

Construction and Development Trends of "Dual-Qualified" Teachers in Vocational Colleges under the New "Vocational Education Law"

Yanling Song

Jilin Justice Officer Vocational College, Changchun, 130062, China

Abstract: *With the promulgation and implementation of the newly revised "Vocational Education Law," the construction of the teacher workforce in vocational colleges faces new challenges and opportunities. This paper focuses on the critical group of "dual-qualified" teachers, analyzing their development status under the new legal environment. It explores the connotation of dual qualifications and their significant role in higher vocational education. Through an in-depth analysis of the current construction status of "dual-qualified" teachers in vocational colleges, the paper identifies existing problems and reveals influencing factors. Based on this, it predicts future development trends and proposes corresponding construction strategies and measures. This paper aims to provide theoretical support and practical guidance for vocational colleges on how to meet the requirements of the new "Vocational Education Law," optimize the structure of the "dual-qualified" teacher workforce, and improve the quality of education and teaching.*

Keywords: *Vocational Education Law; dual-qualified teachers; vocational colleges; workforce construction; education quality; development strategies*

1. Introduction

With the increasing emphasis on the "craftsman spirit," the construction of the teacher workforce in vocational colleges has garnered significant attention, presenting new development trends for the "dual-qualified" teacher workforce. The promulgation of the new "Vocational Education Law" has introduced a series of new requirements and challenges for the construction of the "dual-qualified" teacher workforce in vocational colleges. Firstly, there is a dual emphasis on teachers' professional theoretical level and practical skills, posing higher challenges for teacher training and capacity enhancement. Secondly, new regulations and systems place higher demands on teachers' professional development, requiring them to possess broader perspectives and deeper professional knowledge. Additionally, the school-enterprise cooperation model offers new pathways and opportunities for the construction of the "dual-qualified" teacher workforce. Through cooperation with enterprises and industries, vocational colleges can better cultivate "dual-qualified" teachers with practical skills and professional theoretical levels, providing new ideas and approaches for teacher workforce construction. Moreover, the evaluation and training of teachers need to focus more on the characteristics and needs of "dual-qualified" teachers to meet the requirements and trends of the new "Vocational Education Law."^[1]

2. New Changes in the "Vocational Education Law"

2.1 Legal Background and New Provisions

With the promulgation and implementation of the new "Vocational Education Law," the educational system of vocational colleges faces unprecedented challenges and reform pressures. The new law emphasizes strengthening the position of higher vocational education in the talent cultivation system, aiming to build a well-structured, high-quality, and stable workforce of dual-qualified teachers as one of its core contents. The law explicitly states that the construction of the teacher workforce in vocational colleges should balance teaching and practical abilities, emphasizing the close integration of industry, academia, and research to meet the development needs of modern vocational education. Specifically, the new law requires that vocational college teachers not only have an academic knowledge background but also possess rich industrial practice experience and modern vocational skills to achieve an organic integration of theory and practice.

The new law emphasizes that educational departments should establish corresponding incentive and evaluation mechanisms, encouraging and guiding more industry professionals to join the education sector, thereby enriching the structure of the teacher workforce in vocational colleges. It requires vocational college teachers to participate in training and in-service education, recording the relevant improvement details in their professional files as an essential basis for job appointments and teaching evaluations. Additionally, the "Opinions on Further Strengthening Vocational Education" explicitly propose establishing an enterprise practice system for vocational college teachers, requiring them to participate in enterprise practice for more than two months every two years. In terms of talent cultivation, the new law clearly points out that the cultivation and introduction of dual-qualified teachers should be a primary task in building the vocational education teacher workforce. Vocational colleges should determine the goals and plans for the development of their teacher workforce based on societal and industry needs, forming a faculty structure with industry characteristics to improve teachers' vocational skills and teaching quality. The new law also advocates policy guidance to build platforms for school-enterprise cooperation, promoting enterprise participation in the construction of the teacher workforce and the development of vocational education. By establishing continuous and in-depth cooperative relationships between enterprises and schools, it aims to achieve shared teacher resources and improve the pertinence and effectiveness of teaching practices.^[2]

The new changes in the "Vocational Education Law" also require vocational colleges to closely align with the professional system of the industrial and innovation chains, encouraging schools to offer urgently needed specialties that meet market demands to cultivate high-skilled talents that match the needs of China's economic and social transformation and development. Under this legal background, the development trend of the construction of the teacher workforce in vocational colleges will focus more on cultivating and enhancing teachers' practical skills and practical abilities to better serve the needs of industrial upgrading and talent cultivation.

Therefore, the new "Vocational Education Law" proposes more explicit requirements and regulations for the construction of the "dual-qualified" teacher workforce in vocational colleges. It will further promote the professionalization, practicalization, and enhancement of teaching abilities in the teacher workforce to better adapt to the changes in industrial development and market demand.

