

Research on the Strategy of Building a "Dual Teacher" Teacher Team in Vocational Colleges

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Abstract: In the context of the development of vocational education in China, the construction of a "dual teacher" teaching team is an effective way to improve the teaching level of vocational education and an important guarantee for cultivating high-level technical and skilled talents. It has become a key core element in the development of vocational education. This article analyzes the important significance of building a "dual teacher" teaching team in vocational colleges. Based on this, strategies for building a "dual teacher" teaching team are proposed from the aspects of innovating the concept of team building, improving training systems, optimizing institutional mechanisms, and integrating industry and education.

1. Introduction

The "dual teacher" teaching team is the talent foundation and important guarantee for the development of vocational colleges, playing an important role in improving the quality of talent cultivation and employment competitiveness, and enhancing the level of school operation. At present, the country's positioning for vocational education is to cultivate technical and applied talents with both theoretical knowledge and practical skills, which provides a clearer direction for the quality and ability of the teaching staff in vocational colleges. In 2022, the Notice of the General Office of the Ministry of Education on Doing a Good Job in the Identification of Vocational Education "Double Teacher" Teachers pointed out that "Double Teacher" teachers need to have theoretical and practical teaching abilities, understand the relationship between the profession they teach and the industry, understand industry development, industry needs, and changes in job positions, and timely integrate new technologies, new processes, and new norms into teaching[1]. The training path for "dual teacher" teachers in vocational colleges needs to be guided by the construction of teacher ethics and style, strengthen institutional and mechanism guarantees, promote practical training of teachers in enterprises, enhance the quality of full-time and part-time teachers, establish a scientific training system, and comprehensively improve the dual teacher quality of teachers through multiple measures.

2. The important significance of building a "dual teacher" teaching team in vocational colleges

2.1 A high-level "dual teacher" teaching team is a reliable guarantee for cultivating high-quality skilled talents

With the advancement of China's economy and society towards a high-quality stage, the demand for high-quality composite skilled talents is increasing day by day, which means that the quality standards for talent cultivation in vocational colleges also need to be continuously improved. A high-level "dual teacher" teaching team is the key and guarantee for cultivating high-quality skilled talents. Teachers are the main body engaged in educational and teaching activities, responsible for organizing and implementing various educational and teaching activities, and have a direct impact on the quality of talent cultivation. With the gradual maturity of the development positioning of vocational education, the "dual teacher" teaching team will play a more important role in cultivating skilled talents[2]. This team can not only explain theoretical knowledge, but also impart professional skills, which is conducive to the formation of professional knowledge, job abilities, and professional qualities of vocational college students, laying a solid foundation for their future career development.

2.2 The construction of a "dual teacher" teaching team in vocational colleges is an inevitable choice to adapt to the development of the times

The continuous development of the information age has put forward higher requirements for the quality and ability of talents, and the construction of the "dual teacher" teaching team in vocational colleges must also keep up with the changes in talent needs. A "dual teacher" teacher should not only understand professional knowledge, but also possess teaching ability, as well as practical skills in their job. With the continuous application of new technologies, the skills required by the industry for talents have undergone tremendous changes, and cultivating talents with high-level practical skills has become a key focus[3]. This requires the transformation of the "dual teacher" teaching team in vocational colleges in order to cultivate high-quality talents that meet the needs of society.

3. Problems in the construction of a "dual teacher" teaching team in vocational colleges

3.1 A relatively one-sided understanding of the connotation of "dual teacher" teachers

Currently, there are still a large number of vocational colleges that unilaterally classify teachers with dual titles, dual qualifications, and dual qualities as "dual qualified" teachers. They fail to pay close attention to the professional theoretical literacy of teachers themselves, fail to make clear requirements for the practical experience of "dual qualified" teachers, fail to define whether their academic and teacher training abilities can adapt to the latest needs of vocational education reform and development, whether they can rely on personal professional literacy to provide guidance for college students to learn professional and practical skills, and whether they can help students achieve the organic integration of the two core abilities. The one-sided understanding of the connotation of "dual teacher" teachers is the main factor that directly affects the construction process of the "dual teacher" teaching team in vocational colleges.

