

Research on Construction Route of “Double Qualified” Teachers in Higher Vocational Colleges

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Abstract: With the continuous development of Higher Vocational Education in China, the construction of "double qualified" teachers has been paid more and more attention by the Department of Vocational Education and the government, and the expectation of "double qualified" teachers from all walks of life is also higher and higher. In view of the problems existing in the construction of "double qualified" teachers in higher vocational colleges, this paper puts forward new ideas for the construction of "double qualified" teachers team in Higher Vocational Colleges from the aspects of identification standard, training mode, assessment and evaluation, security system, etc.

1. The Necessity of the Construction of "Double Qualified" Teachers in Higher Vocational Colleges

1.1 The Party and the Government Attach Great Importance to it

The implementation plan of national vocational education reform (GF [2019] No.4) proposes that "multiple measures should be taken simultaneously to create a ‘double qualified’ teacher team. "By 2022, "double qualification" teachers in higher vocational colleges will account for more than half of the total number of professional teachers. "The teachers of National higher vocational colleges teaching innovation team construction plan" (teacher letter [2019] No. 4) also proposed that through the construction and promotion of teachers' teaching innovation team, the national higher vocational colleges should strengthen the construction of high-quality "double qualified" teachers. In August 2019, the Ministry of education and other four departments issued the implementation plan for deepening the reform of the construction of "double qualified" teachers in Vocational Education in the new era (GF [2019] No. 6). It is pointed out that after 5-10 years, a high-quality "double qualification" teacher team with noble morality, exquisite skills, full-time and part-time work, and full of vitality has been basically built.

1.2 The Urgent Needs of Vocational Education Development

As an important part of the national education system and human resources development, vocational education shoulders the important responsibilities of cultivating diversified talents, inheriting technical skills, and promoting employment and entrepreneurship. It is a talent training base from "made in China" to "created in China". The cultivation of talents is inseparable from teachers, and the construction of "double qualified" teachers is the key to improve teaching quality, accelerate the modernization of vocational education, and cultivate more technical and applied talents.

1.3 The Needs of Personnel Training in the New Era

At present, socialism with Chinese characteristics has entered a new era, and the demand for talents, especially high-quality skilled talents, is increasing. This requires that vocational education must create a qualified "double qualified" teacher team, and meet the social demand for high-quality and high skilled labor talents by improving the quality of talent supply. Therefore, "double qualified" teachers play an important role in personnel training in the new era.

1.4 The Needs of Teachers' Self Development

Teachers in higher vocational colleges should realize their own value and be good teachers with students' satisfaction. They should not only have solid theoretical knowledge, but also have proficient practical operation skills. Only in this way can they be proficient in teaching, and their sense of achievement and mission can be realized.

2. Problems in the Construction of "Double Qualified" Teachers in Higher Vocational Colleges

2.1 Lack of a Unified Identification Standard

At present, most higher vocational colleges determine whether they are "double qualified" teachers according to their own needs. For example, some of them are "double ability" standards. If teachers can take theoretical courses and practical courses, they will be identified as "Double Teachers"; if they have "double certificate" standards, they will be recognized as "double qualified teachers" as long as they have both teacher qualification certificate and professional qualification certificate; some are "ability + experience" standard, and teachers can take theoretical courses, If there are enterprise training or working experience, they will be regarded as "double qualification"; there are also "ability + certificate + experience" standard. We should be able to take both theoretical and practical courses. We should have both teachers' and professional qualifications, as well as working experience in enterprises to be recognized as "double qualified teachers".

2.2 The Training Path is Single and the Pertinence is Not Strong

At present, the recruitment of teachers in Higher Vocational Colleges basically refers to ordinary colleges and universities, that is, "trial lecture" or "defense", and the requirements for academic qualifications are relatively high. Basically, they all require graduate education, which restricts the introduction of "double qualified" teachers to a certain extent. On the other hand, limited by the standards of "double qualified" teachers recognized by most higher vocational colleges, most of them only look at whether they have professional qualification certificates, Therefore, the training for qualification certificate is more, and the specialized training skills are relatively less.

2.3 The Evaluation System Is Not Perfect

At present, the assessment and evaluation of "double qualified" teachers in most higher vocational colleges adopts the "identification" system. The responsibilities of "double qualified" teachers are not clear; the evaluation indicators are not specific; the evaluation results have more subjective standards and less objective standards.

3. On Construction Route of "Double Qualified" Teachers in Higher Vocational Colleges

3.1 Clarify the Connotation of "Double Qualification" Teachers in Higher Vocational Colleges

In higher vocational colleges, due to the different courses teachers teach, teachers are divided into Ideological and political course teachers, basic courses teachers, professional basic courses teachers, professional courses teachers; according to the "identity" in the post, they can also be

divided into full-time teachers, part-time teachers, etc. Therefore, the identification of "double qualified" teachers can not cover all teachers. Based on this consideration, "double qualified" teachers refer to full-time and part-time professional teachers with theoretical and practical teaching ability.

