

The Construction of a "Double-qualified" Team in Higher Vocational Colleges: Problems, Causes and Countermeasures

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Abstract

Under the challenges of the expansion of the scale of the student source, the diversification of the student source and the upgrading of secondary vocational colleges, there are still many deficiencies in the construction of "Double-qualified" teachers. For example, problems such as insufficient quantity, low quality, difficulty in promotion, lack of enrichment and lack of motivation are becoming increasingly prominent. The analysis finds that there are three main reasons for these problems: unscientific identification standards for "Double-qualified" teachers, imperfect teacher training mechanisms, and weak teachers' motivation for growth. To this end, improvements are needed from the following aspects: The first is to develop a scientific "Double-qualified" teacher identification standard. The second is to build an effective "Double-qualified" teacher training platform. The third is to improve the "Double-qualified" teacher training mechanism. The fourth is to build a Multi-dimensional "Double-qualified" teacher management mechanism.

Keywords

"Double High Plan"; Higher Vocational Colleges; Double-qualified Teachers; Quality of Teachers; Construction Mechanism.

1. The Origin of the Research: The Challenges Faced by the Construction of "Double-qualified" Teachers

Higher vocational education in my country began with the establishment of local vocational universities in the early 1980s. After more than 40 years of continuous exploration, gratifying results have been achieved in both quantity and scale. This has cultivated a large number of technical and skilled talents for the society and provided a strong talent support for local economic development. However, the rapid growth of the number and scale of higher vocational colleges has not been proportional to the improvement of their own quality. There are a large number of vacancies in the number of teachers in higher vocational colleges. For example, the first is that the teacher-student ratio is seriously unreasonable, the second is that the expansion of the scale of higher vocational education has a great impact on the overall quality improvement of "Double-qualified" teachers, and the third is that the development of higher vocational education has brought about the construction of teaching staff greater challenge.

First, the expansion of the source of students calls for more "Double-qualified" teachers.

In the context of large-scale enrollment expansion, a large number of students poured into higher vocational colleges, resulting in a serious imbalance between the number of "Double-qualified" teachers and students. In order to ensure the successful completion of the task of national talent training, the personnel departments of higher vocational colleges will take the lead in organizing multiple batches of talent recruitment every year. The selection criteria of these talents are basically directly linked to their academic qualifications, resulting in a large number of newly recruited teachers who are all fresh graduates of colleges and universities. In

order to complete the training target of the "Double-qualified" teacher team under the expansion of higher vocational enrollment, all colleges and universities have stepped up to fill the "Double-qualified" teacher vacancies. These have caused serious discounts on the overall quality of "Double-qualified" teachers in higher vocational colleges.

Second, under the diversification of student sources, there is a need for a variety of "Double-qualified" teachers. Since April 30, 2019, the State Council executive meeting discussed and approved the "Special Work Implementation Plan for Higher Vocational Enrollment Expansion", higher vocational colleges once again ushered in a major opportunity for the reform and development of vocational education. Facing the arrival of the post-epidemic era, there will be a large number of non-traditional students who urgently need to improve their knowledge and skills. Their learning goals are more diversified, and their cultural level, age field, career planning, technical skills and many other aspects are uneven. Heavy teaching tasks force teachers to be unable to take part in the ability training program. As a result, there are many problems in "Double-qualified" teachers: shortcomings in professional theory and practical skills, insufficient scientific research ability, low level of social services, and inability to adapt to the needs of professional field upgrading and economic transformation and development.

Third, the upgrading of secondary vocational colleges calls for "Double-qualified" teachers to improve their level. With the rapid development of science and technology and the increasing trend of world economic integration, social labor demand has undergone tremendous changes. Now, more emphasis is placed on workers' ability to master new technologies and the level of comprehensive quality. In order to achieve better development in the fierce competition in the education market, more and more technical secondary schools and technical schools have been transformed and upgraded to higher vocational colleges. However, the change in the direction of running a school in vocational colleges has not been proportional to its own school-running philosophy and talent training. After some secondary schools were upgraded, their deficiencies also appeared. For example, the overall age of teachers is relatively old, and the update speed of knowledge system and practical ability is relatively slow. Its original level is not enough to guide the education and teaching of higher vocational education. It is difficult to keep up with the development of cutting-edge technologies of enterprises. This not only affects the quality of "Double-qualified" teachers in higher vocational colleges, but also hinders the scale development of "Double-qualified" teachers.

