

On The Construction of High Quality “Double Qualified” Teachers in Vocational Education Under the Background of “Teachers, Teaching Materials and Teaching Methods” Reform

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Abstract

Focusing on the construction of high-quality “double qualified” teachers in the context of the reform of vocational education teachers, teaching materials and teaching methods, this paper analyzes the current situation of vocational education teachers, and points out the problems in the source and scale, structure and team building, and the construction of “double qualified” teachers. Research and implement the spirit of the National Vocational Education Reform Implementation Plan and the Reform Implementation Plan for Deepening the Construction of the “Double qualified” Teacher Team of Vocational Education in the New Era, and explore the construction path of the high-quality “double qualified” teacher team of vocational education.

Keywords

Reform of “teachers; Teaching materials and teaching methods”; Vocational education; High quality; Double qualified teachers.

1. Introduction

Since 2019, China's vocational education reform has been comprehensively promoted, and the development of vocational education has entered a new era. The State Council issued the Implementation Plan of the National Vocational Education Reform, and the Ministry of Education issued the Implementation Plan of Deepening the Construction of the “Double qualified” Teaching Staff of Vocational Education in the New Era. Vice Premier Sun Chunlan stressed at the national teleconference on deepening the reform of vocational education, that all vocational colleges and universities around the country should seriously implement the reform plan of vocational education and increase the reform of teachers, teaching materials and teaching methods.

For the vocational education sector, the reform of teachers, teaching materials and teaching methods has always been a basic element throughout the whole process of education and teaching, and an important factor affecting the quality of personnel training. To deepen the reform is to further focus on the weak links, further integrate the enterprise, the spirit of craftsman, information technology development and other elements of the times, and meet the urgent requirements of economic restructuring and industrial transformation and upgrading on vocational education reform.

Teachers are the main body in the reform, and teachers are the key to answering the question of “who will teach”. Only by first solving the question of “who will teach”, can we rely on the main body to further plan “what to teach” and “how to teach”.

In the reform, teachers are the elements of “people”, with subjective initiative and creativity. Teaching materials and teaching methods are the “achievements” elements of “people” after hard work, reflecting teachers’ ability and level. The reform of teachers, teaching materials and teaching methods should be strengthened, and the reform around teachers is naturally the primary focus.

2. The Present Situation and Existing Problems of Vocational Education Teachers

In order to get the right direction, clarify the path and measures, and find scientific and feasible methods for reform, the prerequisite is to objectively and comprehensively find out the existing problems. On the whole, there are common problems in the source and quantity, structure and ability, and the construction of “double qualified” teachers in vocational colleges in China.

2.1. The source of teachers is relatively single, the number and scale are insufficient

The teaching staff of vocational colleges is basically dominated by graduates of ordinary colleges and universities. In recent years, the proportion of masters and doctors has been increasing, and the introduction of personnel with enterprise experience is gradually increasing. However, on the whole, the current situation of “from school to school” and “academic personnel training applied talents” has largely restricted the high-level development of vocational education. On the other hand, the enrollment scale of vocational colleges is expanding year by year. Taking the higher vocational enrollment data of the Ministry of Education as an example, the number of enrollment has increased slightly from 3.484 million in 2015 to 3.689 million in 2018. In 2018, the number of students in higher vocational colleges reached 11.337 million, and in 2019, the enrollment of higher vocational colleges increased significantly by 1 million, accounting for more than half of higher education. From the perspective of the scale of the teaching staff of higher vocational education, based on the data of the Ministry of Education in 2018, the number of full-time teachers in higher vocational colleges is 498000. According to the student teacher ratio of 18:1, the number of teachers in the gap is 132000. If one million students are recruited in 2019, 55000 teachers must be added to basically complete the course teaching. If considering the natural reduction of teachers, about 65000 teachers will be added to fill the gap. It is obvious that there is a large mismatch between the enrollment scale and the number of students at school and the size of teachers in vocational colleges. The number of teachers in vocational colleges cannot meet the needs of the reform, innovation and development of vocational education in China.

