

Developing “Double-Qualified” Teachers in Vocational Colleges: The Role of School-Enterprise Cooperation

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Abstract: *As vocational education transitions from scale expansion to connotative development, the professional development of “double-qualified” teachers—those possessing both theoretical expertise and practical industry competencies—has emerged as a key research focus. This paper conceptualizes the professional development of double-qualified teachers as encompassing both the individual growth of vocational educators and the collective construction of a double-qualified teacher team. Within the framework of school-enterprise cooperation, the study proposes a shift from the traditional, school-dominated, one-way static cultivation model to a collaborative, two-way flow model. Specifically, schools and enterprises jointly improve the vocational teacher training system by strengthening both the professional knowledge and practical skills of individual teachers, thereby facilitating their development into double-qualified practitioners. Concurrently, schools and enterprises collaborate to establish a classified management and incentive mechanism for the double-qualified teacher team, providing institutional support for the professional advancement of the vocational teaching workforce, optimizing the structural composition of the double-qualified team, and ultimately enhancing the overall quality of talent cultivation in vocational education.*

Keywords: School-Enterprise Cooperation, “Double-qualified” Teachers, Professional Development.

1. Introduction

In 2019, the Ministry of Education and three other departments issued the “Implementation Plan for Deepening the Reform of the Construction of the “Dual-Qualification” Teacher Team in Vocational Education in the New Era” (hereinafter referred to as the “12 Measures for Vocational Education”). The plan states that “the teacher team is the first resource for the development of vocational education, and building a high-quality ‘dual-qualification’ teacher team is the fundamental work to accelerate the modernization of vocational education” [1]. The construction of the “dual-qualification” teacher team is the key to the connotative development of vocational education. Accelerating the professional development process of vocational college teachers is an important guarantee for improving the quality of talent cultivation and the level of running vocational colleges. As vocational education shifts from scale expansion to connotative development, research on the professional development of vocational college teachers has become a hot topic, including the concept of “dual-qualification” teachers, the construction of “dual-qualification” teacher standards, the current situation of the construction of vocational education teacher teams, and the ways of professional development. Based on the current situation of the development of vocational education teachers, researchers have put forward countermeasure mechanisms for the development of “dual-qualification” teachers in vocational education from the levels of national education departments, vocational colleges, enterprises, and teachers’ self-development, in order to promote the construction of teacher teams, the continuous development of teachers, and the high-quality development of vocational education.

Among the six measures for improving the quality of teachers issued in the “12 Measures for Vocational Education”, three measures are based on school-enterprise cooperation. In terms of the main body of teacher cultivation, it is proposed to build

a diversified cultivation and training pattern for teachers with integration of industry and education, with vocational and technical teacher education institutions as the main body. In addition, in terms of cultivation mechanisms, etc., it is necessary to improve the new mechanism for the allocation of teacher resources of “fixed positions + floating positions”, and establish a two-way exchange and cooperation community for school-enterprise personnel. Therefore, this article puts forward countermeasure suggestions for the professional development of “dual-qualification” teachers in vocational education from the perspective of school-enterprise cooperation.

2. Related Concepts of “Dual-Qualification” Teachers

2.1 Connotations of “Dual-Qualification” Teachers

Regarding the qualities of “dual-qualification” teachers in vocational education, domestic scholars have conducted research from different perspectives and put forward various different understandings. From different levels of standards, considering existing administrative standards, college standards, and scholars’ standards, etc., there are viewpoints such as “dual-certificate theory, dual-ability theory, dual-title theory, superposition theory, double-layer theory, and dual-structure theory”. From the perspective of cultivation models, there are four types: college cultivation model (specialized schools for cultivating vocational education teachers), enterprise grafting cultivation model, school-based training model, and self-generation model.

