

Analysis on the construction of "double-qualified" teachers under the background of deepening vocational education reform

Kunhua Huang, Hong Xu

Economics Huawen College of Cultural Cteative, Haikou University, Haikou, 571127, China

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Abstract: Teachers are the first resource to develop vocational education and the key force to support China vocational education reform in the new era. Currently, it is the critical period of our country's modernization construction, the rise of the country and the innovation of enterprises have put forward new requirements for high-quality skills and technical talents. Vocational education has become an important link of "Made in China 2025". It has been nearly five years since the implementation Plan for Deepening the Construction of "Double-Qualified" Teachers in Vocational Education in the New Era was promulgated. There are still many problems in the transformation and development of China's higher vocational education. In particular, there are still many deficiencies in the system construction and environment construction of the "Double capability" teacher team, which need to be broken through. It is an important guarantee for the success or failure of vocational education reform to build a team of high-quality "double-qualified" teachers in line with the modernization construction.

1. Introduction

The economic takeoff and social development rely on skilled craftsmen, and vocational education, as the cradle of the artisans for the country's modernization and a key player in the process of "Made in China" spreading worldwide and transitioning towards "Created in China," plays an increasingly important role. Deepening the reform of vocational education, establishing a top-notch "dual-qualified" teacher team, aligning with the development of the times and the rise of the nation, is not only a general trend but also an inevitable embodiment of promoting the country's modernization through the revitalization of science and education. Talents are the wellspring of innovative development, and a high-quality "dual-qualified" teacher team is crucial for driving the reform and development of vocational education in China in the new era. The three major missions of talent cultivation, technological innovation, and societal service define the role of higher vocational institutions. The development of vocational education and the establishment of a "dual-qualified" teacher team aim to organically integrate these three aspects, facilitating the effective allocation of talent and social resources, thus maximizing the benefits of resource utilization. This, in turn, injects robust developmental momentum into the societal and economic transformation and the country's

modernization efforts.

2. The Era Background of the Development and Reform of Modern Vocational Education in China

In the process of China's socialist modernization, vocational education has played a crucial role at various stages of national development and rejuvenation. Sociologist Huang Yanpei, known as the "Father of Chinese Vocational Education," foresaw the significance of vocational education in the early 20th century, stating that "the future policy of enriching the country will take the path of vocational education." Over the past forty years of reform and opening up, vocational education has progressed significantly alongside the country's economic development, contributing high-quality technical and skilled talents to national construction, industrial upgrading, and technological advancements. The substantial development of vocational education has witnessed various stages of China's socioeconomic reform and provided robust talent support for national rejuvenation.

As China's socioeconomic development progressed, new challenges emerged in the development of vocational education and the quality of talent cultivation, especially the prominent issue of the mismatch between the quality of "National Craftsmen" and the needs of socioeconomic development. Fundamentally, this issue is related to teachers, as the quality of the teaching staff directly influences the quality of talent cultivation. In August 2002, the State Council issued the "Decision on Vigorously Promoting the Reform and Development of Vocational Education," marking a significant step in the reform and development of vocational education in China. This decision laid the foundation for the vigorous development of vocational education and sounded the horn for reform.[1]

In January 2019 and October 2019, the State Council and the Ministry of Education respectively issued the "National Vocational Education Reform Implementation Plan" and the "Implementation Plan for Deepening the Reform of 'Double-Qualified' Teacher Team Construction in New Era Vocational Education" (referred to as the "Plan"). These plans finally provided a comprehensive framework for the reform of vocational education and the construction of "double-qualified" teacher teams in China. On December 21, 2022, the State Council released the "Opinions on Deepening the Reform of Modern Vocational Education System Construction," once again emphasizing the need to strengthen the construction of "double-qualified" teacher teams.

Over the 20 years from the 2002 reform decision to the 2019 implementation plan and the 2022 opinions, China's vocational education has undergone a transformative journey. During these years, a series of policy documents and opinions were issued by the State Council, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Human Resources and Social Security, providing guidance for the reform and development of vocational education. The documents emphasized the importance of vocational education as a key pathway for implementing the strategy of strengthening the country through science and education, promoting sustainable economic and social development, and enhancing international competitiveness.[2]

3. Policy Analysis of the Development and Reform of Vocational Education and the Construction of "Double-Qualified" Teacher Teams

Reviewing the development history of China's vocational education, the country has gone through several stages, from early craft and technical education to the transformation from industrial to vocational education. Since the 1990s, vocational education in China has witnessed significant development, and a series of important policy documents have been issued by the State Council and the Ministry of Education, providing decisive requirements and deployments for the development, reform, and quality improvement of vocational education.