2.2. Unreasonable structure and insufficient construction of teachers' team

The unreasonable structure of vocational teachers is mainly reflected in age, academic background, proportion of full-time and part-time teachers, etc. In terms of the age structure of the teaching staff, there is a relatively obvious “fault” phenomenon. From the perspective of Suzhou and even Jiangsu, many vocational colleges, especially higher vocational colleges, introduced a large number of young teachers just out of school due to the need of concentrated upgrading scale expansion that year, making the number of teachers at this age level very large. The age structure of teachers in the whole college is seriously unbalanced, and experienced middle-aged backbone teachers are particularly scarce. This kind of age structure problem not only directly affects the training of young teachers, the improvement of teaching experience, the allocation of soft and hard resources, but also brings drastic visible results to the school for their personal development, the promotion of professional titles, and even the future centralized retirement. In terms of academic relationship structure, the problem of “inbreeding” is widespread not only in vocational colleges, but also in the whole domestic colleges and universities. It is difficult for full-time teachers to have distinctive sources, disciplines, academic and research styles. Similar academic backgrounds are more likely to cause vision limitation and cooperation solidification, which will inevitably affect the quality of talent training and the stimulation of team vitality. In terms of the proportion of full-time and part-time teachers, high-level part-time teachers are just statistical data. Their sources, benefits and policies need to be implemented in the reform. At the same time, the communication and mutual help between full-

time teachers and part-time teachers in professional teaching and skills practice are also problems that must be solved. In particular, due to the performance management of vocational colleges, the construction of vocational education teacher team is relatively weak at this stage. The phenomenon of teachers fighting alone in the fields of curriculum, teaching materials, teaching and research is relatively obvious, which not only causes the shortcomings of low level of teachers' achievements and slow personal growth, but also makes it difficult to form a good atmosphere of concentrated efforts to overcome difficulties and work together for reform and innovation. The development and improvement of teachers, students and schools are hindered and restricted.

2.3. There are not many methods and efforts to build a “double qualified” teaching team

Vocational education is a type of education for training technical and skilled personnel. The “double qualified” teacher team that understands theory, can practice, can teach, is good at practice, and is proficient in profession and application is the key to running vocational education well, and is also the key and difficult point of the reform. However, from the current situation, the training of “double qualified” teachers is just a pain point. Vocational colleges are weak in terms of teacher introduction, school enterprise cooperation, integration of production and education, assessment mechanism, training system, etc., and their own methods and policy support are not much. In the construction of the “double qualified” teacher team, the path of introducing full-time and part-time teachers from enterprises is not smooth and attractive. The team model of enterprise personnel and vocational college teachers participating in vocational education research and practice is unclear, and teachers bear very heavy teaching tasks, so it is difficult to have time to go to enterprises to participate in long-term training. The teachers themselves lack practical work experience and are insufficient in teaching students practical skills. The vocational school teachers' training in enterprises is not enough, and the ability to solve practical problems for enterprises is not enough. The enthusiasm of teachers' academic research is greater than the tendency to improve professional skills and quality, which is difficult to change in a short time. Under the overall perspective, the systematic, classified and personalized design of the training of “double qualified” teachers in vocational colleges is missing, and the teacher evaluation, incentive and assessment mechanism, title promotion system, etc. are difficult to reflect the guidance, innovation and strength different from ordinary higher education. These problems are the weak points of the construction and development of “double qualified” teachers in vocational education in China, and reform is imperative.

3. The Way To Build A High Quality “Double Qualified” Teacher Team in Vocational Education

In the reform of “teachers, teaching materials and teaching methods”, there is no doubt that the goal of vocational education teachers' reform is to create a truly high-quality “double qualified” teacher team. The Implementation Plan for National Vocational Education Reform and the Implementation Plan for Deepening the Reform of the “Double qualified” Teacher Team Construction of Vocational Education in the New Era put forward specific requirements for the fields and contents of the reform. Under such a framework, vocational colleges should plan their own paths in a targeted and creative way, and use efficient and implementable measures to achieve the reform goals.

3.1. School Enterprise cooperation, two-way flow of import and export

The National Vocational Education Reform Implementation Plan clearly states that “from 2019 onwards, vocational colleges and application-oriented undergraduate colleges will, in principle, recruit teachers in relevant majors from those who have more than 3 years of enterprise work

experience and have higher vocational education or above. Special highly skilled talents (including those with higher vocational qualification) can appropriately relax the educational requirements, and will not be recruited from fresh graduates since 2020." "We will establish and improve the methods for vocational colleges to independently employ part-time teachers, and promote two-way flow of enterprise engineers and technicians, highly skilled personnel, and vocational college teachers." This requires vocational colleges to have the goal and method of introducing talents, to formulate talent introduction and recruitment system, to be able to find craftsmen and masters hidden deep in the enterprise, to be able to achieve the introduction or for our own use, and to solve the source, structure, professional and technical capabilities and other shortcomings of the teaching staff. Vocational colleges must take the road of deepening school enterprise cooperation, instead of unilaterally asking for talents. While trying to introduce enterprise talents, they should focus on the concerns of enterprises. The high-level talents represented by doctors in colleges and universities can flexibly become enterprise employees, flexibly and innovatively realize the separation of ownership and use of talents, and realize the two-way flow of talent resources between schools and enterprises.

