

## On Making Use of the Resources of Vocational Education Groups to Promote the Construction of Double-qualified Teachers

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**Keywords:** vocational education group, resource, double-qualified teacher, teachers' construction

**Abstract:** Vocational education groups mainly refer to, based on the basic principles of voluntary cooperation, resource sharing, complementary advantages and win-win cooperation, with a secondary vocational school as the leading unit, non-profit consortium formed by relevant social departments and institutions, in which other relevant vocational colleges, related industries, related enterprises and social training institutions in the city are member units, school-enterprise cooperation and win-win are taken as the basic goals, and work-study integration is the main form of activities. At present, taking each province, city and region as a unit, vocational education groups jointly built by various institutions and departments have been set up. Experience has been constantly summarized in the process of practice, and has begun to develop in a more mature and practical direction. Utilizing the large amount of resources that vocational education groups possess can better promote the current construction of double-qualified teachers. This paper first expounds the meaning and importance of the construction of double-qualified teachers, and then analyses how to use the resources of educational groups to promote the construction of double-qualified teachers.

### 1. Introduction

The basic goal of the construction of double-qualified teachers is to improve the level of teachers in vocational colleges and improve the quality of education and teaching, so as to cultivate more practical talents with comprehensive quality. In recent years, our governments at all levels have increased their attention to the construction of double-qualified teachers in vocational colleges. At the same time, they have also enhanced their support, which has provided a huge impetus for promoting the construction of double-qualified teachers in vocational colleges. In order to further improve the construction level of double-qualified teachers, it is essential to actively make use of the rich resources contained in vocational education groups, such as technical equipment resources, human resources, social practice and other advantages, to promote the sustainable and stable development of double-qualified teachers.

### 2. Meaning and Importance of the Construction of Double-qualified Teachers

In the current educational planning outline of our country, the basic ways and methods for the construction of double-qualified teachers are elaborated. The specific contents are as follows: take double-qualified teachers as the key content and emphasize on strengthening the construction of teachers in vocational colleges. It is of great importance to strengthen the cultivation of teachers through further education and training and other appropriate ways, so as to continuously improve the core quality and professional quality of teachers in vocational colleges. Vocational colleges are suggested to jointly build a training base for double-qualified teachers by cooperating with relevant types of colleges and universities as well as relevant enterprises, institutions or government departments in the process of building double-qualified teachers. Teachers are required to regularly participate in social practice or enterprise practice. Teachers' practice training base needs to be constantly improved, so as to provide teachers with a good learning environment. Vocational colleges should also recruit professional and skilled talents with practical experience from the society by adjusting the personnel management system to engage in full-time teachers. It is also feasible to improve the level of teachers by employing part-time professionals. At present, the

establishment of double-qualified teachers in vocational colleges in China is obviously inadequate. In order to solve this problem better, it is also pointed out in the Outline that a scientific and reasonable evaluation mode of teachers' professional titles should be formulated in combination with the educational characteristics of vocational colleges, so as to improve the quality of teachers from various aspects and perspectives. After years of practical experience, there is a consensus in the field of vocational education on the construction of double-qualified teachers. That is to say, it is vital to integrate the quality of double-qualified teachers and the structure of double-qualified teachers organically and establish the same goal. The quality of double-qualified teachers mainly refers to the theoretical level of education profession of teachers engaged in education and teaching in vocational colleges, which, at the same time, can provide effective guidance for students' skills training and work practice. In the evaluation of colleges with qualified education and teaching, higher education institutions of China's education departments have clearly pointed out that vocational teachers with double-qualified teachers should possess the title of lecturer or above, as well as the actual work experience of their own major, including technical titles of intermediate or above and industry licensing certificate. In the course of five years' education work, teachers are required to have more than two years' first-line working experience. Or in the process of actually participating in the professional skills training organized by the education department, teachers should have obtained qualified certificates and are able to give comprehensive guidance to students' practice and training in the process of carrying out practical education activities. Teachers should have participated in or hosted more than two applied technology research activities within five years, and the research results have been applied in enterprises with good results. Teachers need to have presided over or acted as the main participants in the construction of in-school teaching implementation or the actual installation work twice or more within five years, with better follow-up use effect of facilities, or middle technical level of teachers in the same type of vocational colleges in the province. Educational departments also have put forward some suggestions on improving the teaching quality of middle and higher vocational colleges in an all-round way: The construction of double-qualified teachers should meet the needs of the reform of personnel training mode, attach importance to the construction of double-qualified teachers' structure, adjust the personnel management and distribution in colleges, and adopt the strategy of recruiting full-time and part-time teachers, to continuously promote the quality of teachers in vocational colleges. Double-qualified teachers not only those who are engaged in teaching work of teachers, but the whole in vocational colleges. Therefore, in the construction of double-qualified teachers, it is important to improve the rationality of the structure of teachers' group and build a team of double-qualified teachers with reasonable structure, high professional level and quantity in line with the actual needs.

