

The Construction of "Double-Qualified" Teachers in Higher Vocational Colleges in the New Era

Qiang Liu*

The personnel department, Sichuan Vocational and Technical College, Suining, Sichuan, China

*36006603@qq.com

Keywords: Higher Vocational Colleges; Training Strategy; "Double-Qualified" Teachers

Abstract: The "double-qualified" teachers in higher vocational colleges are faced with prominent issues of inadequate numbers and poor qualification, which are mainly caused by unclear standards of the "double-qualified" teachers, imperfect education training system, defective assessment and incentive mechanism. To enhance the construction of "double-qualified" teachers in the new era, it is necessary to raise the standards of "double-qualified" teachers, open up and broaden the channels of "double-qualified" teachers import, build up a better guarantee mechanism to promote the integration of industry and education, and improve the imperfection in assessment and incentive mechanism.

It is the main task of higher vocational colleges to cultivate high quality students with innovative and practical abilities. Having a large group of high-quality "double-qualified" teachers is the key to fulfill this task. However, higher vocational colleges have been faced with prominent issues of inadequate numbers of skilled teachers and poor qualification for a long time. To this end, a national vocational education reform implementation plan issued by the State Council in January 2019 clearly states that "by 2022, the proportion of "double-qualified" teachers in vocational colleges will account for more than half of the professional teachers"¹. For higher vocational colleges, it is an important task to correctly comprehend the connotation and law of "double-qualified" teachers, and constantly cultivate a large quantity of skilled "double-qualified" teachers in order to meet the needs of talent training.

1. The Dilemma of the "Double-Qualified" Teachers in Higher Vocational Colleges and Reasons for the Dilemma

1.1 Inadequate numbers of high-quality "double-qualified" teachers and unbalanced structure

With the expansion of student scale, most vocational colleges are faced with the shortage of teachers. In order to alleviate the shortage of teachers, higher vocational colleges constantly recruit new teachers to enrich the teaching staff. However, due to the limitation of the recruitment policy and the academic requirement in the evaluation mechanism, many talents with a low degree but strong practical skills are unable to enter vocational colleges, while most of new teachers are fresh college graduates with a bachelor's degree or above without any practical experience². In order to ensure basic teaching function normally, higher vocational colleges do not have the time and energy for new teachers to practice in enterprises. New teachers start teaching with simple pre-job training, basically walking from one classroom to another, walking directly from one rostrum to another. Due to the heavy tasks of conventional teaching and scientific research, many teachers seldom have the opportunity to practice in enterprises for a long period of time after entering the college, which makes it hard to improve their practical skills. Even been sent to some enterprise to practice, many teachers can't participate in the core technologies or get into key positions, due to the unsound mechanism system of industry-education integration, the lack of close cooperation between colleges and enterprises. Companies are concerned about technical confidentiality, productivity and safety of the teachers, which damps the company's enthusiasm of welcoming more teachers to the enterprise practice³. Therefore, teachers update practical knowledge or explore teaching practice slowly,

inadequate to guide students to practice well and might be poor in demonstration teaching. In addition, due to the imperfect cooperation mechanism between enterprises and colleges, heavy workload of enterprise itself and the low salary of part-time teachers, it is difficult for many higher vocational colleges to hire high quality of part-time teachers from the enterprises; some part-time teachers have few courses and lack of educational technology ability training. These reasons lead to the shortage of both "double-qualified" teachers in many higher vocational colleges and high-level part-time teachers outside the college, ratio imbalance between full-time and part-time teachers, lack of competency for both theoretical teaching and experimental teaching with a weak complementary between them, which has a great influence on the quality and level of talent training.

1.2 Ambiguous standards of "double-qualified" teachers and the urgent to improve the talent training system

At present, there is no unified standard for the identification of "double-qualified" teachers in China. According to requirements of the current statistical statement released by the Ministry of Education, "double-qualified" teachers refer to teachers who have both intermediate and above titles and professional qualifications engaging in vocational education. However, some vocational colleges misunderstand "double-qualified" through long-term practice. Some consider "double-qualified" as "double professional title", some regard it as "double ability", while some treat it as both "double professional title" and "double ability". There is no uniform standard for "double-qualified" teachers, which brings difficulties in the introduction and training of "double-qualified" teachers in higher vocational colleges. Higher vocational colleges find it too hard to make rules for specific introduction measures or establish a set of training system for "double-qualified" teachers, which aims to carry out training work of "double-qualified" teachers in a step-by-step and planned way. As to teachers, it is difficult to make targeted career planning to be "double-qualified" as well.

1.3 Imperfect assessment and incentive measures of "double-qualified" teachers

For "double-qualified" teachers, they should take on work in theory teaching as well as practice teaching, which requires higher requirements comparing to non-double-qualified teachers.