2.2 Impact of the New "Vocational Education Law" on Vocational Education

The new "Vocational Education Law," as an important measure in China's educational reform, has a profound impact on the teaching system and teacher workforce construction in vocational colleges. This is mainly reflected in the requirements for constructing the "dual-qualified" teacher workforce in vocational colleges. The law mandates the improvement of vocational college teacher qualification standards and explores the inclusion of industry and enterprise work experience as necessary conditions for recognizing teaching abilities and obtaining professional teaching qualifications. This means higher requirements for the composition of the vocational college teacher workforce, strengthening the recognition standards of teacher qualifications based on industry and enterprise experience.

The new "Vocational Education Law" also clearly stipulates that vocational colleges can offer preferential treatment to teachers with dual qualifications. This provision directly impacts the incentive mechanism for vocational college teachers and is significant in attracting and retaining outstanding dual-qualified teachers. Optimizing teacher treatment will further improve the overall quality of the teacher workforce and promote the enhancement of vocational college education and teaching levels.

Moreover, the new law stipulates that vocational college teachers' "participation in training and further education should be recorded in their professional files as an essential basis for job appointments and teaching evaluations." This provision sets specific requirements for teachers' training and development, emphasizing the continuous improvement of teachers' professional quality and teaching abilities, contributing to building a vocational teacher workforce that meets the requirements of the new era.^[3]

It is also worth noting that the new "Vocational Education Law" emphasizes industry and enterprise work experience as necessary conditions for recognizing teaching abilities. This makes professional quality and practical experience important references for selecting and training vocational teachers, promoting the improvement of the professional quality and practical abilities of the vocational college teacher workforce.

3. Current Status of the Dual-Qualified Teacher Workforce

3.1 Concept and Characteristics of Dual-Qualified Teachers

Dual-qualified teachers refer to those who excel in both teaching and professional skills, possessing dual competencies in theoretical knowledge and practical abilities. In vocational colleges, dual-qualified teachers are required not only to have solid professional knowledge but also to apply this knowledge in teaching practice, helping students master vocational skills and cultivate their professional qualities and practical abilities.

The characteristics of dual-qualified teachers lie in their need to possess both theoretical teaching levels and teaching abilities, as well as rich industry experience and practical skills. In other words, dual-qualified teachers are not only knowledge transmitters but also possess extensive practical experience, able to combine theoretical knowledge with actual work to provide students with more comprehensive and practical educational services.^[4]

Dual-qualified teachers in vocational colleges differ significantly from those in regular colleges, with distinctive characteristics: Firstly, the multi-level nature of vocational abilities. Vocational education is closely related to enterprise and industry production activities, and the formation of knowledge and technology is neither immediate nor simple. This process is complex and diverse, requiring teachers to possess deep and solid professional knowledge, excellent practical skills, and the ability to apply what they have learned to solve real-world problems proficiently. Moreover, teachers are expected to seamlessly integrate the skills and qualities required for various positions into their teaching while imparting theoretical knowledge. This comprehensive, multi-level educational guidance enables students to quickly adapt to their jobs and demonstrate exceptional vocational abilities after graduation.

Secondly, the compatibility of educational backgrounds. Teachers are the fundamental driving force behind the continuous transformation and development of vocational education. To consistently enhance the quality of talent cultivation and meet the societal demand for highly skilled personnel, the educational background and academic qualifications of the vocational education teacher workforce must continually advance to higher standards and levels. This means that teachers must not only reach a certain level of academic excellence but also possess in-depth research and rich practical experience in their professional fields. They should be able to combine cutting-edge theoretical knowledge with practical applications, providing students with forward-looking and practical educational guidance.

Thirdly, the professional development aspect. In China, the rapid development of the times and the ever-changing technological landscape present unprecedented opportunities and challenges for the vocational education sector. The continuous improvement of teachers' professional abilities is imperative, requiring them to actively adapt to the burgeoning digital economy of the new era. This involves skillfully integrating knowledge attributes, professional practice, and social governance. By constantly updating teaching concepts, optimizing teaching methods, and enriching teaching resources, teachers can play a more crucial and significant role in the entire process of talent cultivation, contributing to the development of innovative and application-oriented skilled talents that meet the demands of the new era.

The construction of dual-qualified teachers requires vocational colleges to place great emphasis on the dual cultivation of teachers. This involves not only enhancing teachers' professional competence but also improving their educational and teaching theory levels, as well as their practical teaching abilities. Firstly, in terms of professional competence enhancement, schools should continuously update teachers' professional knowledge through systematic vocational training and continuing education. Secondly, vocational colleges should provide teachers with ample theoretical learning resources, organizing special lectures, teaching seminars, and teaching observations to improve their educational and teaching abilities. Lastly, vocational colleges should actively build school-enterprise cooperation platforms and establish close ties with industry enterprises. Through internships, practical training, and enterprise placements, teachers can be immersed in the enterprise environment, understand industry demands and production processes, and enhance their practical operational skills.