3.2. Implement the plan of improving teachers' quality according to local conditions

The National Vocational Education Reform Implementation Plan points out that the quality improvement plan for teachers in vocational colleges should be implemented, and the quality improvement should be achieved by means of "double qualified" teacher training bases, enterprises or training bases in a 5-year cycle of all staff rotation training.

Specific to each vocational college, the plan of the school should be well designed and implemented according to local conditions because of different regions, foundations and conditions. In the quality improvement plan, we can comprehensively understand that quality is not only "professional" quality, but also "ideological and political" quality improvement should be seamlessly integrated into it, so as to create a team of "four haves" and "double qualified" vocational education teachers with both morality and technology. In terms of improving the ideological and political quality, we should establish a regular learning mechanism and carefully design the learning content, establish the evaluation system of teachers' ethics and combine rewards with punishments, create an exemplary brand, establish a sense of ceremony and advocate positive energy. In terms of professional quality improvement, we will establish a "mixed" professional teaching team, introduce some non professional teachers and enterprise part-time teachers in the team, form the advantages of interdisciplinary, professional technology and general skills integration and penetration, select and give priority to the training of professional leaders, define the team's 3-5 year construction plan, and implement it step by step. Formulate teacher training plans, form a training system based on the idea of targeted breakthrough under the guidance of the overall goal, with division of labor and direction, and do not pursue the omnipotence of everyone. Firmly follow the path of school enterprise cooperation and integration of production and education, arrange teachers to enter the enterprise for practice for no less than 3 months off the job by semester, and provide a good management and evaluation system. Strengthen international exchanges, improve the international perspective, and assign professional leaders, backbone teachers, young teachers to study abroad (overseas) selectively and hierarchically.

3.3. Improve the mechanism and activate the endogenous power of teacher development

It is necessary to establish and improve the identification system of "double qualified" teachers, which should not be based on the level of professional titles or the level of skill certificates, but on the comprehensive performance of enterprise evaluation, skill level, teaching ability and practice. We should establish and improve the training methods for "double qualified" teachers,

jointly cultivate them with enterprises, benchmark colleges and universities, and provide substantial support in terms of policies and funds. We should establish and improve the teacher appointment and professional title system, highlight the performance orientation of teaching, practice and social services, and highlight the identification of “double qualification” and performance evaluation elements, not just papers and projects. It is necessary to reform the internal post performance salary system, and incline to key posts, professional backbones and teaching front-line, and to “double qualified” teachers. We should reform the evaluation system of teachers' teaching quality, combine the evaluation of students, peers, supervisors and leaders with teachers' teaching process and achievements, and combine teachers' contribution to the construction of their own majors and their personal practical skills. It is necessary to establish a management method for the introduction of high-level and highly skilled talents in enterprises and the flexible export of high-level talents in schools, so as to promote the two-way flow and part-time work of talents in schools and enterprises. We should improve the methods for teachers to study abroad, focus on supporting professional leaders and “double qualified” backbone teachers, and fully activate the internal motivation for teachers' self-development and self-improvement.

4. Conclusion

The reform of “teachers, teaching materials and teaching methods” is the requirement of the times of vocational education reform. The reform of teachers is the key to the reform of “teachers, teaching materials and teaching methods”. The construction of high-quality “double qualified” teachers is the key to the reform of teachers. The Implementation Plan for Deepening the Reform of the Construction of “Double qualified” Teachers in Vocational Education in the New Era puts forward that “highlighting the combination of the individual growth of “double qualified” teachers and the construction of “double qualified” teaching teams, improving teachers' education and teaching ability and professional practice ability, optimizing the structure of full-time and part-time teachers, and vigorously improving the construction level of “double qualified” teachers in vocational colleges. This is our goal, which requires vocational colleges to really use their brains and think of ways to help vocational education reform and innovative development.

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