

Analysis of the Current Situation of Triple Educational Reform in Secondary Vocational Schools

Fang Fang

Chongqing Economy and Trade Secondary Vocational, 402160, Chongqing

Abstract: Triple Educational Reform (reform in terms of teachers, teaching materials, and teaching methods) is a boom to which vocational institutions are currently committed. Focusing on secondary vocational schools, which are the foundation of vocational education, this paper analyzes the situation facing the reform of secondary vocational education by using SWOT with an aim to clarify ideas and seek development in this educational reform.

Keywords: Triple Educational Reform; SWOT

Triple Educational Reform is now in full swing in vocational institutions nationwide, and secondary vocational schools are no exception. The author takes secondary vocational schools in Chongqing as an example to analyze and try to find out the real situation of this educational reform.

1. Highlights of Triple Educational Reform in secondary vocational schools in Chongqing

1.1 Continuous promotion of Triple Educational Reform

The result-oriented Triple Educational Reform in secondary vocational schools in Chongqing has made great progress as evidenced by the acceptance of "Chongqing Dual High Standard Vocational School Building" in 2021 and the mid-term inspection result of "Chongqing Dual Excellence School Building" in 2022. Secondary vocational schools in Chongqing have made significant improvements in the quality of education, and the employment rate of students and the satisfaction rate of employers have climbed year after year. In 2022, secondary vocational schools in Chongqing ranked sixth nationally in the National Vocational College Skills Competition for students, stabilizing the good results for many years.

1.2 Significant progress in the teaching force

The Ministry of Education has currently established a total of 44 teaching innovation teams in secondary vocational schools, six of which are from secondary vocational schools in Chongqing. The strengthening of the teaching force is also reflected in the fact that more young teachers have achieved promotion through professional development. Eighteen secondary vocational school teachers from different districts, counties, and main urban areas have been promoted to associate high and high professionals according to the public announcement of the special talent title assessment issued by the Chongqing Human Resources and Social Security Bureau in 2022.

1.3 New highlights in the innovation of teaching materials

Take the evaluation of quality curriculum resources of secondary vocational schools organized by the Chongqing Academy of Education in November 2022 as an example, a total of 5,862 micro-course resources were submitted, of which 647 won first prizes, 1,543 won second prizes, and 2,066 won third prizes. The award-winning resources basically cover all secondary vocational schools in Chongqing. In addition, five courses from Chongqing's secondary vocational schools were selected in the national online quality course selection for vocational education in 2022. The number of finalists in the national teaching ability competition for teachers increased from 7 in 2021 to 9 in 2022, and the coverage of first prizes increased from 2 secondary vocational schools in 2021 to 4 in 2022. Behind these achievements are the active promotion of innovation in teaching modes and the continuous exploration of teaching methods by secondary vocational schools.

2. SWOT analysis of Triple Educational Reform in secondary vocational schools

Although Chongqing secondary vocational schools have achieved considerable progress and the overall situation of Triple Educational Reform is good, there are still some problems. In order to further clarify the situation facing the reform of secondary vocational education, SWOT analysis is applied to analyze the internal advantages and disadvantages, as well as opportunities and risks.

Internal advantages: Teachers' awareness of innovation is growing. For both title evaluation and promotion, secondary vocational schools now generally adopt a point system, where only teachers with more achievements can successfully lead the race, thus teachers with career pursuits are proactively thinking about how to accumulate more work points by developing teaching materials, publishing publications and participating in projects.

Disadvantages for development: Compared with higher vocational institutions, secondary vocational schools have fewer funds for school operation, and all secondary schools suffer from a shortage of teachers in different degrees, causing teachers to work at full capacity. In addition, school-enterprise collaborative education has become more difficult, and online cooperation during the epidemic period is less effective than offline in-person seminars, in particular, in-depth enterprise field learning is rare. The situation is starting to change in 2023, but noticeable changes are yet to come due to the short time since the epidemic was lifted.

Opportunities: Since the Ministry of Education launched the Action for Quality and Excellence in Vocational Institutions 2020, a series of policies and measures have been introduced locally in Chongqing. According to Chongqing's "Double Excellence Program" requirements, the increase in achievements in three years must be at least 20% on the original basis. It can be inferred that in 2023, the results of Triple Educational Reform in secondary vocational schools in Chongqing will be more fruitful. In November 2022, the application for Chongqing's teaching innovation team officially opened, and we will definitely see more outstanding secondary vocational teaching teams. The three-year development cycle is believed to surely lead the teaching force to a new height.

Risks: Despite the reawakening of the importance of vocational education as society changes, the social recognition of secondary vocational teachers is not high due to long-standing bias, so the teachers' internal motivation is affected and their understanding of the role of skills competitions is insufficient. Moreover, supporting policies also lag behind to some extent, for example, the long time-cycle for textbook development, strict publishing regulations, and complicated procedures also make it difficult for textbook innovation.

