

Thinking about the Management of Dual-Teacher Team Construction in Higher Vocational Education

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Keywords: Higher Vocational Education, Dual-Teacher Team Building, Management

Abstract: The dual-teacher teacher is proposed to solve the contradiction problem between school education and vocational education, its a vocational education terminology, dual-teacher teacher team construction is a systematic and comprehensive project, it is proposed on the basis of vocational education 20, need each school to strengthen the dual-teacher team construction, so as to meet the needs of students in school students, leaving school employment. In order to ensure the achievement of this education goal, education departments have jointly issued relevant documents and policies, aiming to promote the integration of industry and education, school-enterprise cooperation, and do the basic work of cultivating professional certification, strict access to teacher qualifications, establishing a professional standard system for teachers, improving the evaluation criteria for certification, building a professional practice platform, forming teaching teams, deepening the reform of VET teacher education, and improving the training system. With this comprehensive design and planning, we can effectively build a "dual-teacher" teaching team to meet the needs of higher vocational education. This paper focuses on the management of dual-teacher team building in higher vocational education.

1. Introduction

In the new era, higher vocational institutions need to clarify their own responsibilities, actively implement and enforce the spirit of documents such as "Opinions of the State Council of the CPC Central Committee on Comprehensively Deepening the Reform of Teacher Construction in the New Era" and "Implementation Plan of National Vocational Education Reform" proposed by the Education Conference, and do a good job in building a double-teacher team for higher vocational education. According to its actual situation, it scientifically makes programs and plans, specifies specific construction tasks, and sets up training bases according to relevant requirements. In addition, schools need to scientifically analyze the problems in the process of dual-teacher teacher team construction, strengthen the whole process management according to specific, improve the relevant system, and implement the construction tasks fundamentally. Higher vocational education is a knowledge-intensive and highly specialized subject, and teachers need to have strong comprehensive ability and creativity when they are engaged in teaching. However, there are quite a few outstanding problems in China's secondary vocational schools. For example, the unbalanced teachers' team; the rigid teacher-student relationship and the difficulty in evaluating students'

performance of students, all these phenomena show that there is a great lack of a high-quality talent team in the development of higher vocational institutions in China at present. Therefore, how to strengthen the construction of dual-teacher personnel in higher vocational education has become a top priority. This paper takes "how to build a professional teacher team" as the research object, and the management of "dual-teacher" teachers as the research content, through literature method, interview survey and other methods to investigate the current situation of the development of vocational education in China. In this paper, we analyze the problems and challenges in the development of secondary vocational education in China through literature and interviews.

2. Implement Professional Certification and Strengthen the Construction of "Dual-Teacher" Teacher Training System

Professional certification refers to the process of pre-service and post-graduation continuing education for students in higher vocational institutions according to the corresponding standards set by the state, taking into account the actual situation of the institution. It has a strong practical, relevant and practical value. Therefore, it is necessary to strengthen the skill identification ability cultivation system of senior teacher construction personnel and student management training mechanism combined to form a dual management team model to improve the overall quality level of the teaching team. Higher vocational institutions need to clarify the essential requirements of teacher education work and do a good job of teacher training as the core of the development of education. Through teacher education and training to effectively improve the professional quality of teachers, and actively implement the spirit of the documents jointly issued by the Party Central Committee and the State Council, which is used to strengthen the construction of teachers and continuously improve the overall quality and level of the teaching force, in order to highlight their teaching strengths and advantages. Higher vocational institutions need to do the following two things according to the 12 requirements of vocational education teachers. First, improve the institution system, strengthen teaching capacity, create double-class vocational and technical colleges and double-class vocational and technical divisional majors, enhance learning and learning, form an institution system with ministry-affiliated institutions as the leader, provincial universities as the backbone, and local and general colleges as the foundation, and strengthen vocational education capacity building [1]. Through school-enterprise cooperation, special vocational-technical professional competence training centers are created. Second, improve the vocational and technical education personnel training system according to the development needs of modern vocational education system construction. On the basis of vocational and technical education, it is necessary to encourage universities to expand the scope of vocational and technical education and the enrollment scale of professional master's degree in education, focus on cultivating doctoral students in vocational and technical education, explore the cultivation mode of vocational and technical education talents, and urge universities to join with industries to jointly cultivate high "double-teacher type" teachers. In addition, we need to actively train vocational education students at multiple levels and across specialties to meet the needs of secondary vocational schools, specialized vocational education, undergraduate vocational education, and the construction of a "dual-teacher" teaching force for applied undergraduate programs.

