

Development of a Management System for Vocational Education Teachers' Enterprise Post-Practice Projects

Panpan Deng*

Leshan Vocational and Technical College, Leshan, China

**Corresponding author*

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Abstract: Promoting the optimization system of teachers in vocational colleges, developing and researching practical training and assessment standards for teachers, and improving the quality of teachers are all beneficial explorations and system innovations. The main focus of teacher enterprise practice is the implementation of practical positions. This paper examines the process of establishing a teacher enterprise post practice, including the enterprise project declaration, project review, project evaluation, and overall operation management. Through this analysis, the paper aims to provide support for the effective exploration of teacher enterprise practice modes and path designs.

1. Background

China has always placed great importance on the quality of personnel training in vocational education. It is crucial for vocational education to focus on enhancing the quality of personnel training and to provide a strong talent base to achieve the "two centenary Goals" and the Chinese Dream of the great rejuvenation of the Chinese nation. With the continuous reform and development of the talent training mode of vocational schools, it is particularly urgent to establish a high-quality vocational education team. Improving teachers' professional practical ability and practical teaching ability is even more crucial for vocational schools that aim to cultivate skilled talent.

Organizing teachers to practice on the enterprise production line is an effective way to enhance teachers' professional practice ability and practical teaching ability. Regular enterprise practice is an important means to improve teachers' practice ability, promote their professional development, deepen university-enterprise cooperation, integrate teaching, and advance the construction of a "double" teacher team. It is also an essential measure to improve the education quality of teaching and promote the high-quality development of vocational colleges.

Literature [1] explores the effectiveness of enterprise practice in improving the practical ability of automobile professional teachers in vocational colleges. It discusses the ways, analyzes the problems and countermeasures, and discusses the conditions necessary to guarantee teachers' enterprise practice. In literature [2], the necessity and feasibility of constructing a higher vocational teachers' enterprise practice mobile station are analyzed, and the functional positioning of such a

mobile station is proposed. Finally, the construction path of higher vocational teachers' enterprise practice mobile station is discussed under the integration of industry and education. According to literature [3], the primary goal of the enterprise practice system of teachers in vocational colleges is to serve "double-teacher" teachers, and professional practice ability is the main attribute of "double-teacher" ability. Therefore, professional skills practice should be the core content of teachers' enterprise practice. Literature [4] suggests that there are conflicts of interest among the stakeholders of teachers' enterprise practice in higher vocational colleges, which hinders the long-term cooperation of various subjects. Lastly, literature [5] discusses the current situation of weak professional skills among teachers in higher vocational colleges. It examines the existing problems and measures of professional teachers, providing a reference for improving the design of teacher enterprise practice systems in higher vocational colleges.

In summary, there is an urgent need to address the problems of low scientific policy practice, and to improve the inspection and supervision of policy implementation effectiveness. The focus of teacher enterprise post practice is on the post itself. This paper explores the complete process of establishing teacher enterprise post practice, analyzing enterprise project declaration, project review, project evaluation, and overall operation management. The purpose is to provide support for effective exploration of teacher enterprise practice modes and path design [6].

2. Fundamental prerequisites for project proposal submission

Project declaration is a critical component of the project initiation process. To ensure that applicants pay sufficient attention to it, a clear declaration process must be developed. The following are the basic requirements for the overall specification of the declaration. First, provide an overview of the enterprise, including its establishment time, annual output value, personnel scale, and the scope and location of its operations and production. Second, introduce the preliminary work foundation, such as the enterprise and college post practice in the same industry, and the enterprise's teacher team, professional field, and expert team construction. The overall hardware and software of the enterprise's site facilities and the site and online training conditions should be clearly explained.

Considering the production and operation situation of the enterprise, it is necessary to clearly declare the professional categories and provide practical positions, which can be selected according to the catalogue of vocational education majors. The focus of the declaration should be on the project construction plan, which should highlight the organizational guarantee, management system, special fund revenue and expenditure plan, typical training programs, main training areas and characteristics, and expected results[7].

Finally, from the perspective of safeguarding the interests of enterprises, it is necessary to do a good job of intellectual property protection. Vocational school teachers must strictly abide by relevant laws, regulations, and regulations on enterprise production, management, safety, confidentiality, intellectual property, and patent protection. If necessary, both parties should sign relevant agreements. More details on the project return can be found in the appendix.

