

# Research on the Construction Path of the "Dual-qualified" Teaching Team in Higher Vocational Colleges

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## ABSTRACT

The teaching staff is the primary resource for the development of vocational education and a key force supporting the reform of national vocational education in the new era. Strengthening the construction and cultivation of the "dual-qualified" teaching staff in vocational colleges is of great significance for the improvement of teachers' abilities and qualities, as well as the high-quality development of vocational education. This article analyses the connotation requirements of "dual teacher" teacher training, establishes a "three-dimensional, progressive" and "dual teacher" teacher training system, and provides relevant suggestions and path references for vocational colleges to strengthen the construction of "dual-qualified" teacher teams.

**Keywords:** "Dual-qualified" teachers, Training system, Vocational education, Vocational colleges.

## 1. INTRODUCTION

The "dual-qualified" teaching team in vocational colleges generally faces problems such as inconsistent identification standards, insufficient number of teachers, weak practical abilities, and the need to improve their overall quality. Some teachers graduate directly from college to teach, which is difficult to meet the needs of cultivating high-quality technical and skilled talents in the college. The "Implementation Plan for Vocational Education Reform" proposes to take multiple measures to create a "dual-qualified" teaching team and implement a teacher quality improvement plan in vocational colleges. The "Implementation Plan for Deepening the Reform of the Construction of a 'Dual-qualified' Teaching Team in Vocational Education in the New Era" proposes the construction of a teacher team construction mechanism with government coordinated management and deep integration of colleges and enterprises, the establishment of a vocational college teacher training system, the smooth recruitment channels between colleges and enterprises, and the realization of two-way personnel flow. The "Opinions on Promoting the High-Quality Development of Modern Vocational

Education" proposes to establish standards for "dual-qualified" teachers, establish standards for teacher recruitment, professional and technical position evaluation, and performance evaluation for different colleges, and build "dual-qualified" teacher training bases. [1]

Vocational education is an important component of the national education system and human resource development, responsible for cultivating high-quality technical and skilled talents, cultural inheritance, and promoting employment and entrepreneurship [2]. The teaching staff is an important resource for the development of vocational education. Establishing a "stereoscopic and progressive" and "dual-qualified" teacher training system for the teaching staff and improving the comprehensive quality of the "dual-qualified teacher and multi ability" teaching staff in vocational colleges is of great significance for the high-quality development of vocational education.

## 2. THE CONSTRUCTION OF "STEREOSCOPIC AND PROGRESSIVE" AND "DUAL-QUALIFIED" TEACHER TRAINING SYSTEM

The "dual-qualified" teaching team not only includes individual teachers, but also full-time teachers from colleges and part-time teachers from enterprises. The connotation requirements of "dual-qualified" teachers include not only teaching ability, but also professional practical ability and

technological service ability. Vocational colleges need to carry out teacher ethics and professional conduct training, new teacher training, specialized training for full-time teachers, specialized training for professional leaders, part-time teacher teaching ability improvement training, teacher enterprise practice training, teacher teaching competition plan, teaching ability evaluation, and teaching innovation team building, Form a "stereoscopic and progressive" and "dual-qualified" teacher training system from "new teachers → full-time teachers → professional leaders → part-time teachers → teaching teams", as shown in "Figure 1".

