

# Research on Enhancing the Quality of Dual-Teacher Educator Workforce Development in Higher Education Institutions within the Chengdu-Chongqing Economic Circle Context

Shiqi Teng\*, Mengting Yuan

School of Management, Sichuan University of Science & Engineering, Zigong, Sichuan, 643000, China

## Abstract

In the dynamic economic environment of the Chengdu-Chongqing Economic Circle, the demand for high-quality dual-teacher educators in higher education institutions has significantly increased. This research explores strategies to enhance the quality of dual-teacher educator workforce development in this unique regional context. Seven key areas for improvement have been identified, including the establishment of school-enterprise cooperation platforms, intensifying research for tailored training programs, innovating training methodologies, aligning with professional communities for region-specific initiatives, revolutionizing management mechanisms for branded teacher training projects, leveraging existing teacher training center platforms, and intensifying follow-up and evaluation measures. This paper provides detailed recommendations for each key area, underscores the integration of these recommendations into a comprehensive approach, and outlines strategies for effective implementation. By addressing the distinct challenges and opportunities within the Chengdu-Chongqing Economic Circle, this research aims to contribute to the enhancement of educator quality, ultimately preparing students for success in the region's vibrant economy.

## Keywords

Chengdu-Chongqing Economic Circle, Dual-Teacher Educators, Higher Education Institutions, Quality Enhancement.

## 1. Introduction

In the rapidly evolving landscape of higher education, the cultivation of an adaptable and highly qualified teaching workforce is of paramount importance. This becomes even more significant within the dynamic and economically vibrant context of the Chengdu-Chongqing Economic Circle. The role of educators in higher education institutions goes beyond the traditional dissemination of knowledge; it encompasses the dual-task of imparting academic expertise and practical skills, contributing to the region's economic development. This paper delves into a critical aspect of this educational equation—the development and enhancement of dual-qualified educators, often referred to as "Dual-Teachers."

The term "Dual-Teacher" implies individuals who possess qualifications in both academic knowledge and practical, real-world experience, allowing them to bridge the gap between theory and application, a crucial need in today's competitive global environment. The Chengdu-Chongqing Economic Circle, characterized by its rapid economic growth and industrial diversification, demands a robust educator workforce equipped to deliver an enriched educational experience that aligns with the evolving needs of the region.

This research project focuses on the challenges and opportunities in building a high-quality Dual-Teacher educator workforce in higher education institutions within the Chengdu-Chongqing Economic Circle. By examining the current state of educator teams, identifying areas

of improvement, and proposing innovative strategies, this study aims to contribute to the advancement of education, industry, and the overall economic development in this thriving region.

The research outline encompasses a thorough analysis of the existing landscape, seven key areas for improvement, and the subsequent recommendations and strategies to elevate the quality of the Dual-Teacher educator workforce. The journey toward cultivating a highly effective, adaptable, and multi-talented teaching cadre, perfectly aligned with the unique demands of the Chengdu-Chongqing Economic Circle, begins here.

## 2. The Unique Context of the Chengdu-Chongqing Economic Circle

"The unique context of the Chengdu-Chongqing Economic Circle" refers to the distinctive economic, geographical, and sociocultural conditions that define and set apart the region known as the Chengdu-Chongqing Economic Circle. This context is marked by several key features:

- (1) **Economic Dynamism:** The Chengdu-Chongqing Economic Circle is characterized by rapid economic growth, industrial diversification, and a vibrant business environment. It represents a significant economic hub in western China.
- (2) **Regional Integration:** The Circle comprises both Chengdu, the capital of Sichuan Province, and Chongqing, one of China's four direct-controlled municipalities. These two major cities and their surrounding areas are strategically integrated to drive economic development.
- (3) **Transportation Hub:** The region serves as a vital transportation and logistics hub due to its central location in China. This plays a crucial role in trade and connectivity.
- (4) **Cultural Diversity:** The Chengdu-Chongqing Economic Circle is home to a diverse range of cultures, languages, and traditions, reflecting the rich heritage of the region.
- (5) **Educational and Research Centers:** The presence of numerous universities and research institutions contributes to the region's intellectual capital and innovation capacity.
- (6) **Industry Specialization:** Various industries, including technology, manufacturing, logistics, and finance, have a significant presence in the region, contributing to economic diversity.
- (7) **Government Initiatives:** Government policies and initiatives are aimed at promoting economic growth, innovation, and regional development, making it a focal point for investment and development in western China.

Understanding the unique context of the Chengdu-Chongqing Economic Circle is essential when considering the demands and challenges related to dual-qualified educators, as it directly impacts the nature of education and workforce needs in this dynamic and rapidly evolving region.

