

# On the Construction of Teachers in Different Roles Collaborative Education Model of Collegiate System with Employment-oriented -- A Case Study of Urban Vocational College of Sichuan

Jinjin Li

Urban Vocational College of Sichuan, 610000

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**Abstract:** This article is employment-oriented, this paper introduces the connotation of the Academy system teachers in different roles Collaborative education model and the importance of its construction. It also analyzes the problems existing in the implementation of the Academy system teachers in different roles Collaborative education model, and puts forward the specific optimization measures aiming at employment. Construct the employment-oriented Academy system teachers in different roles Collaborative education model Through deepening school-enterprise cooperation, focusing on process, combining theory with practice, and customized training of high-skill and high-accomplishment compound talents, it is of great practical significance not only to the talent training needs under the current social and economic situation, but also to improve the employment rate and overall employment quality of vocational college students.

**Keywords:** Higher vocational colleges; Employment-oriented; College system; Collaborative education

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Education is a national priority. In order to make education meet the requirements of the development of the party and the national cause, the reform of the education cause has become urgent. The employment-oriented college system of higher vocational colleges is an important attempt to deepen the cooperation between schools and enterprises, the reform of educational practice and the realization of connotative development of vocational education. It is of great significance to improve the quality of vocational education personnel training.

## 1. The connotation of the employment-oriented college system teachers in different roles' cooperative education mode

Up to now, hundreds of colleges and universities in China have adopted the Academy system model of education, in order to match the characteristics of higher vocational students with weak theoretical foundation and willing to do practical work. The Urban Vocational College of Sichuan adopted the model of Academy system with teachers in different roles Collaborative education employment-oriented, teachers in different roles Collaborative education model, "teachers in different roles" are College-counsellor, Professional College -- professional tutor and Enterprise-Enterprise mentor. Counsellor, professional tutor and Enterprise mentor hereinafter referred to as the "teachers in different roles", Counsellor, professional tutor and enterprise mentor hereinafter referred to as the "teachers in different roles", With comprehensive graduation practice as the starting point, counselors are responsible for ideological guidance, professional mentors are responsible for academic guidance, and enterprise mentors are

responsible for consolidating vocational training. They can give full play to the respective advantages of the “teachers in different roles”, combine the demand of the employment market and the individual needs of students, and aim at improving the employment quality of graduates to form a joint educational force. Cultivate new compound talents in line with the needs of current social development and progress.

## **2. The importance of constructing the Academy system teachers in different roles cooperative education model**

In recent years, with the upgrading and transformation of the industry, the supply-side demand of the industry has changed, and the demand for complex talents with high skills and high quality is also increasing. It is an important means to combine the cooperation between enterprises and vocational colleges, effectively combine the dual advantages of industrial enterprises and vocational colleges, and cultivate talents in line with the needs of society and enterprises, which is to help vocational college graduates get employment. The education model of Academy system is an attempt to reform the cultivation of all-round and versatile talents in accordance with the law of education and paying attention to the needs of students and individualized training, aiming at the phenomenon of decoupling of the process of talent training for college students and the separation between classroom education and extracurricular education

The construction of Academy system teachers in different roles cooperative education model, with the combination of work and study, post practice and graduation comprehensive practice as the starting point, on the one hand, it can truly improve the comprehensive development of students' various abilities and cultivate all-round development of people. Practice the educational task of cultivating virtues and educating people; On the other hand, it can solve the urgent problem of “recruitment difficulties” existing in the current enterprises. By taking jobs as soon as students are enrolled, the employment cost of enterprises can be reduced, the acceptance degree of students to enterprises can be improved, and enough talent reserve can be provided for enterprises, which is conducive to promoting the participation of industries and enterprises in the whole process of vocational education talent training and improving the quality and pertinency of talent training. Therefore, it is of strategic significance to explore and establish the Academy system teachers in different roles cooperative education model to realize the school-enterprise win-win situation and the development of our country's current higher vocational education system.