In October 1992, the State Council issued the document "Decision on Vigorously Developing

Vocational and Technical Education," marking the beginning of the transformation and development of China's vocational education. In 1999, the Central Committee of the Communist Party of China and the State Council issued the document "Decision on Deepening Educational Reform and Comprehensively Promoting Quality Education," which pointed out, for the first time at the national level, the importance of absorbing outstanding engineering, technical, and management personnel from enterprises into vocational schools to teach, accelerating the construction of the "double-qualified" teacher team.[3]

In 2002, the State Council issued the "Decision on Vigorously Promoting the Reform and Development of Vocational Education," which set the direction for the modernization of China's vocational education. The document also emphasized the need for universities to increase the number of teachers with vocational qualifications. In April 2004, the Ministry of Education issued the document "Opinions on Deepening the Reform of Higher Vocational Education," requiring local education authorities to formulate a separate evaluation system suitable for the development of the "double-qualified" teacher team, providing policy support for its construction.

In these documents, it is clear that the State Council and the Ministry of Education not only pointed out the direction for the reform and development of vocational education but also made requirements for the construction of the "double-qualified" teacher team. These policy documents are not only coherent but also forward-looking and guiding. In July 2015, the document "Several Opinions on Deepening the Reform of Vocational Education Teaching and Comprehensively Improving the Quality of Talent Training" was issued. This was the second time in ten years, following the 2006 Ministry of Education's document No. 16, that the Ministry of Education explicitly stated, "Strengthen training for the improvement of teachers' professional skills, practical teaching, application of information technology, and research capabilities, and increase the proportion of professional course teachers with 'double-qualified' qualities." [4]

In January 2017, the State Council issued the "13th Five-Year Plan for National Educational Development," which emphasized strengthening the construction of "double-qualified" teacher teams in vocational schools, organizing regular participation of professional course teachers in business practices, and improving the collaborative construction of "double-qualified" teachers between schools and enterprises. In January 2019, the State Council officially introduced the "National Vocational Education Reform Implementation Plan," which detailed specific measures for vigorously developing vocational education during the new era, creating a clearer timetable and roadmap for high-quality development during the "14th Five-Year Plan" period.

The 12th article of the "National Vocational Education Reform Implementation Plan" proposed the need for "comprehensive measures to build a 'double-qualified' teacher team." It is evident that further strengthening the training of "double-qualified" teachers is an important and challenging task for higher vocational colleges during the strategic opportunity period. In October 2019, the Ministry of Education and four other departments jointly issued the document "Implementation Plan for Deepening the Reform of 'Double-Qualified' Teacher Team Construction in New Era Vocational Education," which stated, "The teacher team is the first resource for developing vocational education and is the key force supporting the reform of national vocational education in the new era." [5]

The consecutive issuance of two major reform implementation plans for vocational education by the State Council and the Ministry of Education within one year demonstrates the high importance and urgency attached to the reform of vocational education and the construction of "double-qualified" teacher teams. On December 21, 2022, the State Council issued the "Opinions on Deepening the Reform of Modern Vocational Education System Construction," once again emphasizing the need to strengthen the construction of "double-qualified" teacher teams.

Entering the 21st century, with "Made in China 2025," Industry 4.0, and the transformation and upgrading of industries, the demand for innovative, technical, and skilled talents has been increasing.