Combined with the interpretations of the concept of “dual-qualified” teachers by scholars and the view of the connotation of “dual-qualified” teachers in the book “Vocational Education” by scholar Ma Jianfu (2014), the “dual-qualified” teachers in vocational colleges are

understood as those who possess the theoretical level and teaching ability as teachers, as well as the practical ability and professional skills as technicians. They have both the professional qualities of teachers and the vocational qualities of technicians. They are the unity of academic, professional practicality and normalcy, and are high-quality composite teachers with equal emphasis on theory and practice.

2.2 Professional Development of “Dual-Qualified” Teachers

Teaching is not only a profession but also a specialty. Promoting teaching from a “profession” to a “specialty” is the core of teacher specialization. The existing connotations of the professional development of “dual-qualified” teachers are more interpreted from the perspective of individual teacher specialization. It refers to the process in which individual teachers, through various ways of learning, training and practice in the process of teaching, improve their comprehensive qualities such as professional knowledge, skills and levels, and achieve professional development. The professional development of “dual-qualified” teachers requires teachers to improve their professional levels, which is a manifestation of comprehensive abilities. Among them, professional levels include individual theoretical knowledge levels, teaching abilities, professional skills and other qualities.

Since “dual-qualified” teachers can be understood as an individual concept referring to individual vocational education teachers, or as a group concept referring to the group of vocational education teachers. From the perspective of cultivating “dual-qualified” teachers, at present, some vocational colleges pay more attention to the cultivation of “dual-qualified” teachers at the individual level to achieve their professional development, and relatively neglect the construction and optimization of the “dual-qualified” teacher team at the overall level and the establishment of various management and incentive guarantee systems for the professional development of the teaching staff. It can be seen that vocational colleges pay more attention to the development and specialization of individual teachers, and through various training methods to improve the comprehensive quality and ability of individual teachers. However, as an individual, it is difficult for vocational education teachers to have both good theoretical knowledge and strong practical ability and integrate the two. There are few teachers who can meet the high requirements. Therefore, the professional development of “dual-qualified” vocational education teachers should not only focus on the professional development of individual teachers, but also pay more attention to the professional development of the group of vocational education teachers, realize the integration of the professional development of individual teachers and group teachers, optimize the structure of vocational education teachers, and form a professional team.

The “12 Measures for Vocational Education” put forward that “highlight the combination of the individual growth of ‘dual-qualified’ teachers and the construction of provincial-level dual-qualified teaching teams, improve teachers’ education and teaching abilities and professional practice abilities, and optimize the structure of full-time and

part-time teacher teams”. Therefore, the professional development of “dual-qualified” teachers under the background of school-enterprise cooperation can be understood from the following two aspects. One is to improve the comprehensive qualities of individual teachers themselves, such as professional knowledge and professional abilities. School-enterprise cooperation provides learning opportunities for individual teachers to grow into “dual-qualified” teachers. The other is to focus on the professional construction of the “dual-qualified” teacher team in vocational schools and build a institutional mechanism for the professional development of vocational education teachers. Through school-enterprise cooperation, “dual-qualified” teachers can account for a reasonable and scientific proportion in the teaching staff, forming a professional vocational education “dual-qualified” teaching staff team.

3. Practical Significance of the Professional Development of “Dual-Qualified” Teachers in Vocational Colleges under the School-Enterprise Cooperation Approach

3.1 School-Enterprise Cooperation Enables the Transformation of the One-Way Training Model for Vocational Education Teachers into a Two-Way Training Model

The “12 Measures for Vocational Education” propose that the construction of the “dual-qualified” teacher team should promote the two-way flow of high-skilled talents such as enterprise technicians and master craftsmen and vocational college teachers. By establishing a two-way flow of human resources, the highly shared cultivation of high-quality human resources can be achieved, thereby improving the overall professional level of teachers and the quality of talent cultivation in schools. Under the background of school-enterprise cooperation, it is easier to transform from the traditional one-way static training model of studying in vocational colleges and universities and training in vocational colleges to a two-way flow training model between schools and enterprises.

