep integration of information technology and teaching, the vocational colleges aim to enhance teachers' information literacy from four dimensions at different levels and from multiple perspectives, which refer to information awareness, information thinking, digital innovation ability, and information society responsibility. For adapting to the new requirements of "information technology +" vocational education, the colleges should promote information-based teaching models, such as remote collaboration, real-time interaction, flipped classroom, and mobile learning. They can focus on improving teachers' ability to use modern information-based means for teaching, and make good use of information-based teaching methods.

### 4.6.2 Cultivate teachers' ability of teaching

By holding teacher teaching ability competitions, the high vocational colleges can promote teaching through competitions, learning through competitions, reform through competitions, and construction through competitions. At last, the level of teacher teaching ability will be increased. By jointly developing with enterprises, teachers can incorporate new technologies, processes, and standards into textbooks, accelerating the construction of new their forms. "Double qualified" teachers should not only participate in the construction of campus

experiments and training rooms, but also undertake corresponding practical teaching courses. The colleges shall develop a reasonable teacher rotation system based on the characteristics of their respective practical teaching courses, improving the work responsibilities of practical teaching teachers.

#### 4.6.3 Cultivate teachers' ability of ideological education

According to the correct orientation of education, the high vocational colleges should highlight that ideological education is the first mission of the teachers. Establish a "dual-line" promotion path to promote the professional development of counselors. Young teachers who want to get a higher level of title must have students' ideological education experience as counselors or class teachers. In order to improve teachers' consciousness and ability to cultivate morality and cultivate people, the colleges should guide teachers to participate in students' ideological education practice, encourage teachers to integrate ideological education content according to curriculum characteristics, such as electing famous class teachers' workshops, ideological education cases, ideological course teachers' training bases, ideological course and curriculum, etc.

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