3.2 Constructing the Standard System of "Progressive" and "Double Qualified" Teachers

The identification of "double qualified" teachers should not be one-off, but should be in accordance with the requirements of "theoretical teaching ability and practical teaching ability", in the order of new teachers → qualified teachers → junior teachers → intermediate teachers → senior teachers, The qualification of certification should include teacher qualification certificate, academic certificate, professional qualification certificate, teaching workload, actual work experience, professional title, professional ethics (hereinafter referred to as teacher's Ethics), professional knowledge, professional skills and other elements. Among them, "teacher's ethics" is a necessary condition, and one vote veto is implemented. Teachers' qualification certificate, academic certificate, vocational qualification certificate and enterprise working experience are the basic conditions, while professional knowledge, professional skills, teaching workload, education and teaching ability, guiding students' practice ability, teaching and scientific research ability, transformation of scientific and technological achievements and technological innovation are expansion conditions.

3.3 Constructing the Training Mode of Teachers in Different Levels and Types

In order to ensure the individual growth of "double qualified" teachers, a teacher grading training mode is established under the premise of five-year full staff rotation training.

3.3.1 New Teacher Training

Schools can carry out different training in two types according to the actual situation. First, a one-year educational probation period should be set up for new teachers who have working experience in enterprises, technical skills certificates and strong operational ability. By means of school-based training, young tutor system, participation in collective lesson preparation and class listening, we can strengthen the training of pedagogy, educational psychology, teachers' professional ethics, teachers' professional quality, teachers' behavior standards, education and teaching philosophy, teaching methods, curriculum design and other contents, so that they can not only do, but also teach, so as to lay the foundation for cultivating "double qualified" teachers; Second, for the new teachers who have no practical experience or work experience in enterprises, they can set up a one-year internship. During the internship period, new teachers are encouraged to go deep into the front line of enterprises connected with colleges and universities, and be familiar with enterprise rules and regulations, production process, recruitment demand, professional technology practical application and equipment maintenance operation requirements, so as to increase the practical experience of new teachers, and realize the purpose of combining theoretical knowledge teaching with practical ability training in teaching.

3.3.2 In Service Teacher Training

According to the different types of new teachers, qualified teachers, junior teachers, intermediate teachers, senior teachers and so on, the overall design includes vocational education teaching ability training, professional training, academic degree training, temporary post, inter school communication, overseas (Overseas) research and other contents of module training, to promote the comprehensive quality and professional ability of teachers of all categories and levels.

3.3.3 Part Time Teacher Training

Part time teachers mainly refer to the engineering and technical personnel, high skilled talents and skilled craftsmen introduced and employed from enterprises. The training should be carried out from two aspects, one is the cultivation of teachers' role consciousness. Through special topic teaching, classroom observation, teaching discussion, visit and investigation, we carry out curriculum training with pedagogy, psychology, ideological and political education in Colleges and universities, higher vocational education theory, education and teaching skills, and school history and school situation as the main contents, so as to strengthen the part-time teachers' consciousness of "teacher" role; the second is the training of teaching skills. It mainly aims at offering courses design, teaching methods, classroom organization and student management, information teaching and other training for enterprise part-time teachers.

3.4. Establishing a Dynamic Evaluation System with the Participation of Schools and Enterprises

In the development of vocational education, the assessment of teachers must be a dynamic and continuous development process. Therefore, no matter what level of "double qualification" teachers are recognized, they can enjoy it for life. They can carry out regular assessment and build a dynamic assessment and evaluation system of "up and down". The first is to build a multi-party evaluation system involving industry enterprises, higher vocational colleges and the third-party Vocational Teachers' quality evaluation institutions. The second is that the assessment content should be classified according to different types of recognition standards, such as new teachers, qualified teachers, junior teachers, intermediate teachers and senior teachers. The third is to implement the difference evaluation between full-time and part-time jobs. The paper distinguishes the "double qualified" teachers in the school from the part-time "double qualified" teachers outside the school, and evaluates the workload and contribution degree according to their post responsibilities.

3.5 Improve the Support and Guarantee System for the Construction of Teachers' Team

In order to ensure the full implementation of the construction of "double qualified" teachers, it is necessary to give full play to the leading role of the government, improve the practical ability of schools, and enhance the support of enterprises. The "three body linkage" will improve the support and guarantee system for the construction of "double qualified" teachers.

In short, in order to create a "double qualified" teacher team that meets the needs of talent cultivation in higher vocational colleges, it is necessary to integrate the strength of the government, enterprises and schools, improve the assessment and evaluation system, clarify the identification criteria, and improve the training system, so as to gradually establish a "double qualified" teacher with both high theoretical teaching level and strong practical ability, Promote the organic integration of education chain, talent chain and industry chain, and realize the modernization of vocational education with Chinese characteristics.

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