The school-enterprise collaborative two-way training model includes two aspects. One is that enterprise technicians flow to vocational colleges to serve as part-time teachers and engage in teaching and other work. Enterprise technicians have strong practical abilities, and their technical skills are synchronized with market development. They can guide teachers with weak practical operation abilities and optimize the teaching staff structure. The other is that in-service vocational education teachers flow to employers such as enterprises to engage in positions similar to the majors they teach. During the work in enterprises, vocational education teachers can enhance their professional practice abilities and update their professional knowledge and skills. In the two-way flow training model, individual teachers can improve their skills, and the overall vocational education teaching staff can optimize their structure, thus enhancing the professional level of vocational education teachers as a whole. With the renewal and development of science and technology, teachers’ professional knowledge and abilities are gradually aging. The cultivation of vocational education teachers needs

to integrate college cultivation and enterprise cultivation to achieve the sustainable professional development of vocational education teachers.

3.2 School-Enterprise Cooperation Optimizes the Teaching Staff and Enhances the Adaptability of Vocational Education

In 2020, the “14th Five-Year Plan” and the proposals for the long-term goals for 2035 put forward the requirement of “enhancing the adaptability of vocational education”. China’s vocational education has a large scale and a rapid development speed, and has cultivated a large number of talents for China’s economic development. However, the supply side of talent cultivation in vocational colleges and the demand side of employers’ talent needs in terms of structure, quality, and level still cannot fully adapt, and the adaptability of vocational education remains to be improved. One of the reasons for the mismatch between talent supply and demand is the lack of high-quality teachers in vocational colleges. To improve the “dual-qualification” quality of vocational college teachers and achieve their professional development, the state has introduced a series of policies for the cultivation of “dual-qualified” teachers.

School-enterprise cooperation provides a feasible path to improve the individual professional level of vocational education teachers, optimize the “dual-qualified” teacher team, and achieve the sustainable development of the “dual-qualification” quality of vocational education teachers. To improve the quality and adaptability of the cultivation of technical and skilled talents, it is necessary to shift from an external skill cultivation method mainly based on vocational schools to an internal and external integrated skill formation method; the same is true for the cultivation of vocational education teachers. When enterprises cooperate with vocational schools to cultivate teachers, they bring advanced technological and cultural concepts of the enterprise into vocational colleges, clarify the positioning of talent cultivation goals, and ensure that the talent cultivation in vocational colleges meets the enterprise’s job standards. At the same time, through project and curriculum cooperation between schools and enterprises, vocational education teachers’ understanding of enterprise job standards is enhanced, and their practical teaching ability is improved; through forms such as personnel exchange and mutual part-time jobs, the “dual-qualification” quality of vocational education teachers is enhanced, the teacher structure is optimized, and the adaptability of the cultivation of vocational and technical skills talents is improved.

4. The Current Development Status of “dual qualified” Teachers in Vocational Colleges

Among the 12 measures for vocational education, the following problems exist in the vocational education teacher team in China. In terms of the quantity and structure of teachers, there are problems such as insufficient number of vocational education teachers, single source, and the proportion of “dual-qualified” teachers Needs improvement; in terms of the teacher cultivation mode, there are problems such as the lack of in-depth school-enterprise cooperation, resulting in poor two-way flow between schools and

enterprises and prominent structural contradictions; in the teacher management system, there are dilemmas such as the management of full-time and part-time teachers and the teacher incentive guarantee mechanism. Generally speaking, the shortage of professional “dual-qualified” teachers and teaching teams in vocational education restricts the high-quality development of vocational education.

