

# The Path to Enhance the Teaching Innovation Team of“Double-position”Teachers in Higher Vocational Colleges from the Perspective of“Double High”

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**Abstract:** The construction of“double-position”teachers’teaching innovation team in higher vocational colleges is an important measure to implement the spirit of national vocational education reform and development,promote the professional growth of teachers in higher vocational colleges,and a key reform measure to build high-level higher vocational schools and professional groups with Chinese characteristics.At present,the construction of“double-position”teachers’teaching innovation team has entered a stage of rapid development,but there are still some problems to be solved.From the current practice of“double-position”teachers’teaching innovation team construction in higher vocational colleges,there are some problems in the composition of team members,teachers,organization and management.In order to promote the sustainable and healthy development of the teaching innovation team construction of“double-position”teachers in higher vocational colleges under the“double-high”Plan,a comprehensive and systematic analysis and research on the current construction of“double-position”teachers’teaching innovation team in higher vocational colleges should be carried out from a scientific perspective.

**Keywords:** “Double high”;Vocational colleges;Public basic courses;“Double-position”teachers;Innovation team

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## Fund Project:

This paper is a study on“the construction of teaching innovation teams for‘double-position’teachers in vocational colleges from the perspective of‘double-high’”,which was launched by the Education Department of Ningxia Hui Autonomous Region in 2020. (Host:Zhang Hongmei)

With the continuous adjustment of national policies,the construction of“double-position”teachers’innovation team has become an important task in the education and teaching reform of higher vocational colleges.“Double-position”means that the teacher has both solid theoretical knowledge and strong practical ability.Under the“double high”vision,higher vocational colleges need to further strengthen the construction of“double-position”teachers’teaching innovation team in order to improve the quality of education and teaching and the level of talent training.The Outline of the National Medium and Long-term Education Reform and Development Plan clearly states that it is necessary to strengthen the construction of vocational education teachers,improve their practical ability and education and teaching level,strengthen the construction of vocational education teachers,and train a group of“double-position”teachers with practical experience.It also puts forward that we should strengthen the construction of vocational education teachers and improve their practical ability and teaching level.

## 1. Difficulties Faced by the Construction of“Double-position”Teachers in Higher Vocational Colleges

At present,the status quo of“double-position”teachers in higher vocational colleges is positive on the whole,but there are also some problems and challenges.On the one hand,many higher vocational colleges have begun to pay attention to the training and introduction of“double-position”teachers to improve their practical ability and education and teaching level.By cooperating with enterprises,establishing practice teaching bases,and inviting industry experts to teach,many colleges and universities provide

opportunities for teachers to practice and improve the quality of teachers. On the other hand, the proportion of "double-position" teachers in higher vocational colleges is still low, and many teachers lack enough practical experience in practical work. In addition, there are also some problems in the system of teacher title evaluation and performance appraisal, which may lead to teachers paying too much attention to "soft indicators" such as papers and scientific research projects in their work, while ignoring the improvement of practical ability and education and teaching ability, which affects the quality of teaching.

### **1.1 It is not sound enough that the organization and management mechanism**

The purpose of the construction of "double-position" teachers' teaching innovation team in higher vocational colleges is to train high-quality technical talents who meet the needs of social development, and its essential requirement is to build a platform for teachers' professional development and a platform and mechanism conducive to teachers' growth and success. However, from the current practice of "double-position" teachers' teaching innovation team construction in higher vocational colleges, the lack of sound organization and management mechanism leads to the lack of cooperation and communication among team members and the lack of ideological collision, which affects the quality and effect of "double-position" teachers' teaching innovation team construction<sup>[1]</sup>.

### **1.2 The structure of teaching staff needs to be further adjusted**

With the change of the demand for talents in economic and social development, the current situation of "double-position" teachers in higher vocational colleges has shown some shortcomings. The demand is increasing for "double-position" teachers in higher vocational colleges, but the number of "double-position" teachers cannot meet the demand. Although most of the "double-position" teachers have theoretical knowledge, there are still shortcomings in practical ability. The main problems are as follows: Firstly, under the background of "double-high Plan", the construction of "double-position" teachers' teaching innovation team in higher vocational colleges has entered a stage of rapid development, but in the construction process, higher vocational colleges are also faced with the problem of unreasonable structure of teaching staff; Secondly, in the process of teacher team construction, some schools have set up a group of "double-position" teacher teaching innovation teams through introduction or talent introduction, but their team members are mostly academic and theoretical, and lack practical experience; Thirdly, the number of double-position teachers in the teaching team structure of some higher vocational colleges cannot meet the needs of talent training. Therefore, the construction of "double-position" teachers' teaching innovation team in higher vocational colleges should take the structure optimization as the direction.