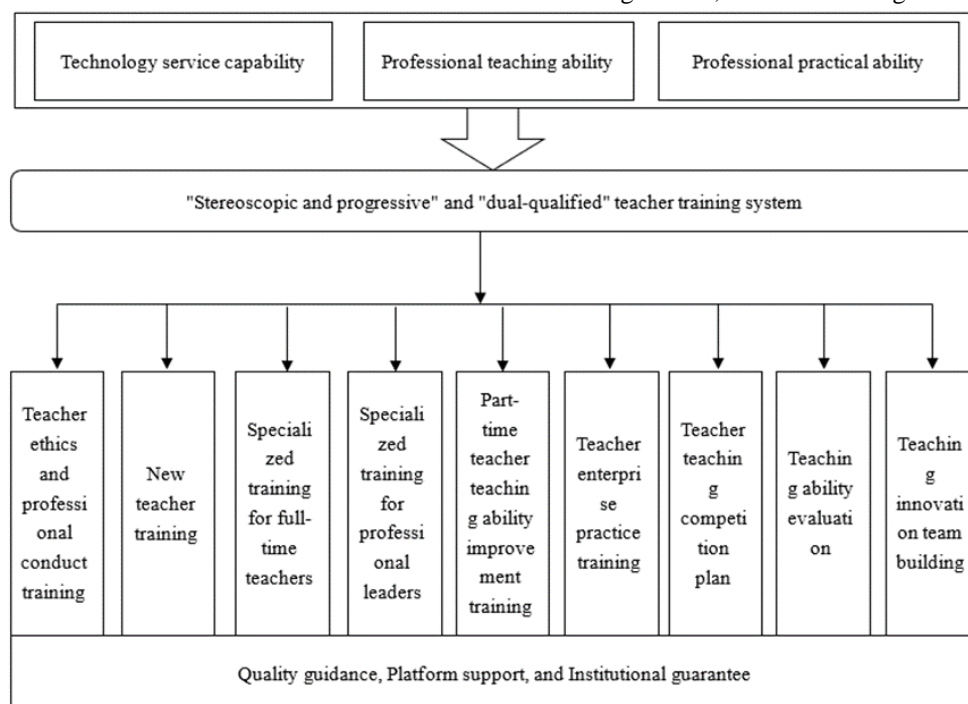


Figure 1 The "stereoscopic and progressive" and "dual teacher" teacher training system.

### 2.1 Conducting Specialized Training on Normalized Professional Ethics and Conducting for All Teachers

Colleges organize specialized education on teacher ethics, establish a sound mechanism for the construction of teacher ethics and professional conduct that combines education, publicity, assessment, supervision, and rewards and punishments, and integrates education on teacher professional ideals, ethics, and academic norms into the entire process of teacher career development. [3]

### 2.2 Implementing Training for New Teachers

Vocational colleges should establish a specialized training platform for new and old teachers, establish a system of mentoring for new and old teachers, assist new teachers in career planning, and help new teachers develop lofty professional ideals, good professional ethics, and necessary academic norms. In terms of teacher ethics, teaching ability, research ability, ideology, and safety education, the colleges should establish advanced educational concepts for new teachers, and enhance their comprehensive professional qualities such as teaching, research, and humanities.

### ***2.3 Special Training for Full-time Teachers***

Colleges need to establish a network training platform for full-time teachers, carry out specialized training on curriculum design and development, education and teaching reform, curriculum ideology and politics, information technology teaching ability, teaching competitions, etc., invite domestic experts in the field of vocational education to give teaching lectures, establish a lifelong education and learning system for teachers, implement the continuous education requirement of 360 class hours for the five-year cycle of "dual teacher" teachers, and promote full-time teachers to update their vocational education concepts Broaden our thinking and enhance our ability to manage and innovate education and teaching.

### ***2.4 Specialized Training for Professional Leaders***

Vocational colleges establish a network training platform for professional leaders, carry out specialized training in professional development planning, education and teaching concepts, and integration of industry and education, enhance the comprehensive ability and professional literacy of professional leaders, further expand their educational horizons, enhance their professional development planning ability and academic cutting-edge grasp ability, explore methods and approaches for professional construction, and enhance the competitiveness of disciplines and majors.

### ***2.5 Training for Part-time Teachers to Enhance Their Teaching Abilities***

By establishing a "one-on-one" docking system, colleges aim to help part-time teachers familiarize themselves with college teaching standards, improve teaching documents, carry out teaching process management and result assessment for part-time teachers, implement supervision and student evaluation of teaching, guide and inspect the course teaching situation of part-time teachers, further standardize the teaching qualifications and employment process of part-time teachers, clarify the job responsibilities of colleges, enterprises, and part-time teachers, and strengthen the college Communication and coordination between enterprises and part-time teachers, implementing multi-party collaborative education, and controlling the entire teaching process of part-time teachers.

### ***2.6 Teachers' Annual Practical Training in Enterprises***

Vocational colleges rely on national and provincial training and industry enterprise projects to enhance teachers' teaching and research level, innovation ability, and professional practice ability by participating in high-end training visits for professional leaders, practical training for young teachers in enterprises, and practical training for "dual-qualified" teachers in enterprises [4]. Revise the management measures for teacher enterprise practice, support teachers to participate in enterprise practice and training in enterprises and public institutions, enhance their professional practical abilities, adopt teaching teams or individuals to carry out enterprise practice, and deepen the implementation of the enterprise practice requirement of "dual-qualified" teachers for no less than 6 months for five years and no less than 1 month per year.