Teacher training and education is the source of motivation for the construction of the education team, the level of teacher training and training is directly related to the level of vocational education teacher team construction, in order to improve the quality of personnel training, the implementation of the access system at the same time [2] . According to the national promulgation of professional certification standards for vocational and technical education, vocational colleges and universities are certified, so as to improve the professional access standards of vocational colleges and

universities, and regulate the professional schooling and teaching activities of vocational colleges and universities. Fundamentally, it will improve the quality of the construction of the teaching force, improve the competitive pressure of employment for students in vocational colleges, and achieve the revitalization and development of vocational education. For vocational education professional certification activities, it is necessary to adhere to the certification principles of "student-centered, output-oriented and continuous improvement", scientifically implement the three-level certification system, create first-class, high-quality majors and strengthen the construction of first-class majors, and the specific certification system is shown below. The positioning of the first level of accreditation needs to be based on the requirements of professional operation, which requires each vocational college to strengthen all aspects of investment to meet the requirements of operation. The second level of certification is located in the need to improve the quality of talent training as a requirement, each vocational college needs to strengthen the professional content construction, to ensure that the quality of professional teaching standards. The third level of certification is located in the need to focus on high-quality majors, establish the concept of quality, build first-class majors, so as to play a leading role in reform and innovation, service development and international connection, and finally create a vocational education with China's characteristics and meet the world standard [3].

3. Improve the Teacher Standard System and Promote the Construction of a "Dual-Teacher" Teacher Team

The Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) proposes the construction of a dual-teacher team with teacher qualification standards in line with the characteristics of vocational education. In this regard, it is necessary to ensure that teachers in vocational education institutions have the appropriate professional qualifications, so as to lay the foundation for the construction of a "dual-teacher" teaching force. It is found that the qualification of teachers in vocational colleges and universities is restricted to a single academic level, and there are no relevant majors involved. For this phenomenon, China needs to pay more attention, according to the specific situation of each region to scientifically set up teacher qualifications, the development and knowledge of national standards, provincial examinations, county management and the management system of school employment, then to take into account the small size of vocational colleges and universities, inadequate conditions, many types of specialties, different specialties have different teaching standards [4]. Some of them have more enrollment and some have less enrollment, based on which the state has not yet issued the relevant teacher qualification standards, for the vocational school teacher qualification examination of the written part of the general secondary school examination content. In order to better implement the "two types of education, equally important" and other related teacher training requirements at a later stage, the standards of the vocational school teacher qualification examination are improved, and the examination standards are used to highlight the dual-teacher quality requirements of teachers in vocational colleges, to improve the teachers' comprehensive practical skills in addition to their basic teaching skills.