Project declaration can be conducted in batches and by major, with the scope of application recommended by local education administrative departments at all levels, as well as the administrative committee at each level. The projects are mainly selected from large and medium-sized state-owned enterprises, leading industry enterprises, champion enterprises, as well as specialized, innovative, and emerging "little giant" enterprises.

3. Process of project selection and review emphasis

3.1 Selection procedure

The organization and declaration process should prioritize the training of "double-qualified" teachers in the professional field. The scope of selected objects within the jurisdiction should be scientifically and reasonably determined, and enterprises should be extensively mobilized to apply. Project selection and recommendation should be organized by local educational administrative departments and administrative committees to ensure the quality of recommendation, and the proportion of selected and recommended projects in each professional field should be appropriate [9]. During the qualification review process, an expert database should be established, and experts should be randomly selected to review the application materials. Those who meet the requirements should be announced.

3.2 Focus of project review

3.2.1 Teaching staff

The project review should prioritize the selection of high-quality professional (part-time) teachers who are in close contact with the production line and meet the training needs. These teachers should have a high level of theoretical knowledge and practical experience, as well as high recognition and influence in their professional fields. The aforementioned standards can be observed in Table 1 of the Enterprise Project Declaration.

3.2.2 Conditions of the site and facilities

The review should ensure that the equipment and facilities meet the functional needs of skill training, assessment, and evaluation. The site should be scientifically designed, with complete functions and supporting facilities, to meet the practical needs of "double-qualified" teachers.

3.2.3 Organizational guarantee

The enterprise should establish a leading group for teacher enterprise post practice work, incorporate it into the annual work plan and objectives of the unit, and define leading departments and specific staff. The review should ensure that the enterprise establishes a training quality evaluation mechanism, teaches students according to their aptitude, and formulates hierarchical training plans.

3.2.4 Management system

The review should ensure that, according to the characteristics of major categories, teachers can practice full-time or part-time, and that a flexible teaching system and credit system are established and improved. Various training assessments, safety management, logistics support management, and financial management systems should be formulated and strictly implemented to provide high-quality training services for students.

3.2.5 Income and expenditure plan of special funds

The enterprise should formulate expense standards in accordance with the relevant provisions of the state and follow the principle of a balance of income and expenditure. Special funds for the enterprise post practice of teachers should be established, mainly used for expert teaching, teacher training, textbook and courseware development, platform development and maintenance, subject

research, logistics and accommodation guarantee, and security management. The review should ensure that the income and expenditure plan of special funds is reasonable and in line with the requirements of the state.

4. Fundamental prerequisites for post-project assessment

4.1 Overview of the entire project process

In order to evaluate the project outcomes, the applying enterprise is required to summarize the overall project completion, validate the construction and implementation of training, and assess the satisfaction of the participants in the standard declaration. The focus is on four aspects of the teacher-enterprise post-practice training system, including the system construction, in-depth integration of schools and enterprises, the effectiveness of double-teacher training, and the establishment of unique characteristics and brand [10].

4.2 Prioritization of project output evaluation

4.2.1 Construction of practical training system for teacher enterprises

The evaluation focuses on the establishment of a relatively comprehensive system in training mode, post setting, teacher development, system management, and ability assessment.

4.2.2 Deep integration of schools and enterprises

The evaluation investigates whether the project participants effectively participated in the integration of industry and education, school-enterprise cooperation, including the investment of capital, technology, knowledge, facilities, management, and other factors, and played an essential role in the construction of the double-teacher team in vocational colleges [11].

4.2.3 Effectiveness of double-teacher training

The evaluation focuses on the training of teachers in mastering the working process or technical skills of the major, and making contributions to school-enterprise cooperation, such as practice, training and teaching, equipment transformation, and technical innovation [12]. It also assesses teachers who have obtained national vocational qualification certificates, vocational skill level certificates, and non-teacher series professional titles.

4.2.4 Establishment of unique characteristics and brand

The evaluation is based on the characteristics of the industry and the needs of technical skills improvement for teachers. By incorporating new technologies, fields, and focusing on practical positions, the establishment of multi-level, modular, high-quality skills training programs are emphasized to create a brand with industry characteristics and application value.