### **1.3 The composition of team members needs to be optimized**

The construction of "double-position" teachers' teaching innovation team in higher vocational colleges is mainly to improve the professional ability, teaching level and occupational quality of the teachers in higher vocational colleges, and to promote the professional growth of teachers. From the current construction of "double-position" teachers' teaching innovation team in higher vocational colleges, the composition of the members has certain particularity, most of them have experience in enterprise practice or enterprise work. However, in the actual operation, due to the lack of understanding of the significance of the teaching innovation team construction of "double-position" teachers, some team members have some problems in the cooperation process<sup>[2]</sup>.

### **1.4 Practical teaching ability needs to be improved**

Due to the nature and task of higher vocational colleges, practical teaching resources are relatively limited, which affects the improvement of practical ability of "double-position" teachers to a certain extent. "Double-position" teachers often face more challenges in the process of career development, such as limited promotion opportunities, limited career development space, etc., which affects the work enthusiasm and career development of "double-position" teachers to some extent. Although the national and local governments have issued a series of policies to support the training of "double-position" teachers, various reasons, such as limited training resources and insufficient training time, have affected the training effect of "double-position" teachers to a certain extent. At present, the evaluation system of "double-position" teachers mainly focuses on theoretical knowledge and ignores the importance of practical ability, which affects the work enthusiasm and career development of "double-position" teachers to a certain extent.

## **2. Improvement Path for "Double-position" Teacher Innovation Team**

In the construction of "double high" in higher vocational colleges, it is the key to improve the construction of "double-position" teachers' teaching innovation team.

### **2.1 One is to improve performance incentive mechanism**

The future development direction should focus on establishing and improving the organization and management mechanism and improving the efficiency of team cooperation. Establishing an incentive mechanism oriented to improving the quality of education and teaching, such as setting up teaching achievement awards, teaching quality excellence awards, etc., is to encourage teachers to actively

participate in education and teaching reform. It should be reformed that the professional title evaluation and performance appraisal systems to encourage “double-position” teachers to improve their practical ability and teaching level. Through the establishment of industry-university-research cooperation mechanism, the “double-position” teachers can better understand the needs of the industry and improve the quality of talent training.

## **2.2 Two is to adjust the structure of teaching staff**

The future development direction of the teaching staff in higher vocational colleges should focus on adjusting the structure of the teaching staff to make the ratio of theoretical teachers and practical teachers more reasonable. Adjusting the ratio of theoretical teachers and practical teachers in the team can effectively solve the problem of structural imbalance in the actual teaching of “double-position” teachers. It is necessary to change the problem of blocked talent channels for enterprises to introduce experienced technical personnel and business backbones from enterprises or industries, and supplement them into the teaching team, forming a “double-position” teacher-teaching innovation team with technical backbones, industry experts, and full-time teachers.

## **2.3 Three is to optimize team composition**

At present, the team members of the “double-position” teachers in higher vocational colleges are mainly composed of teachers with certain theoretical knowledge, but lack of teachers with practical experience and skills. It leads to limitations in the team’s ability to solve practical problems. Efforts should be made to introduce teachers with practical experience and skills, and optimize the composition of team members. The cooperation and communication within the “double-position” teacher team should be strengthened to improve the overall teaching level of the team by holding regular teaching seminars and sharing teaching experience and other methods.

## **2.4 Four is to improve practical teaching ability**

Investment should be increased to introduce industry experts and college teachers with rich practical experience and high academic level, and form a “double-position” teacher team with industry experts with rich practical experience and college teachers with high academic level as the main body<sup>[3]</sup>. Regular training courses, seminars and other forms can improve the practical ability and education and teaching level of “double-position” teachers. Strengthening the training of teachers’ education and teaching ability can improve teachers’ education and teaching ability by carrying out activities such as teaching ability competition, teaching observation and teaching discussion, etc.

Under the vision of “double high” Plan, the construction of “double-position” teachers’ teaching innovation team in higher vocational colleges faces many challenges and problems. We should deeply optimize the composition of team members, adjust the structure of the teaching staff, improve the organization and management mechanism, enhance the sense of teamwork of teachers, carry out in-depth cooperation between schools and enterprises, and mobilize the enthusiasm of enterprises to participate in school-enterprise cooperation.

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