3.2 Current Status of Dual-Qualified Teachers in Vocational Colleges

With the promulgation and implementation of the new "Vocational Education Law," its impact on the structure of the dual-qualified teacher workforce in vocational colleges has become prominent, with their role in improving the quality of vocational education increasingly recognized. Under this background, an in-depth analysis of the current status of dual-qualified teachers in vocational colleges has assumed a

key role in promoting educational reform. Currently, the dual-qualified teacher workforce shows positive development trends in educational backgrounds, work experience, and teaching practice abilities. Most teachers have higher education backgrounds and rich industry experience, enabling them to complete classroom teaching and provide skill guidance in work or practical training settings. The proportion of dual-qualified teachers in education is increasing, demonstrating colleges' emphasis on dual qualifications and active introduction policies. However, there are still issues in practice, such as insufficient practical teaching time, shallow industry-enterprise integration, and the need for further enhancement of teachers' practical abilities. Additionally, there is insufficient cooperation between vocational colleges and enterprises, creating bottlenecks in improving dual-qualified teachers' practical teaching abilities. The author lists prominent issues:^[5]

There are notable deviations in the evaluation mechanisms of colleges. The title evaluation standards overemphasize research while superficially assessing practical skills, failing to thoroughly and comprehensively evaluate teachers' actual operational abilities. The evaluation bodies are singular and lack diversified perspectives, which impacts the objectivity and fairness of the evaluation results to some extent. Additionally, the incentive mechanisms are not effectively stimulating teachers' enthusiasm to enhance their professional level and practical abilities. These intertwined issues hinder the professional development of the dual-qualified teacher workforce, preventing them from fully playing their due role in vocational education.

In recent years, although some vocational colleges have seen the proportion of dual-qualified teachers gradually becoming more reasonable, with further optimization of the faculty structure and significant improvement in the overall professional quality of professional course teachers, a series of noteworthy problems and shortcomings have emerged during this positive development process. For instance, there is a tendency to emphasize theory over practice in the teaching process, resulting in insufficient cultivation of students' practical operational abilities. The title evaluation standards still favor research achievements, with inadequate recognition of teachers' contributions and achievements in practical teaching. If these issues are not properly addressed, they will significantly constrain the quality improvement and long-term development of vocational education.

With the official promulgation and implementation of the "Opinions on Implementing the Plan to Improve the Quality of Teachers in Vocational Colleges" by the Ministry of Education and the Ministry of Finance, the dual-qualified teacher workforce in vocational colleges has an important opportunity to comprehensively enhance their quality. In this context, the requirements and stipulations for the professional quality of dual-qualified teachers have significantly increased, covering multiple dimensions such as educational teaching ability, practical operational skills, industry and enterprise experience, and curriculum development and design. This not only provides a clear direction for teachers' personal development but also offers strong policy support and assurance for vocational colleges to improve educational quality and cultivate high-quality skilled talents that meet market demands.

4. Development Trends and Strategy Analysis of Dual-Qualified Workforce

4.1 Development Trend Forecast

Based on national policy documents and the actual situation of the teacher workforce construction in vocational colleges, it is evident that the future construction of the dual-qualified teacher workforce in vocational colleges will exhibit multiple development trends. Firstly, vocational colleges will further strengthen the cultivation and introduction of dual-qualified teachers to ensure they have solid foundational theoretical knowledge and rich practical experience, meeting the requirements of vocational colleges for cultivating high-quality application-oriented talents. Secondly, vocational colleges will increase salary incentives for dual-qualified teachers to attract excellent teachers to work in vocational colleges for the long term, improving the overall quality of the teacher workforce. Additionally, vocational colleges will continuously improve the management mechanism of the dual-qualified teacher workforce, establishing scientific incentive and evaluation systems to promote the development and growth of the teacher workforce. Furthermore, vocational colleges will strengthen school-enterprise cooperation, gradually increasing the proportion of practical operation courses, and creating more practical training platforms to ensure teachers have ample opportunities to connect with actual work scenarios, enhancing students' vocational skills training. Deepened school-enterprise cooperation will help dual-qualified teachers update and expand their industrial skills and knowledge, providing more practical opportunities and technical support, promoting their professional development and practical abilities to better meet industry needs and enhance students' employment competitiveness.