4.1 The Fuzzy Admission Mechanism for Vocational Teachers with Special Qualifications is not Sound

In 2013, the Ministry of Education issued a notice on the Professional Standards for Secondary Vocational School Teachers (Trial), establishing professional standards for teachers and implementing a teacher vocational certificate system, which is a logo of the professional development of vocational education teachers. The introduction of relevant laws and regulations has, to some extent, promoted the professional development of vocational education teachers. However, in the certification of teacher qualification certificates in China, the certification of vocational school teacher qualifications does not reflect the Specialty of cultivating techniques and skilled talents as an educational type

Vocational education is closely related to regional economic development technical and skilled talents needed for regional economic development, it provides human and intellectual support for regional economic development and promote s regional economic development. Cultivating high-quality talents requires a high-quality and professional teaching staff, but the The connotation of vocational school teachers is not clear and defined, which to some extent has an impact s the quality of teacher team construction. In the 12 Measures for Vocational Education, only relevant requirements for the industry and enterprise experience of vocational education professional teachers are put forward, stating that “starting from 2020, fresh graduates will basically no longer be recruited, and in principle, public recruitment will be carried out from personnel with more than 3 years of enterprise work experience and a junior college degree or above” [4].

4.2 The School-enterprise Cooperation is not Deep, and the Dual-teacher Structure of Vocational Education Needs to be Optimized

The Joining of Off Campus experts and skilled masters into the vocational education teacher team as part-time teachers is one of the important ways to Optimize and enhance the ‘dual teacher’ teacher team the overall quality of the teaching staff. At present, the sources of vocational school teaching staff are relatively Single, it is difficult to introduce teaching staff, and at the same time, the school-enterprise cooperation is not deep, and the teacher structure needs to be optimized.

In the current education system and personnel management system, the main sources of “dual-qualification” teachers in vocational colleges are divided into two categories. One is the fresh graduates from research universities and teachers from general education. The fresh graduates are mainly master’s degree holders, with a small number of doctoral degree holders. They have undergone systematic scientific research training and possess systematic professional theoretical

knowledge, but lack work experience in enterprises and relevant theoretical foundations in vocational education. Some teachers from general schools lack both professional theory and professional skills. The other is part-time teachers such as outstanding technical and skilled personnel and master craftsmen from industries and enterprises. These teachers have strong professional practical operation abilities, but lack relevant theories in vocational education. In addition, since schools and enterprises are organizations of different natures, schools do not have an attractive material treatment and working conditions compared with enterprises. Restricted by factors such as policies and funds, it is still difficult to introduce well-known technical and skilled talents in the industry, unable to meet the sustainable development needs of vocational college majors.

4.3 The Teacher Training Channel System for Vocational Education Needs to be Improved

Government departments concerned and various vocational colleges have realized the importance of cultivating “dual-qualified” teachers and are aware that, as a cross-boundary form of vocational education, the cultivation of its teaching staff also requires cross-boundary cultivation methods. However, due to the great difficulty at the practical operation level, the channels and systems for cultivating its teaching staff still need to be improved. At present, the in-service training of vocational education teachers mainly takes two forms: short-term centralized training organized by the education authorities and the cooperation between vocational colleges and enterprises to arrange for teachers to practice in enterprises. First, short-term centralized training, mainly including national and provincial training programs, mostly adopts the organizational forms of classroom teaching and centralized training. The training channels and modes are relatively single, with simple forms, strong theoretical nature, and relatively weak professionalism. Second, vocational education teachers practice in enterprises to enhance their professional practical abilities and update their professional knowledge and skills. However, there is a lack of effective supervision and evaluation mechanisms between schools and enterprises, and the teacher enterprise practice organized by vocational colleges stays on the surface. The school-enterprise cooperation lacks depth and breadth. Due to different interests and demands of both sides, teachers’ practice is perfunctory, with limited scientific research capabilities and enterprise service levels, unable to solve technical problems for enterprises. As a result, industries and enterprises are reluctant to spend time and costs participating in the cultivation of “dual-qualified” teachers and are unwilling to accept the practice of vocational education teachers. Therefore, few teachers can really enter key positions in enterprises or high-level training bases for long-term professional skill learning, training, and improvement. In addition, vocational college teachers are burdened with heavy teaching and some scientific research work and rarely have enough time for systematic training. All these factors have inhibited the improvement of the professional practical abilities of “dual-qualified” teachers.