2. Take the Pulse of the Problem: The Current Situation of the Construction of "Double-qualified" Teachers

2.1. Quantitative Level: The Existing "Double-qualified" Teachers are "Hard-to-Find"

With the transition from popularization to popularization of higher education, the development of higher vocational education has sprung up. The number of higher vocational colleges and students continues to increase, and the scale continues to expand, but the number of "Double-qualified" teachers has not resonated with the same frequency, and there is still a certain gap between the national requirements for running schools. On October 17, 2019, the Ministry of Education pointed out at the press conference on the "Implementation Plan for Deepening the Reform of the Construction of "Double-qualified" Teachers in Vocational Education in the New Era" that there are currently 455,600 "Double-qualified" teachers in vocational colleges in my country, of which There are 264,000 secondary vocational teachers, accounting for 31.5% of full-time secondary vocational teachers; There are 191,000 vocational teachers, accounting for 39.7% of full-time teachers. After a sampling survey, the author found that as of September 2021, there are more than 1,000 faculty members in Chongqing Vocational and Technical

College of Engineering. There are nearly 500 "dual teachers and dual abilities" teachers, accounting for about 50% of the full-time teachers. Chongqing Industrial Vocational and Technical College currently has 863 faculty members, of which 92% are "Double-qualified" teachers.

The number of "Double-qualified" teachers in Qingyang Vocational and Technical College has been increasing in the past three years. As of 2020, "Double-qualified" teachers account for 59% of full-time teachers. The above figures show that the proportion of "Double-qualified" teachers in western vocational colleges is higher than the proportion of "Double-qualified" teachers in the national full-time teachers.

2.2. Level of Improvement: Most of the "Double-training" Training is "Silver-like Tricks"

First of all, the teaching task is heavy, and the enthusiasm of teachers in practice and learning is hindered, and the chronic disease is still clear. With the continuous expansion of vocational education and the continuous growth of the number of students, the time that teachers can spend on training and further education is extremely limited. In order to achieve the assessment indicators of school teaching, it is difficult for "Double-qualified" teachers to take fixed time to study in enterprises. This makes the "Double-qualified" teachers neglect practice and can only work behind closed doors in the small world of the school and make money in the water. Secondly, the training content is shallow and repetitive. In order to further improve the comprehensive level of "Double-qualified" teachers and strengthen the training of teachers, each college will carry out teacher training.

The survey found that 60% of the "Double-qualified" teachers reported that there were many problems in the training content. For example: the phenomenon of "shallow repetition", the "extremely boring" training method, or some fashionable "new concepts, new terms, new models" are often used to package training courses. Many trainings are not coupled with the actual ability and literacy of vocational teachers. Some teachers even complained, "I have listened to this teacher's (a nationally-renowned vocational education expert) lecture on curriculum development three times."

2.3. Enrichment Level: The Existing "Double-qualified" Teachers are "Unsustainable"

The recruitment of teachers in higher vocational colleges has always been carried out in accordance with the personnel management regulations of public institutions. Most of the teachers hired are fresh graduates and have basically no corporate work experience. The survey found that nearly 90% of teachers in higher vocational colleges are fresh graduates. There are very few training internships involved in skills training and upskilling prior to graduation. The practical operation ability and innovation and creativity ability are low. Taking Chongqing Industrial Vocational and Technical College as an example, in the past three recruitments, a total of 123 teachers were recruited, of which 113 were fresh graduates, and only 8 had work experience in enterprises in the professional field, and the working time was less than half a year. In the recent three recruitments, there are no academic leaders and professional leaders with rich work experience and superb technical skills.

3. Reason Analysis: Analysis of the Predicament of "Double-qualified" Teachers' Construction

3.1. Main Reason: Unscientific Identification Standards for "Double-qualified" Teachers

Only by ensuring a sufficient number of "Double-qualified" teachers can the core role of the team be brought into full play. This will promote the reform of vocational education teaching mode and talent training mode by point and area. At present, my country's "Double-qualified" teacher qualification certification standards are not perfect, which has a certain hindering effect on the number of "Double-qualified" teachers.

First, the unity of certification standards and certification subjects. In my country, there is a lack of diversified subject participation in the certification standards and certification topics for "Double-qualified" teachers in vocational education. Most of the subjects of standard formulation and implementation are experts and scholars in the field and relevant personnel of education administrative departments. This process lacks the participation of teachers and front-line personnel of industry and enterprises. In the certification process, emphasis is placed on professional titles and academic qualifications, ignoring teachers' skills and ability to operate. Individual teachers with strong practical ability and low professional titles and academic qualifications have never been recognized. A single certification standard and implementation subject lead to the lack of scientific normative results of "Double-qualified" teacher certification. All these have resulted in insufficient number of "Double-qualified" teachers in some higher vocational colleges.

