

The Exploration of the Way to Improve the Construction of the Contingent of Double-qualified Teachers under the Background of the “Double High Plan”

Lin Bi, Shuai Zhu

Shandong Drug and Food Vocational College, Weihai 264210, Shandong, China.

Abstract: The report of the 19th National Congress of the Communist Party of China clearly supports the precise reform and development of vocational colleges, and the realization of the “Double High Plan” is an important measure to promote the innovation and development of vocational education. Teachers, as an important subject of the education and teaching activities of vocational colleges, are the main content of the implementation and development of the “Double High Plan” to optimize the construction of the teaching team. Therefore, by analyzing the current situation of the construction of the teaching team under the background of the double-high plan, an effective way to improve the construction of the double-qualified teacher team is proposed, which aims to achieve the purpose of improving the comprehensive ability of the professional teaching team.

Keywords: Double High Plan; Double Teachers; Construction Path

In recent years, based on the needs of social development, my country has proposed to establish a high-level vocational school and professional construction plan with Chinese characteristics, and clarified the goals and directions of vocational colleges and backbone professional construction. In the process of achieving this plan, it must be able to build a team of high-level double-qualified teachers with sufficient numbers, combined professional and concurrent, and reasonable structure. In response to this country, the guiding principles and development requirements for the construction of dual-qualified teachers have been successively issued, which provides a positive direction for the future development of vocational college teachers, and thus puts forward an effective path for the construction and improvement of dual-qualified teachers. The details are as follows^[1].

1. The current situation of the construction of double-qualified teachers under the background of the double-high plan

1.1 Under the background of the double high plan, the scale and structure of double-qualified teachers is incomplete

In the context of the double-high plan, vocational colleges have launched a series of teacher team building methods, which have also improved the plight of traditional teachers. For example, the number of teachers in vocational colleges has gradually increased. But in fact, the requirements for the implementation of the existing teachers’ comprehensive quality double-high plan are far different.

First, the number of double-qualified teachers is not large enough to meet the demand for training technical talents under the background of double-high. At present, the faculty of higher vocational colleges is expanding, and relevant state departments have also introduced corresponding measures to encourage and support more high-quality talents to participate in vocational education activities. However, a large number of these teachers are directly engaged in teacher work after graduating from school. Therefore, although they have high professional theoretical knowledge, they lack practical skills and practical

experience, and it is difficult to achieve teaching activities and standards for the number of “dual-teacher” teachers in higher vocational colleges in China.

Second, the structure of dual-qualified teachers is unreasonable and does not meet the structural development needs of various professional groups in vocational colleges under the background of dual-high. Although the “dual-qualified” teacher team in my country’s higher vocational colleges is gradually improving, but affected by the current teacher recruitment and teacher talent training model, the structure of the existing dual-qualified teacher team still has uneven development status. For example, the academic structure of the faculty of higher vocational colleges is not optimized enough, and there are fewer teachers with doctoral degrees, mainly based on undergraduate and postgraduate qualifications, which is difficult to meet the qualifications of dual-qualified teachers in higher vocational colleges at this stage claim. In addition, under the influence of the current teacher title management system, the double-qualified teacher team of higher vocational colleges shows more executive teachers, lacking professional leaders and backbone technical talents^[2].

1.2 The evaluation mechanism of double-qualified teachers under the double-high plan is unscientific

It can be said that in the context of the double high plan, higher requirements and guidance are provided for the training of dual-qualified teachers. The existing double-qualified teachers of vocational colleges still have insufficient quantity and low quality. In the final analysis, it is because the current system for the construction of dual-qualified teachers in higher vocational colleges is not optimized enough.

First, there is a lack of a dual-qualified teacher recruitment management system and a single channel for teacher training. According to the survey, the main sources of dual-qualified teachers in my country are social recruitment, school-enterprise joint training, and corporate recruitment, and the recruitment management method is relatively simple, resulting in the improvement of the teaching team’s ability only in theoretical or practical aspects. Unable to meet the construction needs of dual-qualified teachers. For example, recruiting teachers from companies and adopting part-time management methods can enrich the talent structure and comprehensive ability of dual-qualified teachers, but because part-time teachers have their own corporate jobs, and the management models adopted by schools and companies are different, resulting in limited energy that part-time teachers can provide in teaching activities and poor teaching effects.