4.4 The Classification Management and Incentive Mechanism for Vocational Education Teachers Needs to be Optimized.

4.4.1 The classification management mechanism for “dual-qualified” teachers in vocational colleges needs to be optimized

The addition of part-time enterprise teachers has optimized the structure of the teaching staff while posing challenges to the school’s teaching staff management. The dualization of the vocational education teaching staff has brought great difficulties to the management and motivation of vocational college teaching staff. The part-time teachers from industries and enterprises are not stable enough, and school administrators do not pay enough attention to part-time teachers. School management is relatively vague in terms of how to make full use of the practical experience advantages of part-time teachers to promote the professional development of the teaching staff, and the training ideas and development plans are relatively unclear, weakening the enthusiasm and contribution of part-time teachers.

4.4.2 The incentive evaluation and assessment mechanism for “dual-qualification” teachers in vocational colleges needs to be optimized

The teacher incentive mechanism provides motivation and guarantee for the professional development of “dual-qualification” teachers. In China, in terms of salary treatment, social prestige, status, etc., “dual-qualification” teachers in vocational colleges do not show policy inclination compared with general vocational teachers and general education teachers [6]. The work of “high input and low return” is not much different from the treatment received by general professional teachers, which to a certain extent affects the enthusiasm of some teachers for their self-professional development. Although some regions have begun to explore and implement the recognition, assessment and incentive system for “dual-qualification” teachers, due to the complexity of the operation level, the assessment and evaluation system and index system for “dual-qualification” teachers have not been fully established [7].

5. Suggestions on the Professional Development of “Dual-Qualification” Teachers in Vocational Education under the School-Enterprise Cooperation Approach

School-enterprise cooperation is an effective measure to achieve the docking of supply and demand in the cultivation of vocational education talents in China, improve the skills and adaptability of talent cultivation, and is also one of the important measures to realize the professionalization of “dual-qualification” teachers in vocational colleges and optimize the teacher structure.

5.1 School Enterprise Collaboration in Formulating the Entry Standards for Full Time Teachers

At present, the concept of school-enterprise collaborative teacher cultivation needs to be improved. Enterprises believe that the cultivation of vocational teachers is an internal matter of schools. Although schools hope to cooperate with enterprises in teacher cultivation, due to institutional and other reasons, the cooperation has not been deep. To improve

the quality of vocational college education and the overall quality of vocational teachers, the participation of enterprises is indispensable. As a profit-making organization, enterprises face great market competitiveness. If they invest energy and cost in school-enterprise cooperation but cannot obtain benefits in the short term and are also faced with the poaching behavior of other enterprises, it will reduce their enthusiasm for participating in teacher cultivation, and they need to obtain the required human resources from the external labor market. And just staying at the vocational college level, this one-way static cultivation model will inevitably affect the improvement of “dual-teacher” qualities.

Therefore, vocational colleges need to cooperate with enterprises according to their own characteristics, rely on their intellectual advantages to meet the scientific research and technical service needs of enterprises, provide employee training and skill appraisal services for enterprises, and at the same time share the school-based training base with enterprises. In terms of talent, through talent cultivation models such as order-based and apprenticeship-based models, specialized skills are provided for enterprises, so that the quality of talent cultivation meets the requirements of enterprise job standards, reduces the cost of enterprise talent recruitment and acquisition, and attracts enterprises to participate in school-enterprise collaborative teacher cultivation. Currently, there are multiple criteria for the recognition of “dual-qualification” teachers. As the employer, the enterprise can cooperate with the school to formulate the entry standards for full-time teachers; in terms of teacher introduction, the school-enterprise combination can refine the relevant requirements for the entered teachers according to the talent cultivation goals of different majors and the talent demand standards of industries and enterprises, such as a systematic professional knowledge structure, strong practical teaching and operation capabilities; vocational colleges and enterprises with conditions should actively introduce a third-party evaluation agency to formulate regional characteristic recognition criteria according to the actual development needs of the school and the enterprise, so as to ensure that the quality of the introduced “dual-qualification” teachers meets the standards [8].