Teacher qualification is the basic condition for teachers to successfully enter vocational colleges and universities to teach and educate people. In order to better cultivate dual-teacher teachers in vocational colleges and universities, it is necessary to strengthen the quality training of teachers and realize the reform and innovation of teacher admission system. In this regard, China's education department requires graduates with vocational skills level certificates in relevant majors in the early stage, and for teachers of relevant majors in vocational colleges and applied undergraduate colleges, they need to have more than 3 years of working experience in enterprises and have senior-level

education or above if they want to teach. For these teachers need to participate in the unified, open recruitment held by the state. At a later stage, in addition to the "dual-teacher" vocational and technical teacher training graduates, the recruitment of fresh graduates who do not have more than 3 years of experience in the industry, or some special high-skilled personnel can be appropriately relaxed education. According to the specific requirements of the "12 Articles of Vocational Education Teachers", secondary and higher vocational schools are required to strictly follow the system in the recruitment and recruitment of teachers, but it is found that only higher vocational institutions and applied undergraduate institutions have implemented the system, and teachers in secondary vocational institutions are rarely involved. Teachers in higher vocational institutions usually obtain their entry qualifications through professional training and assessment after joining the profession, which indicates that China has relaxed the academic requirements for teacher entry and appointment [5].

Teachers are the core force for education and teaching work to be carried out, the basic resource for education development, the main body responsible for education and teaching reform, and the quality of education is directly related to the status and type of teachers. The current vocational institutions in education and teaching work continue to explore the teacher examination system in line with national teaching standards, and actively implement the "Professional Standards for Teachers in Secondary Vocational Schools (Trial)", "Professional Standards for Principals of Secondary Vocational Schools" through demonstration. The implementation and practice of this standard effectively improves teachers' professional competence and development, guides teaching behavior and improves teaching management ability, which is mainly determined by the characteristics and types of vocational education itself and can meet the basic needs of dual-teacher teacher team construction. In this regard, vocational colleges and universities need to further develop and improve the system of professional standards for teachers in a hierarchical and categorical manner, revise it in accordance with the development of the times and the requirements of modern education, constantly innovate and amend the Professional Standards for Teachers in Secondary Vocational Schools (Trial) and the Professional Standards for Principals of Secondary Vocational Schools, and actively explore new professional standards for teachers in line with their own actual situation and future development to ensure that the professional system for teachers involves public, professional and practical courses [6] .

4. Deepen the Reform of VET Teacher Education and Cultivate "Dual-Teacher" Teachers in All Aspects

With the continuous development of education, various vocational institutions in China have also actively drawn on the relevant experiences of other schools, aiming to promote the transformation of teachers in terms of their educational roles, status and functions. Teacher education specifically includes vocational system education, induction training and on-the-job education, etc. It promotes teachers' professional development through different stages of education, and effectively strengthens the efforts to build a dual-teacher teaching force. According to the relevant requirements, vocational colleges and universities also need to actively train and introduce a number of dual-teacher teachers, and they also need to strengthen their investment in the professional qualification certification of vocational and technical education, innovate the talent training mode, strengthen the reform, continuously improve the mechanism and program of collaborative talent training between government and enterprises. Education reform is the main initiative to cultivate a dual-teacher teaching force, which is the main goal of future development. In order to better achieve this goal, it is necessary to strengthen the training efforts, strengthen the investment, grasp the focus of talent training work, scientific research based on the existing teacher

team's enterprise practice experience and professional education situation. Actively explore education models and enterprise practice systems that meet their own characteristics, and optimize the assessment and selection process for educational internships, so as to better serve the growth of teachers [7]. In addition, vocational colleges need to clarify the direction and requirements, create a platform for teachers' enterprise practice, innovate teacher training methods, enrich the content, scientifically formulate plans, fundamentally improve the quality of teachers, and continuously reform the system of teachers' enterprise practice. For professional teachers, it is necessary to actively participate in enterprise practice and -internship base training through various ways, so as to improve the training content of the dual-teacher team, innovate methods and paths, and finally cultivate a high-quality dual-teacher team with proper teacher morality, teacher style, high skill level, combined professional and part-time, and strong innovation awareness.