3.2 The quality of dual teachers needs to be improved

The cultivation of "dual teacher" teachers is a systematic and long-term project. According to our current understanding of the connotation of "dual teacher", "dual teacher" is not only limited to teachers with "dual certificates" and "dual professional titles", but also requires teachers with both

theoretical and practical teaching abilities. Currently, the existing "dual teacher" teachers in vocational colleges do not all meet this standard in terms of their "dual teacher" connotations mentioned above. The quality of "dual teachers" is generally not high and cannot meet the needs of high-quality talent cultivation[4]. On the one hand, there is a lack of theoretical teaching ability. Theoretical knowledge in various fields updates rapidly, and some professional teachers are unable to learn new theoretical knowledge in a timely manner, resulting in outdated theoretical knowledge and poor teaching effectiveness. The rapid development of modern teaching technology has led to some teachers not dedicating themselves to researching good teaching methods, adhering to conventions, and lacking attractiveness in classroom teaching. On the other hand, due to insufficient understanding of the connotation and significance of "dual teacher" teachers by teachers themselves and schools, teachers lack effective corporate practice, resulting in weak practical teaching abilities, disconnection from industry and enterprise reality, and even contradictions, seriously affecting the quality of talent cultivation.

3.3 Incomplete management mechanism for the teaching staff

One is that the assessment and evaluation mechanism is not perfect. In response to the multi-dimensional requirements for the professional ability and practical literacy of "dual teacher" teachers, vocational colleges have not refined the assessment and evaluation content, and still rely mainly on classroom teaching effectiveness, and implement standardized evaluation methods based on the length of social practice of teachers and the number of papers published. This has led to the assessment and evaluation not being able to play a role in inspection, supervision, and constraint, and the reference value of the assessment results is not high, making it difficult to provide assistance for subsequent teacher training work. The second is the imperfect incentive mechanism. In the new stage of development, vocational college teachers are facing increasing work pressure, and some job positions are understaffed, resulting in a blurred role positioning for teachers. Teachers have a low sense of professional identity in their work, and lack autonomy in self-development and improvement. In the face of such problems, vocational colleges need to delve into the teaching staff, timely understand the progress of various work, clarify the development needs of "dual teacher" teachers, implement sound incentive measures, and form a strong incentive effect internally, so that teachers have clear goals and are more actively engaged in work.

3.4 Insufficient integration of industry and education

Strengthening the integration of industry and education is an effective way to build "dual teacher" teachers in vocational colleges. In recent years, vocational colleges have also been exploring ways to deeply integrate industry and education, striving to meet the needs of education and teaching. However, in fact, there is still a significant gap between the degree and effectiveness of industry education integration and the actual needs of education and teaching. The integration of industry and education in most vocational colleges is more formal than content, and true integration of industry and education has not been achieved in the formulation of talent training programs, two-way personnel circulation, and collaborative education. For example, many teachers who go to companies for on-the-job training are just a formality. Taking finance and economics majors as an example, the personnel in the finance department are very fixed, and due to the special nature of the finance position, it is difficult for teachers who are temporarily employed to truly gain training, thus failing to achieve the expected effect of being employed by enterprises[5]. Only when vocational colleges truly recognize the importance of industry education integration and explore win-win cooperation to increase enterprise participation, can industry education integration truly play its due role.

4. Solutions to the construction of a "dual teacher" teaching team in vocational colleges

4.1 Innovate the concept of teacher team construction

For vocational colleges, the most important task of building "double qualified" teachers is to improve their production and practical experience. In the context of school enterprise collaboration, teachers need to fully understand and learn about the cutting-edge technologies applied in the production process of enterprises before practical training, verify the application effects of such technologies in the production practice process, fully accumulate practical experience, apply them to teaching and research, and rely on their own technical research capabilities to provide technical transformation, professional training, strategic consulting, strategic planning and other assistance to enterprises. They should participate in the production practice activities of enterprises as much as possible to enrich their "dual teacher" training experience.

4.2 Improve the "dual teacher" teacher training system

Vocational colleges have distinct characteristics of their own education. Schools should closely focus on the direction of education, actively expand channels for teacher training, and improve the training system. Here are three suggestions: first, scientifically formulate training plans. We need to develop professional expansion and extension training paths that are in line with the characteristics of "dual teachers", and develop periodic training and quality improvement plans to ensure that the knowledge, theory, and skills of "dual teacher" teachers are constantly updated, so that their professional skills are continuously improved and kept in sync with the development of the economy, society, and industry. Secondly, vocational colleges guide teachers to develop categorized skills through training. Although they are both "double qualified" teachers in vocational colleges, personalized design should be provided for teachers based on their different sources, development stages, majors, and areas of expertise. Different types of training should be provided, such as curriculum construction, information technology teaching, and research ability enhancement. Teachers to scientifically plan their career development based on their actual characteristics, choose training that helps improve their professional skills, and enable each teacher to showcase their own talents. Thirdly, the practice of teacher enterprises should be institutionalized and standardized. Despite the numerous difficulties in implementing teacher enterprise practice, this is a task that requires "dual teacher" teachers to be down-to-earth in the new era. Schools should make overall plans and arrangements, actively explore ways of integrating industry and education, provide teachers with enterprises and positions that truly receive training, solve the worries of teachers having too many daily teaching tasks, and establish a system for teachers to practice in enterprises, implement it regularly, and standardize management to achieve the true goal of improving teachers' practical skills.