5.2 School-Enterprise Collaboration to Improve the Training System and Carry out Classified and Individualized Training

5.2.1 Build a multi-level and complete vocational teacher training system should be constructed

In terms of cultivation levels, the cultivation and growth of individual vocational education teachers should not only connect through the cultivation levels of vocational teachers, but also construct a vocational teacher training composed of pre-service, entry and in-service training of teachers. In terms of cultivation models, the construction of a teacher cultivation model should shift from mainly one-way school cultivation to school-enterprise collaborative two-way flow cultivation, promoting the professional growth of individual vocational education teachers. When in-service teachers flow to employers for on-the-job practice, they can enhance their professional practice ability, update their professional knowledge and skills, and improve their practical teaching

skills.

5.2.2 based on the teacher source and educational background structure, targeted cultivation work is carried out through school-enterprise cooperation in a classified manner

First, young teachers are highly malleable and have strong learning abilities, but lack practical experience in enterprise production. According to the characteristics of young teachers, seize the critical period of their cultivation. In school-enterprise cooperation, let young teachers go to the front line of enterprise production positions to understand the enterprise production organization process and corporate culture, etc. Formulate specific teacher skill assessment requirements and assessment methods to implement the practical training work.

Second, the existing backbone teachers in vocational schools are the pillars of school development. Generally speaking, their overall comprehensive quality is relatively high, but the pace of scientific and technological development and renewal is fast, and the teachers’ knowledge is gradually aging. For the cultivation of backbone teachers, the school should establish a periodic teacher training and regular enterprise practice system; enable the knowledge update of backbone teachers to keep up with the development of science and technology, and master the latest production processes, technologies and equipment operation capabilities of enterprises [9].

Third, enterprise part-time teachers have enterprise management and practical experience, but lack professional qualities and teaching abilities of teachers. The school can provide training for teacher quality cultivation and teaching ability improvement, encourage part-time teachers to self-improve and develop towards professional teachers, and optimize the school teacher structure through a high-quality part-time teacher team.

5.3 Establish a Classified Management and Incentive Mechanism Through School-enterprise Collaboration

School-enterprise collaboration in cultivating vocational teachers requires the establishment of a complete classified management and incentive mechanism to achieve professional management and evaluation of the teaching staff. School-enterprise collaboration formulates classified management methods for different types of teachers, such as dual-qualified teachers, general teachers, and enterprise and industry part-time teachers.

First, school-enterprise collaboration reforms the evaluation mechanism for dual-qualified teachers, introduces a classified and hierarchical evaluation standard, and realizes professional teacher evaluation. First, implement differential evaluation of full-time and part-time teachers. Distinguish between in-school teachers and off-campus part-time teachers. The school evaluates them according to their job responsibilities and workload, and establishes an objective and fair classified evaluation of full-time and part-time teachers. Pay attention to improving the assessment, evaluation and incentive of part-time teachers, and make full use of the practical experience advantages of part-time teachers to promote the professional development of the teaching staff. Second,

implement a differentiated evaluation and assessment mechanism for dual-qualified teachers and general teachers. In the evaluation, establish a classified assessment and evaluation mechanism for dual-qualified teachers and general teachers. There are differences in the nature and workload of work between dual-qualified teachers and general teachers, and a classified assessment and evaluation mechanism should be established [10].