The construction of a "double-qualified" teacher team is of decisive significance in promoting the high-quality development of vocational education. Building a strong, high-quality "double-qualified" teacher team is a key factor in driving the high-quality development of vocational education.[6]

4. Concept and Development of "Dual-Teacher" Teachers

The concept of "dual-teacher" teachers in the development of modern vocational education in China has gone through two stages: the proposal of the concept (1990-1998) and the deepening development of its connotation (1999-2009). The term "dual-teacher" teachers was first introduced by the "China Education Daily" on December 5, 1990. In June 1999, the State Council issued the "Decision on Deepening Educational Reform and Comprehensively Promoting Quality Education," which emphasized the construction of a "dual-teacher" teacher team with both teaching qualifications and other professional technical positions. This marked the beginning of the connotation development of the concept of "dual-teacher" teachers. Subsequently, the development of the "dual-teacher" teacher concept underwent stages such as "dual qualifications," "dual certificates," and "dual capabilities," gradually deepening over the years.[7]

The core of the "dual-teacher" concept is the ability of teachers, requiring them to possess both high theoretical teaching ability and high practical guidance ability. The 2019 State Council document on vocational education reform reiterated that "dual-teacher" teachers refer to those who simultaneously possess theoretical teaching and practical teaching abilities. The development of the connotation of the "dual-teacher" concept has evolved from complexity to simplicity, returning to its essence.

5. Strategies and Suggestions for the Construction of "Dual-Teacher" Teacher Teams

Quality is the essential attribute of things, and a certain quality determines a certain quantity. The "dual-teacher" teacher team is the primary resource for the development of vocational education, a key force supporting the comprehensive reform of national vocational education in the new era. The quality and quantity of the "dual-teacher" teacher team determine the quality of vocational education talent training. To truly excel in modern vocational education, it is crucial to build a skilled and dedicated "dual-teacher" teacher team, capable of producing high-quality, skilled, and technically proficient talents that meet the demands of society. Therefore, the construction of a strong and high-quality "dual-teacher" teacher team is essential for the success of vocational education.[8]

5.1. Unified Understanding and Courage to Innovate

We must clearly realize that the contemporary vocational education reform is another profound change in China's education cause. Education and various vocational colleges should take active actions to overcome difficulties and ensure the in-depth promotion of reform and development. There is still a long way for the development and reform of vocational education in China. We should follow the objective law of education and talent training. The construction of "double-qualified" teachers should have a sense of urgency of The Times, but we should not be eager for quick success and instant benefits. It must be realized that there are still some "double teacher" training in vocational colleges in China, such as the "double teacher" teacher qualification standards are not in place, the structure of the teacher team needs to be optimized, the professional level needs to be improved, the school-enterprise cooperation and communication mechanism is not smooth, and the phenomenon of "partial education" of professional teachers is common. Keep pace with The Times, raise awareness, focusing on high quality "double" requirements, to resolve the construction of vocational education teachers, based on the establishment of Chinese characteristics of "double" teacher standard system, "double"

teacher training training system, "double" teacher evaluation system, improve our "double" teachers team construction level, the construction of a veritable "double" teachers. All education departments should pay attention to the new situation and problems in the reform and development of vocational education, be innovative and proactive. The reform of vocational education is the supply-side reform of talent training. Only by continuously deepening the supply-side reform of vocational education and increasing the construction of "double-qualified" teachers, can we better adapt to the call of the great mission of the rise of the Chinese nation.

5.2. Implement the National Vocational Education Reform Plan and Balance Quality and Quantity

Building a "double-qualified" teacher workforce must start from the source. Over the years, ministries such as the State Council and the Ministry of Education have issued multiple documents requiring local education departments to effectively implement the requirements of the national vocational education reform implementation plan in vocational education work. This includes requiring relevant work experience and vocational abilities as prerequisites for vocational college professional course teachers. However, in the implementation process, many local education departments and vocational colleges have shown deficiencies and problems in executing national policies, regulations, and supervision. Many vocational colleges do not strictly adhere to the requirements of the Ministry of Education when hiring new teachers. Furthermore, in teacher title evaluations, many local education departments and vocational colleges disregard relevant regulations of the Ministry of Education, still using "only diplomas, only theses, only hats, only identities, and only awards" as the basis for teacher title evaluations. They have also failed to develop a suitable title review plan for "double-qualified" teachers, which has constrained the professional development of "double-qualified" teachers in vocational colleges and greatly harmed the rights and interests of these teachers. This is inconsistent with the requirements of the state for the construction of a "double-qualified" teacher workforce.[9]