5. Improve the Evaluation and Recognition System of Vocational Education Teachers and Strengthen the Construction of "Dual-Teacher" Teachers

In China, the evaluation system is the top priority in the construction of dual-teacher team in vocational education, and its main contents include: title assessment and appointment system. The first thing to improve is the evaluation standard. At present, the performance evaluation of vocational teachers in higher vocational colleges and universities is mostly in the form of "moral and talent" or "education + ability (bachelor degree or above) + achievement". Such a single indicator can hardly reflect the actual knowledge and skills gap of higher vocational students in the process of school learning and development, nor can it accurately reflect their value orientation; secondly, the performance evaluation criteria for teachers are not scientific enough. In this situation, higher education institutions must develop a reasonable and feasible assessment system based on "moral, ability" and "learning and emotion". In the current information age, all institutions are actively reforming their talent evaluation and assessment systems. As we enter a new era, the country continues to improve the talent evaluation system, and the "Guidance on Classifying and Promoting the Reform of Talent Evaluation Mechanism" was issued, further suggesting the need to cultivate "double-teacher" teachers to meet the development needs of modern vocational education. According to the requirements for the assessment of professional theoretical knowledge and practical skills, vocational colleges and universities need to develop evaluation standards for "dual-teacher" teachers, take industry and enterprises as the main evaluation subjects, focusing on the evaluation and assessment of teachers' professionalism, professional teaching ability and front-line practical experience. For the evaluation and recognition of "double-teacher" teachers, China's key vocational colleges started early, and several cities have participated in the later implementation and developed their own qualification standards for double-teacher teachers, but for higher vocational colleges, there are no clear national regulations and no unified standards. The evaluation criteria for dual-teacher teachers are developed and implemented based on the operation of vocational institutions and the audit and assessment evaluation index system alone. Through the analysis of the specific implementation in each region, it is found that there are still insufficient theoretical bases and complex index evaluation systems. In this regard, vocational colleges need to pay more attention to this issue, make continuous improvements, and actively explore the evaluation criteria for dual-teacher teachers that meet their actual situation according to the relevant requirements and their actual development. According to the existing teacher recognition standards, we should revise and improve them, focus on the assessment of teachers' theoretical and practical teaching abilities, reform the existing assessment and evaluation standards, so that the quality assessment standards reflecting skill levels and professional teaching abilities should also be incorporated into the teacher assessment and evaluation system, thus forming a "dual-teacher"

evaluation and assessment mechanism with the diversified participation of vocational colleges, industry enterprises and training and evaluation organizations. The evaluation and assessment mechanism of "dual-teacher" teachers is formed with the participation of vocational colleges, industry enterprises and training evaluation organizations. Under this mechanism, teachers' teacher ethics, craftsmanship and teaching ability should also be evaluated as key elements of the title evaluation.

6. Create a "Double Undred and Double Thousand" Teachers Practice Platform, Professional Practice to Cultivate "Double Teacher" Comprehensive Quality

According to the requirements of "Several Opinions on Deepening the Integration of Industry and Education", each vocational college needs to actively implement the deep integration of industry and education and school-enterprise cooperation. According to their own level of schooling and actual situation joint large enterprises actively fund the construction of dual-teacher teacher training base, and explore the dual-teacher mechanism jointly trained by vocational colleges and industries and enterprises. The Law of the People's Republic of China on Teachers clearly states that teachers have the responsibility of education, further highlighting the status and role of teachers, and in sociology defines occupations as general occupations and professional occupations, where professional occupations mean that practitioners need to have certain professional knowledge and skills, which requires continuous learning and active participation in training. However, China has not yet developed a teacher qualification system based on the characteristics and circumstances of vocational education, which has led to serious restrictions on students entering vocational schools, and documents issued by various regions vary greatly, but all clearly highlight the need for dual-teacher teachers to participate in enterprise practice for their professional development. In order to meet the above requirements, it is necessary to strengthen the creation of enterprise practice platforms and for each institution to create mentor workshops in conjunction with enterprises, so as to effectively play a driving and guiding role in actively training dual-teacher teachers. Through this platform to continuously improve the professional ability and level of teachers, constantly improve the school-enterprise cooperation system and environment, through the studio and set up a technology innovation and service center, the Strengthen the transformation of new technological achievements of enterprises, better serve to train dual-teacher teachers.