And they devoted much more time and energy in their growth than non-double-qualified teachers. So the assessment of "double-qualified" teachers should be different from that of "non-double-qualified" teachers. However, the assessment of both "double-qualified" and "non-double-qualified" teachers in most higher vocational colleges share one standard, which can not embody the differences between "double-qualified" and "non-double-qualified". In the meanwhile, there are no special incentive measures for "double-qualified" teachers, such as in terms of performance salary, professional title review, grade promotion, project review, etc. Therefore, teachers themselves hold insufficient internal motivation and enthusiasm in growing into "double-qualified" teachers through enterprise practices⁴.

2. Strategies of the Construction of "Double-Qualified" Teachers in Higher Vocational Colleges

2.1 Improve and perfect the standards for "double-qualified" teachers

According to "Evaluation program of talent training in vocational colleges" issued by the Ministry of Education, 2008, "double-qualified" teachers refers to "one has the teaching certificate, and meet the following conditions for the full-time teachers: (1) the one who has intermediate level (Or above) technical titles and vocational qualifications (including those holding industry chartered qualifications and qualifications with professional qualifications or professional skills assessors), and in the past five years, has presided over (or mainly participated in) the construction of practical teaching facilities in the school or the design and installation of technical upgrades, which had good effect and ranked at the advanced level among similar institutions in the

province; (2) the one who has more than two years (accumulative calculations) of actual work experience in the front line of the enterprise in the past five years, and can also comprehensively guide the professional practice training activities of students; (3) the one who hosted (or mainly participated in) applied technology research in the past five years, and the results have been used by enterprises with good benefits⁵. Nevertheless, this definition is still difficult to present the accurate connotation and standards of "double-qualified" teachers, and it also lacks the operability on how to identify "double-qualified" teachers. 《The National Vocational Education Reform Implementation Plan》 states that the " 'double-qualified' teachers are the teachers who have both theoretical and practical teaching abilities. 《The implementation plan for the reform of the construction of "double-qualified" teachers in vocational education in the new era》, issued by the ministry of education and other four departments in August 2019, proposed that "Constructing a layered and classified teacher professional standard system; Developing higher vocational schools and application-oriented Teacher Professional Standards for Undergraduate Universities "⁶; Relevant government departments should accelerate the exploration and development of the "double-qualified" teachers standards in vocational colleges, and further indicate the direction for the training of "double-qualified" teachers in vocational colleges. Furthermore, according to the actual situation of the local school, vocational colleges, with the guidance of the government, should also explore the path of the construction of the "double-qualified" teachers team and promote the further optimization of teacher standards for the "double-qualified" teachers to achieve the goal of improving the dual abilities of teachers' theoretical and practical teaching⁷.

2.2 Expand the entrance, and introduce " double-qualified " teachers through multiple channels

After more than 20 years of development, higher vocational education has moved from scale expansion to a new stage of connotation construction. In connotation construction, it is the key to improve the quality and level of teachers, especially for the "double-qualified" teachers. Higher vocational colleges should broaden the entrance of teachers, introduce high-level talents through examination, and recruit ordinary teachers with practical ability. Deepen the new era of vocational education in accordance with the "double type" teachers team construction reform implementation plan "requirement:" since 2019, except for the graduates with related professional skill level certificates, vocational colleges in principle, applied undergraduate colleges and universities related teachers from 3 years working experience in the enterprise and the persons with higher vocational degree or above in the open recruitment ". Clear barriers away for new teachers entering vocational college from the policy level. Of course, the competent education authorities should also revise the standards for evaluating teachers' academic qualifications, and go further loosen the restrictions on policies, so that higher vocational colleges can truly recruit teachers with practical abilities from the society according to their own needs. And higher vocational colleges, according to recruitment related regulations, further to meet the needs of the professional construction and personnel training, define the new teacher competency standards, and to further refine the recruitment plan, through teaching demonstration, practice exams, defense and other integrated way, the real practical ability is strong, capable of teaching personnel into the teachers' team, through training to improve their ability of theory teaching, let them become "double-qualified" teachers.

2.3 Formulate corresponding supporting policies, and promote closely integration of industry and education to cultivate "double-qualified" teachers

Higher vocational colleges should formulate the training plan of "double-qualified" teachers according to their actual conditions. On the one hand, teachers are sent to enterprises for practice to improve their practical ability; On the other hand, they should improve the theoretical teaching ability of specialized and part-time teachers from enterprises, so as to improve the number and ability of "double-qualified" teachers. The combination of industry and education is an effective way to train "double-qualified" teachers, but many enterprises are not interested in it at present. Enterprises pay attention to efficiency and benefit, which may be affected by accepting teachers'