### ***2.7 Teacher Teaching Competition Plan***

The college designs teaching competition projects based on the characteristics of different disciplines and majors, and functional departments such as the Academic Affairs Office and Quality Control Department jointly organize and carry out competition activities such as campus teaching competitions, multimedia teaching competitions, teaching design, lectures, micro courses, and classroom teaching implementation. The college also recommends and participates in various teaching competitions at all levels based on the best of its abilities. At the same time, by establishing an excellent work appreciation platform for teaching competitions, drawing on the strengths of others, encouraging teachers to participate in various teaching skill competitions and showcasing the teaching style of college teachers.

### ***2.8 Implementing a Five-year Cycle of Teaching Ability Assessment***

Firstly, for newly hired teachers, the Teacher Development Centre and Quality Control Department organize classroom teaching reporting activities to test their teaching level, and provide on-site guidance to help them identify problems, reflect on and improve teaching in a timely manner. Secondly, for those who apply for professional qualifications as teachers and apply for professional and technical qualifications as teachers, on-site classroom assessment and teaching ability testing

will be conducted to strictly control the quality and effectiveness of teachers' teaching [5]. The third is to organize a round of teacher teaching ability assessment based on the "New Three Basic Skills" of teacher classroom teaching (lesson plans, teaching courseware, and classroom teaching) every five years, with a focus on examining the teaching team or individual's ability to complete teaching design, implement classroom teaching, achieve evaluation goals, and reflect and improve certain teaching content in a certain course.

### **2.9 Teaching Innovation Team Construction Plan**

By formulating a plan for the construction of innovative teaching teams for teachers, colleges will further strengthen the cultivation of renowned teachers and the construction of teaching teams [6]. Gather high-quality resources and play a radiating and driving role. By conducting research on teaching reform, conducting themed teaching and research activities, conducting collective lesson preparation, discussing teaching content, teaching methods, teaching methods, and other related teaching issues, colleges aim to promote the reform of college education and talent cultivation models from a point to an area perspective.

## **3. SUGGESTIONS ON THE PATH OF BUILDING A "DUAL-QUALIFIED" TEACHING TEAM IN HIGHER VOCATIONAL COLLEGES**

The "dual-qualified" teaching team in vocational colleges involves many factors such as the flow of full-time and part-time personnel and the cultivation of teachers on campus. It can be built through the following channels.

### **3.1 Establishing a Big Data Platform for Teacher Development**

Based on the different types of teachers, a teacher training and further education management platform, a teacher diagnosis and improvement platform, a teaching and academic management platform, and a technology service platform have been established, forming data interconnection between platforms and providing data support for the development of the "dual-qualified" teaching team.

Vocational colleges can carry out the construction of an online platform for teacher

development centres, focusing on teachers' personal basic information, professional ethics, continuing education, practical skills, teaching level, teaching and research ability, scientific research and social service ability, real-time collection of teachers' growth and development performance and trajectory, combined with the diagnosis and improvement work of the teaching staff, forming big data for teacher ability development, and achieving precise training of young backbone teachers.

### **3.2 Colleges Need to Smooth the Channels for Part-time and Salary Sharing Between Personnel from Both the College and the Enterprise**

Vocational colleges explore the establishment of a "dual teacher" teacher talent cultivation, technological innovation, achievement transformation, and application promotion "integrated" operating mechanism and service model by creating a college enterprise joint technology innovation service platform. With the technology innovation service platform as the carrier, they serve regional economic development, improve student talent and teacher practical ability, facilitate part-time channels for personnel between colleges and enterprises, and form a mutual appointment and appointment of personnel between colleges and enterprises. [7]

### **3.3 Building a College Enterprise Integrated Teacher Teaching Team**

The colleges utilize productive experimental training bases both inside and outside the campus to implement modular teaching for both the college and the enterprise, and promote a task-based training model. By establishing a team of college enterprise integrated teachers, full-time teachers can directly participate in enterprise production management, promotion and application of new technologies and processes, technology research and project development, etc., promoting the integration of college education and teaching activities with enterprise production practice, and enhancing the function of college enterprise joint education.