Second, the standard of "dual certificate theory" is unscientific. At present, most higher vocational colleges use "double certificate" as the standard for identifying "Double-qualified" teachers. Such identification standards do not specify the professional level and job requirements of teachers' vocational certificates. It can be achieved by most professional teachers. For example, the teachers of the engineering cost major have both the budgetary certificate and the college teacher qualification certificate; Teachers majoring in electrical automation have both electrician certificates and college teacher qualification certificates. The advantage of the "dual certificate" is that the identification procedure is simple and easy to implement, but the main body of the standard formulation does not consider the technological content of the skill certificates of different professions at all. This has led to some higher vocational colleges requiring teachers to "research for certificates", and there is a lack of "disconnection" between certificates and teachers' majors. It has simply become the behavior of "creating teachers and creating evidence", and the problem that the professional titles of "Double-qualified" teachers are not synchronized with the skill level is very obvious. Vocational colleges are not strict enough to control the identification process of "Double-qualified" teachers. The proportion of "Double-qualified" teachers in individual colleges and universities is inflated, which also shows that this data cannot objectively reflect the actual level of "Double-qualified" teachers in higher vocational colleges.

Third, the limitations of the "dual competence" standard. "Dual ability" means that vocational teachers have both theoretical teaching ability and practical teaching ability. This identification standard includes the factors of teachers' personal ability, which highlights the importance of teachers' ability in vocational education. However, in real work, there are not many teachers who are good at both theoretical teaching and practical teaching. Most vocational teachers are good at theoretical teaching, and some are good at practical teaching. Both "fish" and "bear's paw" are required, which is still difficult in the current reality. The limitation of the "dual ability theory" standard is also a factor that affects the number of "dual-qualified" teachers in higher vocational colleges, which has not yet reached the requirements of vocational education.

3.2. Bottleneck: The "Double-qualified" Teacher Training Mechanism is not Perfect

In recent years, with the gradual advancement of the connotation construction of higher vocational education in my country, the training system of higher vocational teachers has gradually matured. However, in some aspects, there is still the problem of insufficient system reform and innovation, which seriously hampers the training and construction of "Double-qualified" teachers.

First, there is a lack of adequate training guarantee institutions. At present, there are only 12 independent technical normal colleges specializing in the development of teachers in higher vocational colleges, and the training units are seriously insufficient. In order to better meet the needs of enterprises and the market, many vocational colleges have established vocational education models with their own characteristics and suitable for the development of their schools through the integration of production and education and school-enterprise cooperation. While promoting economic and social development, it has built a broad platform for the improvement of teachers' quality. However, the reality is that enterprises cannot see the long-term benefits of participating in the construction of teaching staff, and they lack a sense of social responsibility, resulting in low enthusiasm. The linkage between vocational colleges and technical normal universities is not enough, and the organic cooperation between the government, schools, industries and enterprises is not strong and the degree of integration is not deep.

Second, there is a lack of an efficient and sound assessment and incentive mechanism.

At present, most higher vocational colleges do not have more detailed assessment standards and evaluation standards for "Double-qualified" teachers. Most higher vocational colleges have not included "Double-qualified" teachers into their professional title evaluation plans and year-end assessment indicators. The evaluation of "Double-qualified" teachers is only for passing the indicators, and the process is a mere formality. Due to the development of their careers, teachers still tend to focus on scientific research and teaching construction. But these ignore the enhancement of professional practical skills and the improvement of comprehensive professional quality.

Third, there is no adequate funding guarantee mechanism. The training of technical and technical talents in higher vocational colleges has higher requirements for the construction of infrastructure such as practice sites and technical equipment, and has a larger demand for funds. It is necessary for the government to give strong inclinations in terms of policies, funds and projects. It is even more difficult to allocate funds for the construction of a "Double-qualified" teacher team, scientific and technological innovation and scientific research from the already "stretched" school-running funds. Coupled with the unscientific setting of financial reimbursement procedures and mechanisms, and the formalization of funding allocation, it is difficult to really help the ability training of "Double-qualified" teachers.

3.3. Resistance: "Double-qualified" Teachers do not have Strong Growth Motivation

Only when teachers have a sound professional identity level can they stimulate work motivation and generate greater work enthusiasm. At present, some teachers in vocational colleges lack growth motivation, which seriously restricts their work enthusiasm and initiative.

