

Research on the Identification Procedure of “Double Qualified” Teachers in China’s Secondary Vocational Schools

Jun Hu

Sichuan Silk School , Nanchong , Sichuan , 637000

Abstract: Secondary vocational school (hereinafter referred to as secondary vocational school) education is the cornerstone of China’s vocational education, and the rapid development of secondary vocational school education cannot be separated from the construction of a “double qualified” teacher team in secondary vocational schools. This article analyzes the connotation of “double qualified” teachers in secondary vocational schools and the current status of the accreditation process, and puts forward relevant suggestions to improve the accreditation process. It is hoped to provide some reference for the smooth implementation of the accreditation work of “double qualified” teachers in China’s secondary vocational schools.

Key words: secondary vocational school; “Double qualified” teachers; Identification Procedure

In 2019, four departments including the Ministry of Education issued the "Implementation Plan for Deepening the Reform of the Construction of" Double Qualified "Teachers in Vocational Education in the New Era", which proposed that "building high-quality" Double Qualified "teachers is the fundamental work to accelerate the modernization of vocational education", and identified the construction of "Double Qualified" teachers in secondary vocational schools as the foothold for the development of secondary vocational education. In order to ensure the orderly progress of high-quality construction of "double qualified" teachers in secondary vocational schools, improving the identification process for "double qualified" teachers in secondary vocational schools is one of the necessary conditions.

1. The Connotation Development and Status Quo of "Double Qualified" Teachers in Secondary Vocational Schools

1.1 The Connotation Development of "Double Qualified" Teachers in Secondary Vocational Schools

The connotation of early "dual qualification" teachers in China has experienced: the "dual qualification theory" of possessing both teacher qualification certificates and relevant professional qualification certificates or skill level certificates, the "dual qualification theory" of possessing both teacher qualification and other professional and technical positions, or the "dual qualification theory" of possessing lecturer (or above) teacher title and intermediate (or above) technical title. The "dual quality theory" with a solid theoretical foundation and strong technical application ability, as well as the "dual certificate plus dual quality theory" with two certificates and two qualities at the same time, and other stages, until the formal introduction of the "dual qualification" teacher basic standards for vocational education (Trial) "(2022), the" dual qualification "teacher in secondary vocational schools was defined as having theoretical and practical teaching abilities, teaching reform, and professional construction achievements. Teachers who combine professional skills, industry and enterprise work experience, or practical experience with certificates have overcome the dilemma of "dual qualification" teachers in secondary vocational schools who rely on documentary evidence or quality-oriented theory.

1.2 The Status Quo of the "Double Qualified" Teacher Identification Process in China's Secondary Vocational Schools

Before the promulgation of the standards for the identification of "double qualified" teachers in China's national secondary vocational schools, nine provinces (cities, autonomous regions) in China have each piloted the issuance of the standards and organized the identification work. The accreditation process mainly consists of two steps. First, the provincial department issues a notice before accreditation, and cities, prefectures, counties, and schools issue the notice at various levels to organize accreditation, while some provincial departments regularly conduct accreditation at fixed times each year; Second, in Jilin, Anhui, Jiangxi, Guangxi, Fujian, Jiangsu, and Chongqing (elementary) provinces, cities, and autonomous prefectures, the application for recognition is first submitted by the teacher himself, and then initially reviewed by the school where the teacher works. Then, the application is recognized by the county and city education bureaus and reported to the provincial education department for filing, while Chongqing (middle and advanced), Henan, and Beijing are directly recognized by the provincial education department (Table 1). The recognition frequency of each province is once a year, and the re recognition and review are conducted every three years and every five years. The provinces, cities, and autonomous prefectures that have relatively early pilot work are mainly subject to re recognition and review every three years, while the provinces, cities, and autonomous prefectures that have relatively late pilot work are subject to re recognition and review every five years.

Table 1 “Double Qualification” Teacher Identification Procedure for Secondary Vocational Schools in Nine Provinces (Cities, Autonomous Regions)

Province	Identification Procedure
Jilin	Teacher application, school preliminary examination publicity, review by the municipal (prefecture) education bureau, record confirmation by the provincial education department, qualification, and issuance of certificates
Anhui	Teacher application, confirmation by county and city education bureaus, and filing by provincial education department
Jiangxi	Teacher network application, school preliminary review, municipal education bureau review, provincial education department final review and filing, qualification publicity and issuance of certificates