## 3. The requirements set by the Chengdu-Chongqing Economic Circle for dual-teacher educators in the Chengdu-Chongqing region

On January 3, 2020, during the 6th meeting of the Central Committee for Financial and Economic Affairs, a call was made to promote the construction of the Chengdu-Chongqing Economic Circle, marking the initiation of the Chengdu-Chongqing Economic Circle era. To achieve the goals and objectives of the Chengdu-Chongqing Economic Circle, a significant number of highly skilled and quality technical professionals are required. Dual-qualified educators in vocational institutions play a pivotal role in the training of high-level, high-quality technical professionals. Therefore, the overall competence of dual-qualified educators directly affects the development level of the Chengdu-Chongqing Economic Circle. Consequently, dual-qualified educators hold a critical position in the construction of the Chengdu-Chongqing

Economic Circle, and as a result, the Economic Circle has outlined requirements for dual-qualified educators in vocational institutions in the Chengdu-Chongqing region.

The requirements set by the Chengdu-Chongqing Economic Circle for dual-teacher educators in the Chengdu-Chongqing region reflect a strategic approach to the development of an education system that can effectively address the evolving needs of the local and regional economy. These requirements underscore several crucial expectations and qualifications that dual-teacher educators are expected to possess.

(1) **Academic Proficiency:** Dual-teacher educators should demonstrate a strong academic foundation in their respective fields. They are expected to have a deep understanding of theoretical concepts and principles, which they can impart to students effectively.

(2) **Practical Expertise:** Equally important is their practical expertise. Dual-teacher educators are expected to have hands-on experience in their field, either through industry work, research, or professional practice. This practical knowledge equips them to relate academic concepts to real-world applications.

(3) **Industry Relevance:** In the context of the Chengdu-Chongqing Economic Circle, dual-teacher educators are required to stay current with industry trends and developments. They should be well-versed in the specific needs of local industries and be able to integrate these insights into their teaching.

(4) **Pedagogical Skills:** In addition to their subject matter expertise, dual-teacher educators are expected to possess effective pedagogical skills. They should be capable of delivering the curriculum in an engaging and interactive manner, facilitating student understanding and skill development.

(5) **Innovation and Adaptability:** The Chengdu-Chongqing Economic Circle places emphasis on innovation and adaptability. Dual-teacher educators are encouraged to innovate in their teaching methods, keeping pace with changing educational technologies and methodologies.

(6) **Cultural Competence:** Given the diversity of the region, cultural competence is crucial. Dual-teacher educators are expected to respect and understand the various cultural backgrounds of their students, fostering an inclusive and supportive learning environment.

(7) **Mentorship and Career Guidance:** Providing mentorship and career guidance to students is another vital requirement. Dual-teacher educators should be able to assist students in making informed decisions about their educational and career paths.

(8) **Commitment to Research:** Engaging in scholarly research is often expected. This not only enhances their own knowledge but also contributes to the development of the academic and professional communities in the region.

To achieve the national goals of the "Double Innovation" strategy and establish technology innovation centers in the Chengdu-Chongqing Economic Circle, there is a growing demand for high-level, high-quality, applied technical talents. This places significant expectations on the teaching workforce of vocational colleges since vocational educators play a pivotal role in nurturing such technical talents. The dual-qualified educator workforce represents the high-quality level of vocational college educators. The quality of this workforce directly influences the quality of technical talent development, the construction and development of the dual-city economic circle, and the effectiveness of innovation and entrepreneurship development strategies. Therefore, the task of cultivating dual-qualified educators is urgent and cannot be delayed.

From a horizontal perspective, China exhibits a staggered development pattern from east to central to west in terms of GDP, urbanization rates, and education quality. The eastern regions surpass the central and western regions significantly in terms of economic development and the quality of education. Looking vertically, the disparities in China's economic and educational development are also reflected in urban and rural development. China has long experienced a

significant gap between the development levels of urban and rural areas. Therefore, this intersecting development pattern results in extreme imbalances in higher education development.

As the Chengdu-Chongqing region, with the fastest development and highest quality in the central and western regions, aims to change this situation, the construction of dual-qualified educators plays a crucial role. Dual-qualified educators should adapt to the current development situation in a context-specific manner, align with the development characteristics of the Chengdu-Chongqing region, promote the supply-demand balance within vocational education, deepen structural reforms in vocational education within the region, and facilitate the integration of vocational education with the regional economy.

As the primary force responsible for nurturing outstanding technical talents that society requires, dual-qualified educators possess a service-oriented attribute in their teaching work. Therefore, for dual-qualified educators to fulfill their teaching responsibilities, they must have the ability to serve society. To contribute to the construction and development of the Chengdu-Chongqing Economic Circle, dual-qualified educators in vocational colleges must first enhance their theoretical knowledge and practical skills. Through the fusion of theory and practice, dual-qualified educators collaborate with industry professionals to establish core departments such as technology research and development centers and technology promotion centers. This, in turn, promotes the Chengdu-Chongqing Economic Circle to advance along a path of distinctive development and in the direction of high quality and high standards.

These requirements reflect the unique demands of the Chengdu-Chongqing Economic Circle, which relies on a well-prepared and adaptable workforce to drive economic growth and innovation. Dual-teacher educators play a pivotal role in ensuring that students graduate with both theoretical knowledge and practical skills, effectively contributing to the local and regional economy.

#### **4. Challenges in Building a Dual-Qualified Educator Workforce in the Chengdu-Chongqing Economic Circle Context**

In the context of the Chengdu-Chongqing Economic Circle, several challenges emerge in establishing a dual-qualified educator workforce, which combines academic expertise with practical experience. These challenges are crucial to address to ensure the effectiveness of this educator model in meeting the unique demands of the region.

