

# Research on the Construction of "Double Type" Faculty in Vocational Colleges

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**Abstract**—In the context that the state is vigorously developing vocational education, the importance of vocational education has gradually been recognized by society. How to develop vocational education well is an important topic for us. So "double type" teachers should reflect the characteristics of vocational education and adapt to the talents training objective vocational education. Building the "double type" teaching faculty and improving the quality of it are the main aim of deeply developing vocational education, improving the quality of the educational talents training and promoting the connotative development of vocational colleges. The paper aims to analyze the construction of "double type" faculty in Qingdao Huanghai University, to find out the existing problems of teachers construction and explores the strategies of "double type" teachers' training. The paper makes it clear that the construction of "double type" teachers in vocational education should further enhance the construction of the main force to comprehensively promote the construction of the team. Aiming to encourage teachers to guarantee the quality and efficiency of team building, to promote the depth and breadth of the integration of industry and the construction of team.

**Keywords**—higher vocational colleges; "double type" teachers; teachers team construction; school-enterprise cooperation

## I. INTRODUCTION

The goal of higher vocational education is to focus on regional economic and social development to cultivate first-line technical and skilled talents such as production, management, construction, and service, strengthen the training of highly-skilled personnel, serve the transformation and upgrading of industries, and build modern industrial systems. In order to successfully achieve this goal, higher vocational education puts forward higher requirements for teachers. They are required not only to have the ability to impart basic knowledge and professional knowledge to students, but also to have the ability to supervise students' practical activities, that is, they must be transformed into "dual teacher-quality" teachers. Without a group of teachers with "dual qualifications", it is impossible to build a highly qualified "double type" teacher team. The goal of training vocational education is difficult to achieve, and the quality of talent

training cannot be guaranteed. However, the pace of construction of "double type" teachers is inconsistent with the pace of development of higher vocational education. As a guarantee of talent cultivation, the development of "double type" teachers lagging behind the development of higher vocational education has become a constraint on the health of higher vocational education. The "bottleneck" of development.

Teacher are the base of education plan. "Double type" teachers are the foundation and foundation for the survival and development of higher vocational colleges. To build a "double type" teacher team that meets market demand, high-quality, and high-quality is the actual demand for the development of higher vocational education. The current way to seek the healthy and sustainable development of higher vocational education. However, it is difficult to build such a "double type" teacher team with the strength of higher vocational colleges. In January 2018, the State Council issued the "Opinions on Comprehensively Deepening the Reform of the Teaching Staff of the New Age." It is proposed that schools and enterprises should be supported to jointly build "double type" teachers to train training bases and establish a mechanism for schools and industry enterprises to jointly train "double type" teachers. We will earnestly promote the practice of teachers from vocational colleges to the enterprise and continuously improve their practical teaching ability. Establish mutual management systems for business managers, technical experts, vocational college administrators, and key teachers so as to comprehensively improve the quality of teachers in vocational colleges and build a high-quality dual-teacher team.

## II. CONNOTATION OF "DOUBLE TYPE" TEACHERS

The State Education Department explained "double type" teachers many times, which can be classified as three types. First, double-certificate teachers. Teachers need to also have the teacher qualification certificate and industry certifications. Second, dual grade teachers. Teachers need to have the title of lecturer (upwards) and professional titles above the intermediate level. Third, applied research-type teachers. Teachers need to have the teacher qualification certificate and preside over the application of research, and put it into

practice in business [1]. These three types of "double type" teacher's explanation are not comprehensive.

We believe that "double type" is a quality, a kind of practicing. For the definition of this connotation, some indicators are rigid, explicit, quantifiable, such as the teacher qualification certificate; industry or professional certification, and the ability to undertake research or applications. Some indicators are also soft, hidden, non-quantifiable, which is the "double type" teacher's professionalism. In the structural model there are high professional ethics, strong educational philosophy, rich expertise, superb professional competence, and high-quality professional services. Therefore, we believe that the We believe that "double type" is a quality teacher refers to teachers with a good professional moral quality and higher level of education and teaching, stronger ability in engineering practice and application, rich practical experience. They are the professional teachers with the dual knowledge and ability of common university teachers and "engineer". The We believe that "double type" is a quality teachers have a specific requirement in quality and ability. A lot of important factors influence the construction of them in the vocational colleges. They include the demand of social development for high skilled talents, the formulation of the standards of the We believe that "double type" teachers by education administrative department, the perception of higher vocational colleges for the significance of the "double type" teachers in the higher vocational education. Furthermore, teachers' hobbies, moral quality, capacity and so on are also the vital factors.