Guangxi	Teacher application, school preliminary review, review by district and city education bureaus, review by autonomous region education departments, publicity, and input into the teacher management information system
Fujian	Teacher application, school preliminary examination publicity, review by the municipal (prefecture) education bureau, and filing by the provincial education department
Jiangsu	Teacher application, school preliminary review, review by municipal education bureaus, qualification publicity, certificate issuance, and inclusion in the "double qualified" teacher resource management database of municipal secondary vocational schools
Chongqing	Junior: teacher application, school preliminary examination, recognition by district/county education committees, and reporting to the municipal education committee for filing Intermediate and senior: teacher application, school recommendation, district/county verification, expert evaluation, and municipal education commission approval
Henan	Teacher application, school review, recommendation and submission by county (city) education bureaus, review by county (city) education bureaus directly under the jurisdiction of provincial cities, review, review and recognition by provincial education departments, and certification by provincial education departments
Beijing	The Municipal Education Commission formulates and issues accreditation conditions, confirms vocational colleges and submits them to the municipal accreditation management department for filing, and the municipal accreditation management department is responsible for accreditation and spot checks

1.3 The Status Quo of "Double Qualified" Teacher Identification Process in Secondary Vocational Schools in Developed Countries

With the promotion of the reform of the first and second industrial revolutions, some countries in the world have successfully absorbed the achievements of industrialization, and various manufacturing industries have flourished. In the process of the prosperity and development of the manufacturing industry, due to the need for a large number of skilled workers, a large number of teachers and schools engaged in vocational education emerged, vigorously promoting the rapid development of vocational education. Tracing back to the identification process of vocational education teachers' abilities in some countries, it is found that government departments play a leading role in it.

The United States is one of the earliest countries to develop vocational education. The level of career and technical education teachers in the United States is comparable to that of secondary vocational teachers in China. In the process of identifying "double qualified" teachers in the United States, the identification process is the basic work. In the process of authenticating teacher qualifications, first of all, the education departments or professional teaching standards committees of each state will formulate policies and standards for identifying "double qualified" teachers in combination with the local vocational education situation; Secondly, based on the accreditation procedures in relevant education regulations and accreditation standards, the qualifications of "dual qualified" teachers are reviewed. The qualified teachers are either formulated and issued a "license" by the state government or issued a "certificate" by the Professional Teaching Standards Committee for Teachers, which can be used interchangeably. The "dual qualification" certificates in the United States are divided from low to high into junior teacher qualification certificates, professional teacher qualification certificates, and senior teacher qualification certificates. The validity periods are 1-4 years, 5 years, and permanent, respectively. Upon expiration of the certificates, they need to be re certified.

Currently, Japan has become one of the most developed vocational education countries in the world. In vocational high school education, Japanese "double qualified" teachers are known as "vocational training instructors", who are mainly engaged in the cultivation of professional and skilled personnel. In terms of vocational training instructor qualifications, Japan has established an authoritative accreditation system, with national designated institutions identifying vocational training instructor qualifications and issuing certificates. According to the characteristics of different professional categories, targeted training courses, ability objectives, qualification exam forms and content are developed for them, making qualification accreditation highly operational.

2. Suggestions on Improving the Recognition Procedure of "Double Qualified" Teachers in Secondary Vocational Schools in China

2.1 "Top down" improvement of identification procedures

Research on the accreditation process for "double qualified" teachers in secondary vocational schools (or vocational schools) in China, the United States, Germany, Japan, and other countries shows that governments at all levels play a leading role in promoting the accreditation work, and the government has the responsibility of organizing, leading, and coordinating the accreditation work. Therefore, in the identification process, it is necessary to improve the identification standards and procedures for "double qualified" teachers in secondary vocational schools in a "top down" manner, and organize the identification work at all levels.

First of all, based on the standards and procedures for the identification of "dual qualified" teachers in secondary vocational schools promulgated by the General Office of the Ministry of Education of China, each provincial education administrative department should formulate or improve the standards and procedures for the identification of "dual qualified" teachers in secondary vocational schools in the province in combination with the situation of the province, and clarify the rights and responsibilities of various subjects such as provincial, municipal, district and county education administrative departments, secondary vocational schools, and secondary vocational school teachers in the identification process, The annual accreditation time is fixed and the accreditation work is regularly organized. At the same time, the provincial education administrative department can designate schools, third-party institutions, or expert organizations that meet the requirements for accreditation to be responsible for the review of accreditation according to procedures.

Secondly, the municipal education administrative department carefully organizes secondary vocational schools at all levels in the city to carry out the identification of "double qualified" teachers in accordance with the standards and procedures for the identification of "double qualified" teachers in secondary vocational schools in the province. During the identification process, an expert evaluation committee for the identification of "double qualified" teachers in secondary vocational schools, composed of experts from education departments, industry enterprises, and universities, can be established to carry out the identification work in strict accordance with the standard conditions for identification, standardize the procedures, and ensure quality and quantity.