(1) **Recruitment and Retention:** Attracting and retaining educators with both academic and practical qualifications can be challenging. The demand for such professionals is often high, and competition among institutions can be fierce.

(2) **Pedagogical Training:** Dual-qualified educators need training in effective teaching methodologies. Having practical experience doesn't necessarily equate to being an effective educator. Institutions must invest in professional development for these educators.

(3) **Balancing Academic and Practical Roles:** Striking the right balance between the academic and practical aspects of their role can be a challenge. Educators may struggle to integrate real-world experiences into their teaching effectively.

(4) **Resource Constraints:** Providing the necessary resources for hands-on, practical education can be resource-intensive. Institutions may face challenges in offering state-of-the-art facilities and tools.

(5) **Curriculum Development:** Developing curricula that integrate academic and practical elements cohesively can be complex. It requires careful planning and continuous revision to ensure relevance.

(6) **Industry Collaboration:** Building and maintaining strong ties with local industries for practical training opportunities can be challenging, particularly in highly competitive economic zones like Chengdu-Chongqing.

(7) **Adaptability to Rapid Change:** The Chengdu-Chongqing Economic Circle is marked by dynamic economic shifts and technological advancements. Dual-qualified educators must remain adaptable to keep curricula up-to-date.

(8) **Standardization and Evaluation:** Ensuring the quality and consistency of dual-qualified education programs and assessing their effectiveness can pose difficulties.

(9) **Mentoring and Support:** Dual-qualified educators often serve as mentors. Providing the necessary support and mentorship resources can be a challenge for educational institutions.

(10) **Cultural and Regional Sensitivity:** Given the diversity of the region, educators need to be sensitive to cultural differences. Tailoring education to the specific needs of local communities is essential.

These challenges underscore the complexities of establishing and maintaining a dual-qualified educator workforce within the unique context of the Chengdu-Chongqing Economic Circle. Addressing these issues is vital to maximize the benefits of this educator model in preparing students for the regional workforce.

## **5. Strategies for Building a Dual-Qualified Educator Workforce in the Context of the Chengdu-Chongqing Economic Circle**

In response to the unique challenges and opportunities presented by the Chengdu-Chongqing Economic Circle, a set of strategies is proposed for the development of a dual-qualified educator workforce:

(1) **Tailored Professional Development Programs:** Design and implement tailored professional development programs for educators. These programs should combine advanced academic training with practical, real-world experience, aligning with the specific needs of the region's industries and sectors.

(2) **Industry-Academia Collaboration:** Foster stronger collaboration between educational institutions and local industries. Develop partnerships, internships, and cooperative projects that enable educators to gain firsthand experience in the workplace, ensuring their curriculum remains relevant and up-to-date.

(3) **Curriculum Integration:** Integrate real-world case studies, industry projects, and hands-on experiences into the educational curriculum. This approach helps bridge the gap between theory and practice, ensuring that students are well-prepared for their future careers.

(4) **Continuous Professional Development:** Encourage educators to engage in lifelong learning and professional development. Offer incentives for educators to stay current with industry trends and emerging technologies through workshops, seminars, and further education.

(5) **Quality Assurance and Assessment:** Implement robust quality assurance measures to evaluate and continually improve the quality of dual-qualified educator programs. Regular assessments, feedback mechanisms, and industry input should be used to maintain program effectiveness.

(6) **Mentorship and Guidance:** Establish mentorship programs connecting experienced dual-qualified educators with those who are newer to the field. This peer support and guidance system can help educators navigate the unique demands of the Chengdu-Chongqing Economic Circle.

(7) **Resource Allocation:** Allocate adequate resources for the development and maintenance of state-of-the-art facilities, technology, and equipment, ensuring that dual-qualified educators have the tools needed for effective teaching.

(8) Community Engagement: Engage with local communities, educational institutions, and government bodies to create a supportive environment for dual-qualified educator development. This can involve public awareness campaigns, partnerships with local government initiatives, and active involvement in community outreach.

These strategies are designed to address the specific needs of the Chengdu-Chongqing Economic Circle, with a focus on developing a highly skilled and adaptable dual-qualified educator workforce that can meet the demands of the region's dynamic economic landscape.

## 6. Conclusion

In summary, in the context of the Chengdu-Chongqing Economic Circle, the development of a dual-qualified educator workforce is of paramount importance. Building this workforce is not only a top priority for advancing the level and quality of vocational education in the Chengdu-Chongqing region, but it is also a critical strategy for accelerating the pace and quality of development in the Chengdu-Chongqing Economic Circle. Therefore, given the background of economic development in the Chengdu-Chongqing region, it is imperative to focus on and make breakthroughs in the development of dual-qualified educators in vocational institutions within the dual-city area. This can be achieved by adopting efficient and high-quality supply methods, enhancing educators' capacity for social engagement, and establishing an incentive system. These measures are essential to meet the development needs of the economic circle and to promote modern vocational education in the Chengdu-Chongqing region.

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