### III. SIGNIFICANCE OF CONSTRUCTION OF "DOUBLE TYPE" TEACHERS TEAM IN VOCATIONAL COLLEGES

Firstly, the "double type" teachers training are requirement of self-development for teachers. The running orientation of vocational colleges is to develop application-oriented talents, which put forward higher requirements for the teachers. Teachers must not only have profound professional theoretical level, but also a wealth of practical ability. Higher vocational school students should adapt to the constant development of society, economy and technology and grasp the latest advanced knowledge and practical skills which draw the line for the teacher's capacity of educating practicing and guiding students. the teachers become then "experts" of theoretical teaching and practical guidance [2].

Secondly, the "double type" teacher's construction is in favor of implementation of the development of society needs. greater challenges and opportunities to the development of vocational education, the development of society needs more and more dependent on vocational education than ever. The third national working conference of vocational education to all levels of innovation points out, all kinds of vocational education mode, vocational education should serve the industrial upgrading, improve the professional skills and training of professional spirit to the depth of integration, to the development of vocational education reform by the way of cooperation between school and enterprise, go teaching fusion, highlight the practical application and the ways of running,

create a the distinctive vocational education characteristics, coach type teacher team.

### IV. PROBLEMS OF CONSTRUCTION OF "DOUBLE TYPE" TEACHERS TEAM IN VOCATIONAL COLLEGES

Through the current situation of the training of "double type" teachers and colleges and universities in 8 vocational colleges in Qingdao. Through sorting, it was discovered that in recent years, Qingdao's higher vocational colleges and enterprises have mainly cooperated with enterprises in their practice training, cooperation in scientific research projects, teacher lecture halls, and backbone schools to cultivate "double type" teachers, and the level of cooperation has gradually deepened. The opportunities for business practice have gradually increased, and the proportion of part-time teachers in enterprises has also been rising year by year. To a certain extent, the structure of the "double type" teachers has been optimized. However, there is still insufficient understanding of the cooperation between teachers and colleges and the training of vocational colleges. The conditions need to be improved, the awareness of enterprises participating in school-enterprise cooperation training is not strong, and the government supports the problem of poor guidance and cooperation between schools and enterprises.

#### A. *No uniform standard for the identification of "double type" teachers*

Although the education departments at all levels put forward a very high demand for "double type" teachers, there is no document issued specially for the identification of "double type" teachers. Main Points in the Education in Shandong Province explained "double type" teachers Team Building for three years since 2013, and gradually to advance "double type" Teachers Team Building. They are In 2013, the long-term mechanism of "double type" teachers team Construction of Vocational Education; In 2014, the Strengthening of "double type" teachers Team Construction in Vocational Education; In 2015, the Promoting of "double type" teachers Team Construction in Vocational Education. There was no relevant provision for the identification of "double type" teachers, so the applied universities are unclear and generate their own standards in the training and selection of "double type" teachers.

#### B. *Unreasonable training mechanism of "double type" teachers*

"Double type" teaching management is not in place and insufficient special funds for construction of "double type" teacher; The application-oriented colleges provides insufficient training. Many applied undergraduate education send their teachers to be tempered through titular position, or for the practice in operating post in enterprises, and other measures. But these measures usually become a mere formality, and can't play a practical effect. Moreover, the number of professional counterpart' enterprises is small. For corporate trade secrets, enterprises have reservations the teachers in many practice aspect, this mechanism can't enhance the teachers' practice capability.

#### *C. Imperfect incentive mechanism of "double type" teachers*

The lack of a clear concept of professional development of teachers is the reason why teachers are not active in the process of transition [3].

The wage structure, job promotion, assessment oversight system of "double-qualified" and "dual-talented" teachers is not perfect, resulting in teachers' enthusiasm in enhancing professional practice ability is not high. This is an important reason limited growth and promotion of "double-qualified" and "dual-talented" teachers.