Second, there is a lack of evaluation standards and qualification admission system for dual-qualified teachers. In the process of recruiting and cultivating the teaching team of vocational colleges, they all need to have a unified professional qualification access standard. Only in this way can they ensure the development of the comprehensive quality and ability of the dual-qualified teachers. At present, my country has not yet established a unified qualification access standard. The recruitment of teachers and even the qualification evaluation of the double-qualified teacher team are carried out based on the specific conditions of the school. The part-time teachers cultivated in this way have a weak sense of identity. Affected the development of the flow of teachers.

2. Exploration of the path for the construction and promotion of double-qualified teachers under the background of the double-high plan

2.1 Adopt the teacher training concept of hierarchical classification, and gradually build a team of dual-qualified teachers

In the context of the double-high plan, the problems faced by the double-qualified teacher team in the number and structure construction are ultimately due to the unclear understanding of the construction and cultivation of the double-qualified teacher team in higher vocational colleges, and the implementation of the double-high plan caused by unclear planning. This requires that we can start by optimizing the construction of the teaching team to improve the concept, and complete the sustainable development of the dual-qualified teaching team.

First, it is necessary to adopt a hierarchical thinking, and do a good job in the construction and cultivation of double-qualified teachers under the background of the double-high plan. The construction and promotion of the double-qualified teacher team under the background of the double-high plan is a gradual process and a long-term development plan. It is impossible to completely re-equip the vocational college teacher team in a short time. In this regard, higher vocational colleges must be able to have a hierarchical and classified talent training idea, and according to the school’s school goals, formulate a staged plan for the construction of a high-level double-qualified teacher team. For example, first formulate a long-term five-year

teacher team building goal, clarify the direction and content of the school's professional group development, sort out the current situation of the school's professional group teacher team, and then complete the short-term three-year or one-year talent Cultivate the construction goals, take corresponding measures, encourage teachers to play their own initiative, creativity and enthusiasm, and devote themselves to the improvement of the self-comprehensive ability of dual-qualified teachers.

Second, it is required to be able to adopt a classified training concept. In modern society, everyone's social identities are presenting complex and diverse developments. In the construction of dual-qualified teachers in vocational colleges, they will also face the complicated development of the identities of teachers. This should be based on the development of dual-qualified teachers. Identity characteristics, carry out classified comprehensive quality and ability improvement management, for example, for part-time teachers and full-time teachers, their career planning directions are different. Therefore, in the two types of double-qualified teachers' comprehensive quality optimization and improvement, different Incentive management means^[3].

2.2 Establish and improve a system for the construction and management of dual-qualified teachers to form a guarantee mechanism

In the guiding ideology for the construction and improvement of the team of dual-qualified teachers, if all planning plans can be implemented on the ground, it also requires the establishment of a corresponding management system to provide a guarantee for the construction and promotion of the dual-qualified teacher team.

First, it is necessary to establish a comprehensive quality and ability evaluation standard for professional teachers in line with the background of the double-high plan to provide a basic guarantee for the teacher training system. For example, there are differences in abilities and skills between dual-qualified teachers in higher vocational colleges. Schools need a team of dual-qualified teachers at various levels of ability. To complete the formulation of evaluation indicators for teachers at different levels, it can ensure that vocational colleges the school has a sufficient number of primary double-qualified teachers, intermediate double-qualified teachers, backbone teachers, and subject leaders.

Second, it is required to establish a modern management system for double-qualified teachers, which can attract more social talents to participate in the implementation of the double-high plan, and can also carry out more efficient management of these social talents. For example, by improving the relevant system of the integration of production and education, more corporate talents can be attracted to enter the teaching activities of vocational colleges, and these part-time personnel can reasonably handle the relationship between their own work and the part-time work of teachers. Pass on their rich theoretical knowledge and practical ability to students.

3. Conclusion

In summary, in the context of the Double High Plan, it provides the construction foundation, target direction and institutional support for the construction of the double-qualified teacher team. However, in the specific implementation, the construction of dual-qualified teachers in higher vocational colleges still faces development challenges. For example, the double-qualified teacher team cannot meet the "high-standard" standard, and is far from the double-high goal. Based on this, more fully grasp the advantages and characteristics of the double-high plan, and realize the optimization of the construction and promotion path of the double-qualified teacher team has become a top priority. At present, under the guidance of the double-high plan, the construction of a double-qualified teacher team can achieve innovative development from the ideological awareness of teacher team cultivation, the evaluation system of teacher team construction, and the training methods of teacher team construction. Fundamentally deepen the comprehensive ability of dual-qualified teachers.

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