5. Overall management and operation

5.1 Annual plan review and release

Selected enterprises should create an annual task plan based on the production task arrangement, which is then reviewed in November to evaluate the implementation of the current year's plan and develop a plan for the following year. The annual plan should specify practice positions, time arrangements, and receiving persons. It is then released in December and all colleges and

universities organize their teachers to actively declare and participate in accordance with the work arrangement. No enterprise may carry out educational and training activities in the name of teacher enterprise practice projects without consent.

5.2 Inspection and assessment system implementation

The inspection and assessment system should include evaluating the construction of teachers, use of funds, supporting facilities, system implementation, completion of annual tasks, post practice effects, and follow-up tracking situation. Regular inspections and evaluations, as well as irregular random inspections, should be conducted. The results will serve as an important basis for task assignment, adjustment, and cancellation in the next stage.

5.3 Project management methods

Measures for the management of teacher enterprise post practice projects should be formulated to clarify relevant management provisions on content and form, organization and management, safeguard measures, assessment, rewards and punishments for the teacher enterprise post practice projects.

6. Conclusion

The standards for vocational education teachers' enterprise practice projects emphasize four aspects: design, selection, evaluation, and overall project requirements. The aforementioned standards can be observed in Table 1 of the Enterprise Project Declaration Form. The standards advocate for a "comprehensive design" approach to teacher training, practice in the later stage, and technological breakthroughs. These aspects should be interconnected and mutually supportive, forming a comprehensive system. Training enhances knowledge and skills, application of knowledge and skills in the later stage of practice, and comprehensive scientific research and innovative knowledge and skills. These three components are interconnected and mutually supportive, forming an organic whole.

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Appendix

Table 1: Enterprise Project Declaration Form

Project Name				
Project Number				
For professional (group)				
Contact name	department		post	
Contact Number	postbox		WeChat ID	
Basic information of the project				
Training Objectives				
Training Object	<input type="checkbox"/> New teachers <input type="checkbox"/> Junior double division <input type="checkbox"/> Intermediate double division <input type="checkbox"/> Senior double division			
Declaration Requirements	XXX National Vocational Qualification Certificate <input type="checkbox"/> nil <input type="checkbox"/> Yes XXX vocational skill level <input type="checkbox"/> No junior intermediate senior <input type="checkbox"/> technician <input type="checkbox"/> senior technician Related professional series of professional titles <input type="checkbox"/> No junior <input type="checkbox"/> intermediate or advanced level Has accumulated the enterprise practice (work) time <input type="checkbox"/> No <input type="checkbox"/> 1 month <input type="checkbox"/> 6 months <input type="checkbox"/> 12 months or more			
Admission Number				
Fee Scale				
Training Time And Place				
Training Cycle	<input type="checkbox"/> Short-term training (within one month) <input type="checkbox"/> Mid-term training (within three months) <input type="checkbox"/> Long-term training (six months or more)			
Practice Position	Whether the practice position is clear <input type="checkbox"/> nil <input type="checkbox"/> __post Note: Long-term training should have clear practical positions, and short-term and medium-term training should be determined according to the needs			
Training Module Selection (multiple choice)	<input type="checkbox"/> The Enterprise Common Module (__class hour) <input type="checkbox"/> Inspection and observation module (__class hour) <input type="checkbox"/> Special topic research module (__class hour) <input type="checkbox"/> The Skills Training Module (__class hour) <input type="checkbox"/> Post practice module (__class hour) <input type="checkbox"/> Product development module (__class hour) <input type="checkbox"/> Technical innovation module (__class hour) <input type="checkbox"/> Scientific and technological breakthrough module (__class hour) <input type="checkbox"/> XXXXXXXX Module (__class hour) <input type="checkbox"/> XXXXXXXX Module (__class hour)			
Evaluation Mode (multiple choice)	<input type="checkbox"/> <input type="checkbox"/> Practical assessment of attendance, project evaluation, result evaluation <input type="checkbox"/> <input type="checkbox"/>			
Accommodation, dining, etc arrange	<input type="checkbox"/> Enterprise dormitory and canteen <input type="checkbox"/> Unified arrangement <input type="checkbox"/> Arrange by yourself			
Introduction to training content				
Remarks	Provide the relevant supporting materials			