The reform plan formulated by the four ministries clearly states that these "stubborn diseases" must be eradicated to create a favorable growth environment for "double-qualified" teachers and to ensure that the social work and industry experience of teachers are given more weight in the evaluation criteria for vocational college "double-qualified" teacher title evaluations. It also advocates for abandoning the criteria for teacher title evaluations of research-oriented colleges and applying them to vocational college "double-qualified" teachers. Government administration and education departments should formulate a series of measures and operational norms for "double-qualified" teachers from the policy and institutional levels, ranging from teacher training to qualification certification to teacher management. They should also use big data technology to establish a data platform for vocational college teachers, increase efforts in building the vocational college "double-qualified" teacher workforce, and ensure that vocational education is not misnamed. Only with a truly "double-qualified" teacher workforce can vocational education live up to its name.

To fundamentally distinguish vocational education from general education, it is necessary to correctly handle the relationship between "double-qualified" teachers and other "non-double-qualified" teachers in terms of quality and quantity. This can change the current situation of vocational college teacher title evaluations and teacher composition. It is imperative to eliminate the erroneous practice of blindly regarding "double-certified" teachers as "double-qualified" teachers and focusing solely on quantity rather than quality. The vocational education reform implementation plan clearly states: "Starting from 2019, teachers in vocational colleges and applied undergraduate colleges in relevant majors should be recruited openly from individuals with more than 3 years of enterprise work experience and with a higher vocational education level." [10]

The National Vocational Education Reform Implementation Plan issued by the State Council is an important top-level design and policy norm for deepening vocational education reform. It must be effectively implemented by local governments, education departments, and vocational colleges.

5.3. Establish a Diverse Training Framework with Vocational Technical Normal Colleges as the Main Body

The training and development of "double-qualified" teachers in higher vocational colleges should follow the development law of education and vocational education, combine the growth environment and laws of teachers, give play to the main role of vocational and technical normal colleges, focus on the integration of industry and education, school-enterprise cooperation, multi-level development, and multiple guidance. Modern social and economic development of strong crossover, vocational education and ordinary education important difference lies in the characteristics of the "crossover" strong, we will apply cross-border concept to "double" teachers, to industry, enterprise post skills and new technology demand as the main line, focus on "double" teachers' professional skills, professional quality training and training, build schools and enterprises of "double" teachers training mechanism and mode, on the content of the training beyond the classroom teaching and enterprise practice, build vocational education "double" teacher training, teaching fusion, cooperation multiple training new pattern.

5.4. Optimize "Fixed Positions + Mobile Positions" Mechanism for "Dual-Teacher" Teacher Team Resource Allocation

The Education Department and vocational colleges are enhancing the "double" teacher resource allocation, aiming to improve the "fixed post + floating post" mechanism. They are implementing the "Modern Industry Tutor Distinguished Post Plan" to promote the flow between "fixed post + hillock," enhancing the structure and capabilities of the professional teaching team. They are also opening channels for high-level technical personnel from industry enterprises to teach, facilitating the integration of enterprise engineering and technical personnel, skilled workers, and vocational college teachers to construct a "double" teaching team. Each education department and vocational college is developing a special training mechanism for "double" teachers, aiming to break down the barriers for vocational schools to recruit teachers, increase cooperation with large enterprises and industry-leading enterprises, and cultivate a high-quality team of "double" teachers with sufficient specialists, reasonable structure, and excellent business quality, teaching, and practical abilities.

6. Conclusion

To cultivate high-quality skilled and technical talents for the rise of the nation and the rejuvenation of the nation is a necessity for deepening vocational education reform and the future development strategy of the country. The construction of the "dual-teacher" teacher team is systematic and extensive, requiring a comprehensive and coordinated effort to fundamentally change the current situation where vocational education talent cultivation cannot adapt well to the country's modernization development. It is essential to work together from top to bottom, with one part planning and nine parts implementation.

In terms of policy support, institutional construction, and innovative training, efforts should be made to significantly enhance the construction level of high-quality "dual-teacher" teacher teams in vocational education. Striving to create a team of high-quality "dual-teacher" teachers with noble professional ethics, superb skills, reasonable structure, and vitality. This team will contribute to the cultivation of "national artisans," building a first-class "dual-teacher" teacher team and fulfilling the great mission of advancing the country through science and education in the new wave of vocational

education reform.

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