### *3.3.1 Implementing Modular Teaching for Both Colleges and Enterprises, and Promoting a Task-based Training Model*

By establishing a team of college enterprise integrated teachers, colleges can utilize both internal and external productive experimental training bases, and adopt various forms such as centralized teaching, enterprise training, engineering learning alternation, project training, and job training, work task practice is carried out in the real production environment of the enterprise. [8] A task-based training model that integrates knowledge and action, and combines engineering and learning is carried out for the real production environment of the enterprise. Based on the training objectives of professional talents and the skill requirements of vocational positions, following the principle of "typical tasks work standards implementation plans", typical work tasks are extracted from enterprise job positions, and a professional knowledge system and skill structure are constructed. The learning content is divided into different task modules and skill units, and task-based teaching content and methods are designed. Utilize teacher resources from both colleges and enterprises, implement modular teaching, and form a task-based training model that is more flexible in training forms, more complex in professional fields, more flexible in teaching forms, and more satisfactory in student employment.

### *3.3.2 Strengthening the Cultivation of Renowned Teachers and the Construction of Teaching Teams*

By gathering high-quality resources and exerting a radiating and driving role, colleges demonstrate and lead the construction of a teacher teaching innovation team in secondary colleges [9]. Establish a college enterprise integrated teacher team, establish a mechanism for selecting, appointing, and evaluating teacher teams, and establish a teaching innovation team centred on teaching. Through conducting research on teaching reform for full-time and part-time teachers, conducting themed teaching and research activities, conducting collective lesson preparation, discussing teaching content, teaching methods, teaching methods, and other related teaching issues, and exchanging teaching experiences and insights among full-time and part-time teachers, Promote the reform of college education and teaching

models and talent cultivation models from a point to an area perspective.

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### *3.4 Establishing a "Dual-qualified" Teacher Assessment and Evaluation System*

In terms of the "dual-qualified" teacher assessment and evaluation system, a multi-dimensional comprehensive evaluation is formed, mainly involving teacher position setting and employment, annual assessment, employment period assessment, and performance rewards. One is to adhere to the principle of classified evaluation, establish an evaluation system based on the position, continuously revise the relevant document system for the evaluation of "dual-qualified" teachers, adhere to the principle of salary based on position, remuneration based on work, and excellent remuneration for excellent work. Different evaluation index systems are established according to different personnel categories, and classified evaluation for different positions is implemented. The second is to adhere to the principle of evaluating teacher ethics and conduct. Continue to strengthen the long-term construction mechanism, promote the assessment of teachers' ideological and political qualities, establish a negative list of teachers' professional ethics and professional conduct, and highlight teacher ethics and professional conduct as the first standard in professional title evaluation, job recruitment, and award evaluation.

In terms of setting up and hiring "dual-qualified" teacher positions, the teacher team is the main body, optimizing the proportion of various personnel structures, allocating human resources reasonably, strengthening the construction of high-level talent teams, and improving the quality and efficiency of employment. In terms of the assessment of "dual-qualified" teachers, a combination of annual assessment and employment period assessment is implemented. The annual assessment completes the specified teaching and research tasks, and the overall performance

requirements are met during the employment period. In terms of performance rewards, a special performance evaluation program is set up specifically for the rewards and incentives of "dual-qualified" teachers.

#### 4. CONCLUSION

In the process of establishing a national highland for vocational education reform and innovation, and creating high-quality development of vocational education, teachers are the first key factor in improving the quality of professional talent cultivation. Vocational colleges need to optimize the teacher training system and mechanism, establish a "stereoscopic and progressive" and "dual-qualified" teacher training system, establish a big data platform for teacher development, establish a "dual-qualified" training base and technology innovation service platform for college enterprise cooperation, smooth channels for part-time and salary sharing between college and enterprise personnel, and create a college enterprise integrated teacher teaching team, Make contributions to the integration of regional vocational education and talent cultivation that serves socio-economic development. At the same time, vocational colleges also need to deeply implement the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era", continuously complete the evaluation mechanism for "dual-qualified" teachers, implement classified evaluation for teachers in different positions, and create a "dual-qualified and versatile" teacher talent team with noble professional ethics and exquisite skills.

#### AUTHORS' CONTRIBUTIONS

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