First, teachers lack active awareness and evaluation of the environment, and work pressure increases. At the beginning of work, teachers should understand their own development characteristics, the overall environment and conditions of the school, and fully examine whether they are suitable for engaging in the education industry. By evaluating whether your development goals can be integrated with the work environment you will be

employed in. At present, the assessment and evaluation of teachers in higher vocational colleges mainly rely on teaching achievements and scientific research results. This ignores the comprehensive ability of teachers and the resource allocation of colleges and universities, and only pays attention to the concept of teachers' professional development. It is difficult for some teachers in higher vocational colleges to adapt, which hinders teachers' career planning and development, and increases teachers' work pressure.

Second, the school post setting is unreasonable, and the seniority ranking still exists. The number of enrollments in higher vocational colleges has increased on a large scale to varying degrees, but the corresponding teachers have not been equipped accordingly. Higher vocational colleges lack overall arrangements when setting up positions, resulting in large differences between positions. At the same time, in the process of post management, the phenomenon of seniority ranking is serious, and young teachers still lack the right to speak in front of old teachers. Even if young teachers meet the evaluation criteria, they are still selected in the order of seniority, which greatly dampens the enthusiasm of teachers.

Third, teachers' awareness of self-innovation is not strong. They still carry out teaching with traditional and step-by-step thinking, and lack the good awareness and positive attitude to take the initiative to break through and make bold innovations. At present, public higher vocational colleges have not yet adopted the concept of "getting promoted or leaving", and individual teachers do not have the sense of urgency that "if you don't advance, you will retreat". Some teachers have turned their learning into a "seeing the flowers" style of visits and "gilding". They cannot keep up with economic and social development and the improvement of new technologies and skills of enterprises, and cannot introduce the ever-changing industry information and ingenious professional skills into the classroom.

4. Exploration of the Way out: The Path of Building a "Double-qualified" Teacher Team

4.1. Premise and Foundation: The Identification Standard of "Double-qualified" Teachers of Scientific Research and Development

First, the state should set up a special organization to be responsible for the formulation of "Double-qualified" teacher qualification certification standards. The composition of organizational members should be diversified and extensive, and it is suggested that it should be composed of stakeholders such as enterprise technical experts, government education department staff, higher vocational college managers and teachers. Through the full communication of the members, the opinions of various stakeholders are absorbed, and the qualification certification standards for "Double-qualified" teachers are jointly formulated.

Second, strictly control the qualification process of "Double-qualified" teachers. When conducting qualification accreditation, evaluation shall be carried out in strict accordance with professional standards, and ability tests shall be carried out in a variety of ways. The development of "Double-qualified" teacher qualification certification standards must adhere to scientificity and flexibility. Various special circumstances and factors should be considered, and different certification standards should be developed for full-time and part-time teachers.

Third, build a progressive system of teacher qualification levels to break the lifelong nature of "Double-qualified" teacher qualifications. According to the various stages of teachers' career development, the qualification standards of corresponding grades are established. Different levels can also be set for each level. According to the requirements of each level, different qualification certification standards are established.

4.2. The Only Way to Go: Build an Effective "Double-qualified" Teacher Training Platform

Higher vocational colleges have their own school-running characteristics and advantages. The "Double-qualified" teacher training platform based on its own quality and quality improvement needs to focus on the long-term goal of teacher professional development and the strategic direction of the school's future development. There is still a certain gap in the quality and quality of the "Double-qualified" teachers. On this basis, by building a training platform, formulating training plans, and determining training content and methods, the pertinence of training can be enhanced, and the quality and quality of teachers themselves can be improved. First, at the national level, it is necessary to coordinate and promote the construction of "Double-qualified" teacher training bases, and to issue relevant policies to clarify the responsibilities of enterprises to participate in "Double-qualified" teacher training. The positioning of national training functions should focus on core competencies. Serving the needs of high-quality technical and skilled personnel training, and taking into account the principle of general ability to carry out training. For example, it guides the professional construction of expert teachers, deepens the integration of production and education, school-enterprise cooperation, and develops curriculum standards and loose-leaf textbooks.

Through the above measures, a series of trainings for teachers by 1+X certificate education can be implemented.

Second, under the guidance of the spirit of the construction of "Double-qualified" teacher training bases for national-level school-enterprise cooperation, all provinces and cities have carried out the construction of "Double-qualified" teacher training bases with provincial and municipal school-enterprise cooperation. The number of bases to be constructed can be determined according to the actual construction of the "Double-qualified" teacher team in the province and city. Provincial and municipal (district and county) training functions should be positioned to cultivate general capabilities. At the same time, it focuses on the training and improvement of professional competence, and implements the relevant national policies for the construction of teaching staff to carry out training.