4.3 Optimize the "dual teacher" teacher management system and mechanism

On the one hand, to optimize the teacher assessment and evaluation system, vocational colleges need to establish a "dual teacher" teacher assessment and evaluation system that is in line with their own characteristics and development positioning, to stimulate the vitality of the teacher team[6]. Vocational colleges can incorporate indicators that reflect the dual teacher quality, such as annual enterprise practice workload and social service achievements, into the annual assessment and appointment period assessment of full-time teachers, and promote the practical implementation of dual teacher quality cultivation through goal orientation; the vocational colleges further deepen the reform of the teacher professional title system, dynamically optimizes the list of representative works for teacher job evaluation and appointment, and adds enterprise practice, technical services, and

achievement innovation to the list, so that the dual teacher quality index occupies an important weight in the evaluation and appointment of teacher professional and technical positions; the vocational colleges has developed flexible evaluation criteria and opened up a green channel for talents with rich enterprise work experience and high technical skills shortage, increased the introduction efforts, and improved the quality level of the teaching staff. By continuously optimizing the assessment and evaluation system, we can stimulate the vitality of the teaching staff and enhance the dual teacher quality of the vocational college teaching staff.

On the other hand, optimizing the dual teacher certification policy, the certification indicators for "dual teacher" teachers are the compass for improving the dual teacher quality of vocational college teachers. Only by deeply promoting the implementation of evaluation indicators can we effectively enhance the dual teacher quality of teachers. The certification documents for "dual teacher" teachers need to fully consider the needs of both vocational colleges and teachers, and continuously optimize the scope and standards of certification. The Notice of the General Office of the Ministry of Education on Doing a Good Job in the Recognition of "Dual Teacher" Teachers in Vocational Education points out that public course teachers, other qualified teachers on campus who actually undertake teaching tasks, officially appointed part-time teachers outside the school, and personnel with teacher qualifications in other institutions that carry out vocational education in accordance with the law can refer to the implementation on the premise of meeting certain conditions. The document fills the policy gap that public basic course teachers and enterprise part-time teachers cannot be recognized as "dual teacher" teachers. Vocational colleges should comprehensively open up channels for identifying "dual teacher" types of teachers, so as to comprehensively improve the quality of teachers.

4.4 Integration of Industry and Education to Promote Sustainable Development of Teachers

The integration of industry and education has always been a key and difficult point in the development process of vocational colleges. Various vocational colleges have been striving to explore effective ways of integrating industry and education, and have accumulated some successful experiences. However, there is still a certain gap compared to the requirements of the economy and society for the quality of talent cultivation. Vocational colleges should have the courage to innovate, take the lead and try, based on their high-quality educational resources and teaching staff, attract government departments, industry enterprises and schools to cooperate deeply, and elevate the cooperation platform to a new level of a community with a shared future for schools and enterprises. The new industry education integration platform is no longer a single training base, but a more comprehensive and mutually beneficial platform. Through project collaboration, teachers are no longer solely responsible for teaching tasks, but have also gained new identities such as technical personnel and management personnel[7]. This not only enhances the professional perspective of teachers, promotes their continuous learning and improvement, but also fulfills the social service function of university teachers, meeting the needs of industry and enterprise technical support. An innovative industry education integration platform can be said to have multiple benefits. In terms of the professional development of "dual teacher" teachers, it can play an effective role in promoting the sustainable development of "dual teacher" teachers and provide a source of motivation.

5. Conclusion

In summary, building a "dual teacher" teaching team is a powerful guarantee for the development of vocational colleges and an inevitable choice to promote the improvement of educational level. Based on the development of teachers in vocational colleges, the vocational colleges should improve their teacher management and training mechanisms, meet the requirements of "dual qualified" teachers, open up the growth path of teachers, develop their key abilities, and thus achieving the

construction and cultivation of a "dual qualified" teacher talent team. At present, the education, training, assessment, and incentive measures implemented by major institutions are not perfect, making it difficult to serve the professional growth of teachers. In this regard, at the entrance of talents, we will adhere to multi-channel open source, solve the structural problems of "dual teacher" teachers, and establish mechanisms for talent cultivation, motivation, and education, continuously develop the key literacy of teachers, and stimulate the vitality of teacher growth. In addition, we should improve the evaluation system of " dual teacher ", truly and effectively feedback the teacher training effect, and improve the quality of teacher team construction through dynamic adjustment, so as to realize the personal value and social value of " dual teacher ".

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