In summary, the construction of the dual-qualified teacher workforce in vocational colleges will make continuous progress in policy support, salary incentives, management mechanisms, and school-enterprise cooperation, providing strong support and guarantee for the development of vocational education.^[6]

4.2 Construction Strategies and Measures

The development trends of the dual-qualified teacher workforce in vocational colleges require the formulation of various construction strategies and measures. Firstly, educational administrative departments need to enhance the policy improvement of the training system for dual-qualified teachers, including the establishment of a pre-service teacher training system, detailed policy regulations, and implementation methods to provide guidelines for the training of dual-qualified teachers. Vocational colleges should strengthen the daily management and assessment of dual-qualified teachers based on the principle of "based on dual certificates, not limited to dual certificates," considering the career development process comprehensively and adopting flexible recognition methods.

Secondly, it is necessary to further improve the relevant policies on post-service training methods for dual-qualified teachers in vocational colleges, encouraging flexible teacher training programs and adopting periodic training plans for individual teachers. Different training methods should be used for teachers of different specialties and disciplines to improve the quality of post-service training for dual-qualified teachers. Additionally, policy support for teachers' enterprise practice should be strengthened to enhance their abilities and levels in actual work. Schools should adopt flexible recognition methods, such as "low position, high appointment" and "assessment instead of evaluation," for recognizing dual-qualified teachers.^[7]

Finally, construction strategies and measures for dual-qualified teachers should also focus on cultivating their professional abilities and vocational qualities. In terms of professional quality cultivation, teachers' professional knowledge structures should be gradually enriched, and their teaching and practical abilities should be enhanced. The construction of the dual-qualified teacher workforce also needs to strengthen the construction of teachers' ethics and conduct, ensuring that teachers continuously improve their qualities and cultivation throughout their careers to better serve the education cause.^[8]

5. Conclusion

Based on the study of the construction of the dual-qualified teacher workforce in vocational colleges under the new "Vocational Education Law," it can be concluded that teachers need to strive to transform towards dual-qualified teachers, strengthen the transformation and innovation in cognitive concepts, and improve practical teaching abilities. The study also reveals many problems and deficiencies in the construction of the dual-qualified teacher workforce, such as an overemphasis on theory over professional skills and a focus on teacher qualification cultivation while neglecting teaching abilities. Therefore, it is suggested that schools, industries, and enterprises need to work together to focus on the cultivation of teachers' professional abilities and practical abilities to meet the development needs of the dual-qualified teacher workforce under the new "Vocational Education Law."

In summary, constructing the dual-qualified teacher workforce in vocational colleges under the new "Vocational Education Law" requires consideration of policy adaptability and the effectiveness of human resource allocation. This includes multi-faceted cooperation and resource integration to form a scientifically rational development strategy for the dual-qualified teacher workforce, strengthening professional development and improving the professional ability evaluation system to meet the development needs of the dual-qualified teacher workforce under the new "Vocational Education Law." This will improve the dynamic adaptability and educational quality of the dual-qualified teacher workforce and achieve the talent cultivation goals of vocational colleges.

Acknowledgement

This paper represents a preliminary result of the 2023 Jilin Province Vocational and Adult Education Teaching Reform Research Project, titled "Research on the Training Paths for 'Dual-Qualified' Teachers in Higher Vocational Colleges under the New 'Vocational Education Law'," Project No.: 2023ZCY160.

References

- [1] Zhou Ying. *Research on the Construction of "Dual-Qualified" Teachers in Higher Vocational Colleges in Henan Province* [D]. Henan University, 2019.
- [2] Cui Haijun, Liu Ronghong. *Research on the Training Path of "Dual-Qualified" Faculty Based on School-Enterprise Cooperation in Higher Vocational Colleges* [J]. *Xueyuan*, 2017: 123-125.
- [3] Wu Limei. *Research on the Evolution of "Dual-Qualified" Teacher Policies in Higher Vocational Colleges in China since the Reform and Opening Up* [D]. Nanchang University, 2022.
- [4] Sun Xingmin, Wu Yan, and Tian Chongfeng. *Sustainable Development of Part-Time Teachers in Vocational Colleges*[J]. *Education and Vocation*, 2019,19: 65-69.
- [5] Hu Jianguo. *Discussion on the Transformation of Vocational Education Teachers from "Dual-Qualified" to "Dual-Position"* [J]. *Journal of Suzhou Vocational University*, 2018:67-71.
- [6] Wei Yuhong. *Let Vocational Education Fuel Industrial Upgrading* [J]. *Outlook*, 2021:1.
- [7] Xie Chuxiong. *Research on the Construction of "Dual-Qualified" Teacher Workforce in Vocational Colleges* [J]. *Invention and Innovation (Middle School Students)*, 2019:108.
- [8] Ding Tianming. *Policy Considerations for the Construction of "Dual-Qualified" Teacher Workforce in Vocational Colleges under the New "Vocational Education Law"* [J]. *Education and Vocation*, 2022.