Third, the training function positioning at the school level of higher vocational colleges should pay more attention to the training and improvement of professional competence, and the purpose is to carry out training to meet the individual needs of "Double-qualified" teachers. For example, strengthening the organization and management ability of new teachers, mastering the dynamic ability of the industry and the guidance of the integration of theory and practice. It mainly focuses on the training of teachers with corporate work background, part-time teachers, and fresh graduates. In short, on the basis of fully considering the quality characteristics of different types of teachers, a "top-down" organizational framework for implementing the "Double-qualified" teacher hierarchical classification training platform and a "bottom-up" training platform are formed. need. Finally, a virtuous circle of improving the quality and quality of "Double-qualified" teachers will be realized.

4.3. Key Link: A Sound and Complete "Double-qualified" Teacher Training Mechanism

All units and departments should focus on the top-level design of the construction of high-level "Double-qualified" teams in higher vocational colleges. Schools should implement Multi-dimensional training guarantee measures to make the overall construction strategy and construction plan more grounded. That is to ensure "good questions" in overall planning, and "good answers" in overall management.

First, it is necessary to establish a rotating training system for enterprise training and practical training for "Double-qualified" teachers. By stipulating the length of time that teachers need to

conduct enterprise practical learning each year, the short-term plan and the long-term plan are fully integrated. Another important measure is to improve the hardware conditions of teacher training to ensure the continuity and effectiveness of teachers' practice in enterprises, thereby promoting the effective improvement of the quality of "Double-qualified" teachers.

Second, training needs analysis is the key to formulate training plans and develop training courses. "Double-qualified" teacher training courses should fully reflect their competency needs. The design of training courses should not only pay attention to the development of a certain competency of the participating teachers, but also consider the level of other competencies of the teacher. Therefore, according to the specific situation of regional vocational education development and the current situation of teachers' competency structure, "generating" training content should become the "normal" of "Double-qualified" teacher training.

Third, the key is to improve the assessment and evaluation mechanism and incentive mechanism for "Double-qualified" teachers. Higher vocational colleges need to build a scientific, reasonable and effective assessment and evaluation mechanism in order to improve the quality of the "Double-qualified" teaching team. Vocational colleges can formulate corresponding "Double-qualified" Teacher Identification and Assessment Methods in light of the actual situation. All units should also clarify the identification objects, identification standards and identification procedures of "Double-qualified" teachers, so as to clarify the responsibilities and performance evaluation methods of "Double-qualified" teachers. In terms of post treatment, salary and benefits, special allowances, etc., "Double-qualified" teachers are given the right to enjoy academic leave, study abroad, project subsidies, class hour allowances and priority promotion.

4.4. Stimulating the Engine: Building a Multi-dimensional "Double-qualified" Teacher Management Mechanism

To build a high-level "Double-qualified" teacher team requires schools to grasp the basic requirements of "teacher morality first, scientific assessment, development-oriented, honor incentives, and atmosphere creation".

First, the performance appraisal in the personnel system should fully adhere to the scientific orientation of fairness, justice, rationality and legality. It mainly reforms on the basis of the appraisal system and distribution system, and forms a performance-based salary distribution pattern consisting of basic performance and rewarding performance. In the evaluation system, we must adhere to classified evaluation, objective evaluation, outstanding contribution, performance priority, incremental improvement, fairness and justice. The focus is on the combination of comprehensive assessment and key assessment, the combination of performance assessment and routine assessment, and the combination of qualitative assessment and quantitative assessment. In the distribution system, based on performance appraisal, we adhere to both "standardization and overall planning" and "invigorating incentives". In addition, it is necessary to be oriented by positions, responsibilities and performance, closely combine the distribution of performance wages with performance appraisal, and give full play to the incentive and guiding role of the distribution policy of performance wages.

Second, the personnel department takes the lead in regularly carrying out hierarchical teacher career planning. All units should follow the growth law of talents, combine organizational development strategies with teachers' personal career development plans in accordance with organizational goals and personal goals. By carrying out long-term, continuous, dynamic and flexible planning, each unit can analyze the advantages of existing teachers, make use of their strengths and avoid weaknesses, and realize the organic unity of post setting, selection and work. In addition, the career planning of "Double-qualified" young backbone teachers, "Double-

qualified" high-level professional leaders, and "Double-qualified" professional training instructors at different levels can promote the development of individuals and schools.

Third, to strengthen honor incentives. The personnel management department, in combination with the teacher's post management system, selects the best teachers to give honorary incentives to teachers who have outstanding work and have been thinking hard according to the level reported by the media, or the situation of being adopted or quoted by the work materials of government departments. According to the achievements of teachers, teachers will be rewarded for more work and better performance. And by always closely following the method of combining teachers' professional title evaluation and job promotion, the purpose is to enhance teachers' enthusiasm for self-innovation.

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