Secondly, improve the incentive and management system for the “dual-qualification” teacher group, and give preferential treatment to “dual-qualification” teachers in terms of treatment, professional title, etc. according to their workload and evaluation results. Link teachers’ education and teaching achievements, workload, time for enterprise practice, and scientific research achievements with salary treatment, professional title evaluation, housing welfare, etc. Encourage in-service teachers to pursue in-service further education and academic improvement, actively participate in teacher training courses organized by schools and government departments, and at the same time reduce the workload related to in-school education and teaching for teachers who go to enterprises for practice. The school provides opportunities for teachers to go out for study and training, and provides financial guarantee for teachers in terms of teacher training and improvement [11] to meet the development needs of teachers, promote the continuous development of teachers, and maintain teaching vitality.

5.4 Improve the Collaborative Teacher Cultivation Mechanism of School-enterprise Cooperation

Vocational education is closely related to the regional economy and cultivates high-quality technical and skilled talents for the regional economic development. The cultivation of vocational education talents needs to adopt an internal and external integration cultivation method, and the cultivation of vocational education teachers also requires the participation of enterprises to achieve cross-border collaborative cultivation. Therefore, it is necessary to form an enterprise cooperation teacher cultivation mechanism. A sound school-enterprise cooperation teacher cultivation mechanism is also conducive to deepening the school-enterprise collaborative talent cultivation work to a certain extent.

5.4.1 Enhance the dual-qualification quality in scientific research projects

Encourage teachers with scientific research capabilities to apply for scientific research projects and participate in enterprise project research to overcome technical problems. The school builds a production-education integration R & D center, and focuses on transforming in-school scientific research results into real productivity. Teachers clarify the technical demand direction and goals of cooperative enterprises, and then provide targeted technical services. Teachers teach the technical needs of enterprises to students to cultivate students’ innovation ability and improve the comprehensive ability of the school.

5.4.2 Cultivate dual-qualification talents in the joint construction of training bases

The school-enterprise cooperation in jointly building training bases not only provides convenience for the joint cultivation of teachers, but also provides bases for the internships of vocational school students and the training of enterprise employees. The school and enterprise sign relevant agreements on collaborative teacher cultivation. School teachers can take part of the work of trainers to provide employees’ skill training and appraisal for enterprises. At the same time, the enterprise can obtain partial use rights of the training base to maximize the utilization of resources of both sides. Enterprise teachers come to the school to take up posts, and enterprise personnel can guide vocational school teachers to improve their practical teaching skills, cultivate high-quality talents, provide a stable talent supply channel for the development of enterprises, and reduce the talent transaction cost.

5.4.3 Cultivate “dual-qualification” talents in the co-development of courses

Enterprises can also share mature training materials and textbooks within the enterprise with the cooperative specialties. In the co-development of courses by schools and enterprises, teachers’ understanding of enterprise work tasks and real projects can be enhanced, and real tasks and projects of the enterprise can be brought into the school, enabling students to master the production processes and operation specifications of all links of production. Integrate enterprise work cases, vocational post standards, and post vocational knowledge into the curriculum teaching resources.

6. Conclusion

With the development of society and economy, industrial technology innovation and transformation, the requirements for applied talents are also constantly increasing. Therefore, accelerating the professional development process of vocational school teachers has become the key to improving the quality of schools and achieving connotative development. From the perspective of development practice, the professionalization of “dual-qualification” teachers is conducive to improving the overall professional quality of school teachers, thereby improving the quality of education and teaching in schools and enhancing the attractiveness of vocational education to the social public. Under the background of school-enterprise cooperation, changing the traditional one-way training mode, implementing two-way training and improving the vocational teacher training system is conducive to strengthening the professional knowledge and abilities of individual teachers and achieving professional growth into “dual teacher” teachers; implementing a comprehensive classification management and incentive mechanism, as well as improving the mechanism for school-enterprise cooperation to cultivate vocational teachers, provides institutional guarantees for the professional development of vocational education teachers, optimizes the structure of the “dual teacher” teaching team, and thus improves the quality of talent cultivation.

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