### **3. Make Use of the Resources of Education Groups to Promote the Construction of Double-qualified Teachers**

#### **3.1 Establish Clear Orientation and Unified Objectives**

The construction of double-qualified teachers in vocational colleges can rely on education groups to build an information exchange platform, and release talent information to the platform, so that all sectors of society can more easily understand the talent specifications information, the dynamic demand for talents in relevant industries, and the type of social talent demand. Combined with these true and accurate talent phase, a teacher training plan that is more in line with the industry standards and the actual situation of colleges and universities. The concept of double-qualified teachers can be refined into ordinary double-teacher will be formulated. Double-qualified teachers can be refined into ordinary double-qualified teachers, high-quality double-qualified teachers and multiple double-qualified teachers. This concept is mainly put forward in the light of the industry, universities and social conditions. After analysis, it offers a more practical training direction for teachers. Among them, ordinary double-qualified teachers refer to those who both meet the requirements of industry skills standards and college teaching.

High-quality double-qualified teachers refer to those who are qualified for ordinary double-qualified teachers and can play a leading role on the basis of professional reform. In the actual process of participating in industry practice, they are able to innovate technology and achieve good results. Multiple double-qualified teachers mainly refer to those who master two or more professional skills on the basis of double-qualified teachers and play the role of presiding over or major participants in the industry practice. They are usually required to possess technical certificates other than those of related majors. This kind of teachers belongs to diversified talents and stores strength for the long-term development of colleges and universities.

### **3.2 Utilize the Abundant Practical Resources of Enterprises**

In order to provide better learning environment and technical conditions for teachers in the process of training double-qualified teachers, it is necessary to select better practice enterprises or units before carrying out practical activities in the industry. When choosing practical enterprises, it is necessary to use the information exchange platform constructed by vocational education groups to screen related enterprises, understand the actual situation of enterprises in advance from the platform, and lay a good foundation for follow-up communication and negotiation.

### **3.3 Build a Modernized Communication and Learning Platform**

In the process of building and cultivating a team of double-qualified teachers, we usually experience various problems and difficulties. In order to solve these problems properly, it is essential to consult senior experts and scholars in the profession on professional and technical aspects. In order to reduce costs and improve efficiency, it is suggested to make use of professional group resources to obtain answers of technical experts on the network platform, or establish one-to-one, expert face-to-face answer mode through the use of Wechat public numbers, official micro-blog and other communication platforms, which will better improve the quality and efficiency of the construction of double-qualified teachers.

### **3.4 Integrate into the Essence of Enterprise Culture**

Excellent corporate culture can not only promote the development of enterprises, but also penetrate into the hearts of people with a positive impact. After the establishment of teachers' mobile workstation, teachers are able to deeply understand and experience the actual situation as an employee, and better understand the enterprise culture atmosphere in the process of participation, including enterprise system, enterprise behavior and enterprise material culture, whose profound connotations plays an important role in improving teachers' professional quality, promoting the overall improvement of teachers' thoughts, concepts and knowledge reserve level. In this way, teachers can better proceed from reality in education and teaching work and conduct targeted training for students. Besides, students are capable of better adapting to the enterprise environment after entering the society and achieve self-development. Teachers are influenced by enterprise culture to make their own majors develop, and teaching work closer to the needs of enterprises, better reflecting the industry characteristics of double-qualified teachers.

### **3.5 Understand and Use Advanced Equipment**

Normally, teachers' mobile workstations need to be built in large enterprises which are well-known in the industry. The common characteristics of such enterprises are that they can represent the more modern technological level and technological level in the current industry, and the equipment and facilities used also occupy a leading position, since these will provide better material conditions for the construction of double-qualified teachers. Teachers are able to make use of advanced equipment in enterprises to carry out practical work or production processing, which can make teachers feel more intuitively the advanced features of modern equipment, accumulate more abundant knowledge and skills in the process of practice, and understand the application way of new equipment.

### 3.6 Use Human Resources to Guide Practical Work

In every vocational education group, there are many experts and technical steering committees to guide the professional issues within the industry. Meanwhile, there are many experts in educational research institutes, as well as educational experts from different colleges and universities. The huge “reserve” of talents in vocational education groups can become the important resources of the construction of double-qualified teachers, so as to get more professional support in carrying out scientific research activities. Experts and scholars who are in line with the major will be found to get guidance and help when various types of research activities are carried out in the construction of teaching staff, thus promoting the smooth progress of research work.

### 3.7 Provide a Good Environment for Technological Research

Whether it is the vocational colleges within the group or the large, medium and small enterprises in the relevant industries, there is a need to carry out professional scientific research activities. This consistency forms mutual assistance among corresponding industries and professions, providing information, scientific research data, facilities and equipment for industrial technological innovation as well as a higher level identification environment. Vocational colleges can provide theoretical support and personnel support for scientific research activities, and ensure the scientific nature of technological innovation by arranging teachers with high level of professional theoretical knowledge to participate in scientific research activities such as technological research and development. Vocational colleges are capable of making use of the industry resources in vocational education group to build a more qualified team of teachers to achieve the effective transformation from college to industry.

## 4. Conclusion

Establishing teachers’ mobile workstations in enterprises is an important measure to train double-qualified teachers, and also an important achievement of vocational education group for training excellent teachers. Through the establishment of teacher mobile workstation, the resource sharing between vocational education groups and college teachers is realized. In the process of training double-qualified teachers, it is more convenient for colleges and universities to make full use of the resources of vocational education groups, which conforms to the common development goals of the industry. At the same time, the use of advanced network platform also improves the efficiency of information exchange and effectively saves time in some technical and theoretical exchanges. It becomes easier for vocational colleges to use professional resources within vocational education groups when building a team of double-qualified teachers.

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