3. Suggestions for development

3.1 Unified understanding and strengthened guarantees

Triple Educational Reform is a long-term task, involving the whole teaching team. Every teacher in vocational schools should be deeply aware of the enormity of the task, rectify their attitudes, and take the initiative to seek and adapt to changes. Vocational institutions should build various platforms and provide corresponding guarantee measures, such as formulating a special system to motivate teachers to participate in teaching ability competitions to promote the accelerated development of the teaching force.

To make a breakthrough in reform and innovation in vocational education and achieve sustainable development, it is essential to establish and improve fundamental guarantee mechanisms for funding, teaching force, and educational standards. To reverse the current imbalance of investment in general education and vocational education, it is essential to increase investment in vocational education and continuously raise the fund allocated to each student. A system of admission and qualification standards for vocational teachers should be established. Continuous efforts should be made to reform the evaluation of vocational teachers' professional titles and to reasonably delegate appointing authorities. Standards for vocational institutions should be established to further clarify the goals and objectives of vocational education. Professional and quality standards for vocational education should also be established, and vocational institutions should be encouraged to operate independently and flexibly under the framework of national standards. Moreover, it is critical to promote the professional growth of teachers, improve their skills and creativity in teaching practice and academic research, and continuously elevate the voice and vision of teachers in vocational institutions and in their respective industries and professions.

3.2 Task-driven and project-based approach

In light of vocational education's characteristics, the best improvement approach is project-based and task-driven, in which teachers continuously improve their abilities by completing specific tasks. For example, to create high-quality courses, forming teams of teachers to carry out teaching designs based on each sub-task, and recording the courses. Teachers should be encouraged to innovate the modes of classroom teaching and choose student-oriented teaching modes according to the content, student characteristics, and environmental conditions. Information technologies can be fully utilized to build an intelligent teaching environment, and technologies

such as virtual simulation, VR, and big data analysis can be used to improve students' participation in class and stimulate their interest in learning. New teaching methods such as project-based teaching and process-oriented teaching can be explored. Furthermore, high-quality online classes can be developed and collaborative practice classes coordinated with enterprises can be created so that students can learn by working and working while learning.

3.3 Results-oriented and quantifiable assessment

Nowadays, the strength of vocational institutions is evaluated by specific indicators. Similarly, the effectiveness of Triple Educational Reform in a vocational school should also be assessed by quantitative results.

Specifically, the principle of "optimal selection, editing, and development of teaching materials" should be adhered to. The selection of teaching materials should be based on the learning situation and professional characteristics of secondary vocational students. Joint development of teaching materials by schools and enterprises should be based on typical job tasks, and the development of digital multimedia teaching materials should be encouraged to complement online and offline hybrid teaching. Teachers should be encouraged to develop "diversified, multi-dimensional, modularized and interactive" teaching materials in school-enterprise joint development. In addition, teachers should also be encouraged to develop modularized teaching materials to complement the "1+X plan" (one diploma plus multiple vocational certificates) and introduce typical cases oriented to specific work processes. The number of published teaching materials and the number of course resources can be used to evaluate the effectiveness of teaching materials development in vocational schools and the growth of teaching abilities can be assessed through teaching skills competitions.

3.4 Highlight characteristics of vocational education

The report of the 20th National Congress of the Chinese Communist Party points out that vocational education, higher education, and continuous education should be innovated in a coordinated manner to promote the integration of vocational and general education, the integration of industry and education, and the integration of science and education. The "three educations" and "three integrations" emphasize that education and industry should achieve win-win cooperation through coordinated reform and innovation, which fundamentally clarifies the direction of the reform and development of vocational education in the future. Vocational institutions should further strengthen planning, put the concept of innovative development into practice, lead industrial transformation and upgrading through talent development, improve the school-running system and talent-cultivation mechanism that integrate education and enterprises, deepen the reform of school-enterprise cooperation, and promote the formation of synergy between vocational institutions and industrial enterprises. These are the characteristics of vocational education, and the fundamental way for vocational education reform and innovation and quality improvement in the new era.

In conclusion, as long as secondary vocational institutions recognize the current situation, clarify their thinking, find suitable approaches, and persist in their efforts, they can achieve better results and contribute to building a modern vocational education system.

References:

- [1] Deepening the Reform of "Three Education" and Improving the Quality of Talent Training in Vocational Colleges [J]. Wang,Chengrong, Long,Yang. China Vocational and Technical Education. 2019(17).
- [2] The Policy Motivation, Internal Logic, and Future Direction of the "Three Teachings" Reform in Vocational Education [J]. Liang,Ningsen, Liang,Yukun. Research on Higher Engineering Education. 2022(04).