practice in vocational colleges, or even risk technology leakage. Therefore, governments at all levels need to strengthen policy support and guarantee at this stage. Firstly, from the perspective of national policies, we should guide enterprises to train "double-qualified" teachers through the integration of production and education, clarify the rights and obligations of both schools and enterprises, improve the enthusiasm of enterprises to participate in such aspects as tax reduction and exemption, project financial support, and guide both sides to establish a long-term cooperation mechanism⁸. Secondly, we should support higher vocational colleges to strengthen school-enterprise cooperation. Higher vocational colleges should give full play to the advantages of scientific research, actively cooperate with enterprises to establish a school-enterprise cooperation platform, and carry out cooperation in the transformation of scientific and technological achievements, technological breakthrough, project application, etc., so as to benefit both the university and enterprise in the cooperation of teaching, training teachers' practical ability in the cooperation. Relevant government departments should also increase policy support in the performance-based pay verification of service enterprises in higher vocational colleges so that teachers can more actively participate in school-enterprise cooperation. Thirdly, higher vocational colleges should increase the education and training of new technology and new technology. The newly developed technology and process of the enterprise need to be trained before it can be mastered by employees to form a new profit growth point. However, higher vocational colleges should employ part-time teachers to introduce the new technology and new technology into the classroom timely through cooperation with enterprises, so that students can master the new technology and new technology. After graduation, enterprises do not need to go through training to be able to work, reduce the cost, so that enterprises have more enthusiasm for school-enterprise cooperation and part-time employees. Fourthly, promote the rational flow of talents. Only reasonable flow of talents from both sides can make the team more full of vitality and vitality. Both schools and enterprises should support the flow of talents, establish corresponding systems to attract more suitable talents to their own side, and allow flexible introduction, part-time and other ways to achieve the sharing of talents, so as to give full play to the role of talents of both sides.

2.4 Improve the incentive and assessment mechanism to promote the growth of "double-qualified" teachers

In accordance with the national policies and standards, and in combination with their own reality, vocational colleges should establish the "double-qualified" teachers training program and the incentive assessment mechanism to meet the real need, making teachers to participate in the initiative with enthusiasm. First of all, establish special funds for the "double-qualified" teachers training. In the guarantee funds, in addition to the training expenses, travel expenses, accommodation expenses, appropriate subsidies should be given to teachers who are participate in the enterprise practice to narrow the pay gap between full-time teachers and part-time teachers with no regular class fee. In addition, establish the "double-qualified" teachers identification and employment mechanism. Hire "double-qualified" teachers timely when they meet the demands of a "double-qualified" teachers, clarifying responsibility and obligation and providing them with relevant treatment which is different from the ordinary teacher. What's more, establish "double-qualified" teachers assessment mechanism. In view of the different tasks undertaken by "double-qualified" teachers, special assessment indicators should be established to assess them. Qualified teachers will continue to be employed while unqualified ones will not be employed any more, so as to make the team more dynamic. Finally, establish "double-qualified" teachers incentive mechanism. Training to be "Double-qualified" teachers cost higher, and they play a more prominent role in vocational teaching. So they should have priority in professional title review, rank promotion, project application, honors and rewards and so on. Some "double-qualified" teachers can be served as a kind of role model for other teachers, which will inspire more teachers to grow into "double-qualified" teachers.

In a word, "double-qualified" teachers are the foundation and core of the connotation development of higher vocational education. Cultivating more "double-qualified" teachers is an

urgent need to solve the problem in higher vocational colleges currently. The government, enterprises and higher vocational colleges should work together, improve the incentive and assessment mechanism further, increase publicity and investment, and train more qualified "double-qualified" teachers.

References

- [1]. Notice of the state council on printing and distributing the implementation plan of the national vocational education reform, http://www.gov.cn/zhengce/content/2019-02/13/content_5365341.htm?from=singlemessage&isappinstalled=0.
- [2]. Xiao Li. A study on the path of the construction of double-qualified teachers in higher vocational colleges[J]. Vocational and technical, 2019 (11) 63 2019.
- [3]. Lidan Song, Haiyang Zhu. From the perspective of combination of production and teaching, the dilemma and path of "double-qualified" teacher training in higher vocational colleges are presented[J]. Continuing education research, 2019 (6) 42 2019.
- [4]. Yurong Zou. The integration of production and teaching and the construction of "double-qualified" teachers teaching team[J]. Journal of minnan normal university (philosophy and social sciences), 2017 (2) 121 2017.
- [5]. The notice of the ministry of education on printing and distributing the evaluation program for talent training in vocational colleges, http://www.moe.gov.cn/srcsite/A07/moe_737/s3876_qt/200804/t20080403_110098.html.
- [6]. The ministry of education and other four departments issued a notice on the implementation plan for the construction and reform of "double-qualified" teachers in vocational education in the new era, http://www.moe.gov.cn/srcsite/A10/s7034/201910/t20191016_403867.html.
- [7]. Xianrong Wu. The basic requirements and paths of the construction of "double-qualified" teacher certification standards in higher vocational colleges [J]. Journal of jiangsu vocational and technical college of economy and trade, 2019 (5) 26 2019.
- [8]. Juan Wang. The construction higher vocational colleges "double-qualified" teaching staff and production and teaching integration[J]. Cultural and educational information, 2019 (28) 143 2019.