7. Establish a Two-Way Exchange Mechanism Between Schools and Enterprises to Build a "Dual-Teacher" Structured Teaching Team

Vocational education is a highly practical expertise, therefore, teachers should not only have a solid theoretical foundation, proficiency in teaching materials and teaching methods and students' knowledge and skills in their teaching work, but they also need a certain amount of experience with corresponding subject background or related industries. At present, many higher vocational institutions have started to pay attention to the school-enterprise cooperation mechanism and established their own school dual-teacher team construction management model system and operation methods and so on, and achieved remarkable results. 1) Strengthen the role of pre-vocational guidance through in-school teacher training, strengthen professional education and vocational teacher training, and establish a sound pre-vocational training system to promote the development of "dual-teacher" teacher team. 2) Focus on the combination of practical ability and application skills on the basis of constructing talents resources in higher vocational colleges. Combine theoretical learning and practice, and teach with the purpose of improving students' comprehensive quality. Through school-enterprise cooperation and other ways to realize the engineering alternation mode to improve the overall level and professionalism of the enterprise

management team; strengthen the training of vocational education teachers, strengthen the role of pre-vocational guidance, and promote the rapid updating and upgrading of the teaching staff.

In conclusion, vocational institutions need to realize that the integration of industry-education and school-enterprise cooperation is the essential requirement of vocational education, and therefore must be integrated into the basic education system. The process of integration needs to strengthen the reform and innovation of the traditional education system, decentralize authority, and shift the management of the dual-teacher teaching force toward service to ensure clear employment autonomy for vocational colleges. Actively create a multi-level, all-round and comprehensive management mechanism for the public assessment and recruitment of skilled personnel, and improve the management of the appointment of part-time teachers. At the same time, vocational institutions also need to arrange personnel scientifically, do a good job of personnel reserves, develop a personnel system management system, strengthen the reform of the traditional system, and develop a new mechanism of "fixed post + mobile post" teacher resource allocation. According to their actual situation and characteristics, they should optimize the post structure, scientifically set up posts, and increase the number of senior and middle-level posts. In addition, it is necessary to set up special positions, develop and implement a plan for special positions for industrial instructors, strengthen the management of part-time teachers, and improve the system of introducing highly skilled personnel into vocational schools to teach. In this regard, senior technical talents, professional post holders, excellent managers and leaders can be hired from enterprises to motivate them to actively introduce part-time teachers into schools, so as to effectively play the role and value of enterprises in the training of dual-teacher teams. In addition, higher vocational institutions need to jointly establish engineers, curriculum development, practical teaching and skill training workshops with central enterprises, state-owned enterprises and large private enterprises. Based on the cooperation between schools and enterprises, teacher development centers are set up to strengthen cooperation in joint training of teachers and employees and transformation of technical achievements. Through faculty development, we drive enterprise development and mobilize enterprise employees to actively conduct scientific research. Ultimately, it will promote enterprise technology upgrading and product development, so that it can better serve the school and achieve a win-win situation for both enterprises and schools.

8. Conclusions

In the new era, it has become the consensus of higher vocational education to build up teachers' team, and strengthening the quality of "dual-teacher" teachers in higher vocational colleges is the basis for improving the core competence of higher vocational colleges. Considering that the construction of high-quality "dual-teacher" teachers is a systematic project, the training process of "dual-teacher" teachers is complicated and some of them involve the coordination among government departments, so we cannot apply a model, let alone a "one-size-fits-all" model. The training process of "dual-teacher" teachers is complicated, and some of them involve coordination among government departments. Therefore, institutions of higher education should start from the actual situation of our school, combine with the local and regional economic development, and seriously formulate practical plans, so that the work can really be put into practice.

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