## **3. Academy system teachers in different roles cooperative education model existing problems**

### **3.1 lack of contact ties, teachers in different roles are not closely connected**

At present, many school-enterprise partnerships are undiversified and their contents are not deep enough. Counsellor focused on student management and professional tutor focused on student course guidance and academic development. Some enterprise mentors even have vague self-positioning, limited to giving lectures to students, receiving internship visits, etc., without realizing that they are an important link in the process of talent training. The “teachers in different roles” lack of connection and communication platform, and they fight on their own, failing to form effective educational force.

### **3.2 The practice is difficult to land, theory and practice are disconnected**

Part of the cooperation between schools and enterprises is still limited to students visiting enterprises, conducting research, or enterprise personnel giving lectures at schools. Or, due to the limited number of students that can be absorbed by corresponding positions in enterprises, the internship positions of some students do not match their majors. In addition, part of the reason is that most enterprise tutors have high professional quality and are busy groups in the industry. I don't have the time to give my students detailed professional practice. The above reasons can lead to many students can not really get professional and comprehensive ability practice experience, theory and practice are disconnected, the teachers in different roles cooperation education is a mere formality.

### **3.3 The status of enterprises as the main participants is not clear, and their participation enthusiasm is not enough**

The ultimate goal of enterprises participating in college talent training is to improve their own economic benefits, while schools pay more attention to social benefits. Cost and benefit are the decisive variables affecting the degree of enterprises' participation in vocational education. The difference between schools and enterprises in the goal of talent training leads to the maximization of their own interests in the process of collaborative education. Schools tend to pursue the overall employment rate and employment quality of students, so they consciously pay more attention to students' future career adaptability. If students are allowed to acquire the

common core competitiveness in different enterprises, the enterprises may not be able to include most of the outstanding talents they have participated in training, which will greatly reduce the enthusiasm of enterprises to participate in the teachers in different roles Collaborative education.

## **4. Teachers in different roles Collaborative education model of Academy system with employment-oriented optimization path**

### **4.1 Creating effective links and deepening cooperation**

employment-oriented, starting from the combination of work and study, on-the-job internship and graduation comprehensive internship, we find an exchange platform with high participation of all parties in the industry. The teachers in different roles participate in the development of talent training programs, curriculum system and curriculum standards, and jointly develop teaching resources and construct teaching models. To deepen school-enterprise cooperation, the integration of industry and education and school-enterprise cooperation should be effectively implemented to the education level, so as to form a good situation of interaction and extensive participation of teachers and students inside and outside the school, and finally realize the goal of collaborative education that students' growth and talents serve the overall progress of economy and society.

### **4.2 Pay attention to process training, theory with practice**

Colleges design and build corresponding organization system, general curriculum system and activity system to improve students' professional quality. Enterprises and professional branches participate in and guide the design, organization and implementation of the whole students' professional quality improvement. By means of professional competitions or setting scholarships, enterprises can combine their own advantages and resources, make realistic case thinking for students, guide students to solve practical problems with theoretical knowledge and apply what they have learned to practice, so as to cultivate students' innovation awareness and innovation ability. I can also take students to participate in skill competitions, innovation and entrepreneurship competitions and provide technical services to help students realize the integration of theory and practice in the end.

### **4.3 Establish customized training mode**

The school should take the initiative to conduct full external research, select elite enterprises with great influence in the industry, strong employment intention of students and in line with the actual conditions of the school, and carry out cooperation on the basis of exploring their own advantageous resources and reaching an agreement on win-win points of school-enterprise cooperation. The school should make full use of the fact that enterprises and public institutions are in the front line and grasp timely and accurate characteristics of the development direction of the industry and the types of talents needed. Through the construction of a school-enterprise community of shared future, enterprises and schools jointly invest people and money, share risks and share benefits in talent training and resource construction. The benefit as the traction to promote all parties to strengthen the cooperation, students signed training agreement upon admission, talent training program customized design implementation, students after graduation meet the conditions to directly work in the employer, not only can fundamentally ensure the smooth access to talent employment, but also can improve the overall quality of employment of students.

## **5. Conclusion**

The teachers in different roles Collaborative education model of Academy system with employment-oriented is constructed to cultivate interdisciplinary talents with high skills and high accomplishment. It not only meets the needs of talent training under the current situation of social and economic development, but also has a very positive practical significance for improving the employment rate and overall employment quality of vocational college students.

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