Finally, each secondary vocational school organizes its own teachers who meet the "double qualified" teacher identification standards for secondary vocational schools to apply and complete the preliminary review of materials, material identification, and other work. Secondary vocational schools can establish a "double qualified" teacher identification and evaluation team that includes experts from both inside and outside the school to be responsible for the preliminary review. In the process of organizational recognition, secondary vocational schools should strengthen publicity and guidance, create a good competitive atmosphere, and have a certain preference for "double qualified" teachers in terms of job (title) promotion, education and training, evaluation and excellence. At the same time, the school has the responsibility to update the "double qualified" teacher information in the teacher management information system in a timely manner to ensure accurate and unified data.

2.2 "Bottom up" identification work

With the establishment of the "double qualified" teacher identification standard for secondary vocational schools in the province and the improvement of the identification procedures of leading departments at all levels, the identification work can be carried out automatically every year (because each year is a fixed identification time and the identification is carried out regularly) in a "bottom-up" and orderly manner.

Firstly, secondary vocational school teachers submit application materials online or offline at a fixed time each time. Secondly, the "double qualified" teacher identification and evaluation team of secondary vocational schools conducted a comprehensive evaluation based on the application materials submitted by the teachers of the school. After the evaluation results were made public without error, they were reported to the municipal education administrative department for final review and identification. Once again, the expert evaluation committee for the recognition of "double qualified" teachers in the municipal secondary vocational school will conduct a final evaluation of the "double qualified" teachers who have passed the preliminary examination in the secondary vocational school, and will make a public announcement of those who have passed the examination. If there is no error, they will be reported to the provincial education administrative department for filing and review. Finally, after being reviewed and approved by the provincial administrative department, it will be publicized, and relevant secondary vocational schools will timely update the "double qualified" teacher information in the teacher management information system within the specified time.

2.3 Strengthen supervision and attach importance to review

On the one hand, supervision and evaluation should be strengthened. In the entire process of identifying "double qualified" teachers in secondary vocational schools, education administrative departments at the provincial and municipal levels should strengthen normative guidance and supervision and management, establish systems for accountability and process traceability, give full play to the supervisory role of teachers, smooth complaint feedback channels, and ensure that the process is transparent and standardized, and the results are fair and equitable. On the other hand, it is necessary to promote sustainable development. It is necessary to establish a dynamic adjustment mechanism that allows teachers to enter and exit, move up and down, and rank and identify teachers according to their different abilities and conditions, so as to guide and encourage the majority of teachers to take the "dual qualification" development path; It is necessary to conduct a five-year review of the abilities and qualities of "double qualified" teachers in secondary vocational schools based on factors such as the professional settings of secondary vocational schools and the evaluation period of their professional titles. Emphasis should be placed on post performance evaluation during the employment period to promote the continuous updating of teachers' knowledge and skills. Those who fail the review should be orderly withdrawn.

Reference:

- [1] Four departments including the Ministry of Education. Notice of the Ministry of Education and other four departments on the issuance of the "Implementation Plan for Deepening the Reform of the Construction of" Double Qualified "Teachers in Vocational Education in the New Era" [EB/OL].http://www.moe.gov.cn/srcsite/A10/s7034/201910/t20191016_403867.html?tdsourcetag=s_pcqg_aiomsg&from=groupmessage&isappinstalled=0.
- [2] General Office of the Ministry of Education. Opinions of the General Office of the Ministry of Education on Strengthening the Construction of the Teaching Staff in Higher Vocational Colleges [EB/OL].http://www.moe.gov.cn/s78/A08/tongzhi/201007/t20100729_124837.html.
- [3]Xiong Dian-dian. Research on Local Government Performance in the Development of Secondary Vocational Schools [D].Southwest University,2020.
- [4]Xie Jun. Research on the Construction of "Double Qualified" Teachers in Newly-built Application-oriented Undergraduate Universities [D].Shaanxi Normal University,2019.
- [5] General Office of the Ministry of Education of China. Notice of the General Office of the Ministry of Education on Doing a Good Job in Identifying "Double Qualified" Teachers in Vocational Education[EB/OL].http://www.moe.gov.cn/srcsite/A10/s7034/202210/t20221027_672715.html.
- [6] Yin Xue-fei, Hang Ju. The Comparative Study of Double-qualified Teacher Training Status Quo of Sino-Japanese Higher Vocational Education[J]. Journal of LiaoNing Higher Vocational,2016,18(09):95-97.