#### *D. mechanism of college-enterprise cooperation in "double type" teachers group is not perfect*

Enterprises only pay attention to immediate interests, lack of a strategic vision of cooperation and win-win, and the benefits cannot be guaranteed in cooperation. It is enterprises that participate in "double type" teachers. The basic reason for the cultivation of weak intentions. Higher vocational colleges lack the attractiveness of cooperation with enterprises, it is difficult to build the superior resources for school-enterprise cooperation, and the government is a "double type" teacher. The macro-adjustment of the team building and the lack of supervision have weakened the enterprise's initiative and enthusiasm in the training of "dual-qualified" teachers to some extent.

### V. MEASURES OF CONSTRUCTION OF "DOUBLE TYPE" TEACHERS TEAM IN VOCATIONAL COLLEGES

#### *A. To make clear identified standards, strengthen the "double type" consciousness*

The government must continue to improve the "double type" teacher qualification certificate system; Education authorities should issue as soon as possible methods of identification, training and management for "double-qualified" and "dual-talented", formulate a unified "double-qualified" and "dual-talented" teachers recognized standards, and indicate the direction for schools. We think that "double-qualified" and "dual-talented" teachers can be identified in the following three aspects: First, double-certified teachers. Teachers need to have teacher's certificate and industry certifications. Second, dual grade teachers. Teachers need to have more than the title of lecturer and professional titles above the intermediate level. Third, applied research type teachers. Teachers need to have teacher's certificate and preside over the application of research, which should be applied in practice in business [4]. No matter what kind of identification, teachers are required to have profound theory and rich practical skills.

First of all, we must give full play to the role of the main players in the cultivation of "double type" teachers. As the training target, teachers should spontaneously move toward self-development and self-transformation. Institutions should establish a "people-oriented" scientific and democratic management system that emphasizes teachers' subjective status and subjective initiative, while teachers themselves should enhance ability of independent professional development, and eventually achieve self-conscious

professional development through understanding and adopting such methods as promotion, independent creation, and reflection and reconstruction.

#### *B. To innovate training model and improve the training system*

Cultivating and training systems should be perfected, linkages between pre-service and post-career training should be strengthened, diverse cultivating and training activities should be conducted, integration of production and education should be deepened, and the cultivation and construction of part-time teachers should be enhanced.

Teacher development centers should be made good use of, teacher learning community should be well organized, and different teachers should be organized and guided to carry out professional and individualized career planning and diagnosis.

Teachers' professional training should be carried out in many forms. Qingdao Huanghai University where the author works in uses a "five-layer formula" training strategy and supporting measures to improve teachers' skills. First, take advantage of the existing resources of the school training base to improve the basic skills. Second, using holiday time, through the way of hiring experts of companies and industry into the school, the school established professional training camp, so the professional theory and professional practice of the professional teachers can be promoted further. Third, arrange professional teacher to attend regularly scheduled professional learning and skills training, to dig deeply the frontier knowledge and the future development trend of each specialty. Fourth, to arrange teachers go to the businesses for a period of 2 to 3 months of testing and training during the school summer vacation. Teachers can master professional knowledge and skills, at the same time, get the knowledge and talent needs of jobs. Fifth, the technician identification, which asks teachers to attend the exam. The identification process of technicians and senior technicians is the assessment of the knowledge and skills that the teachers get in the previous four stages, but also a sublimation of the professional skills of teachers which helps teachers once again improve their comprehensive ability to achieve the standards of "double-type" teachers, and fulfill faculty development goals [5].

#### *C. To broaden the motivation, assessment mechanism and promote teachers' self-improvement*

Higher vocational colleges should improve corporate practice education, encouragement of "dual-professional" teachers, etc. System, attach importance to the management of part-time teachers. Firstly, an occupational skill appraisal committee and the standardization of accreditation criteria should be established, and a dynamic review mechanism should be launched. Secondly, the career tenure of teachers policy should be canceled, specialized assessment and incentive mechanisms, Teacher introduction should be established and improved, and title appraisal, compensation and benefits, training assessment, and other aspects should be tilted toward "dual-professional" teachers.

*D. Strengthen the school-enterprise cooperation, build a "double-qualified" and "dual-talented" teachers' training platform*

Application-oriented scientific research platforms in higher vocational colleges should be set up, research and innovation teams should be established, "dual-qualified" teachers and school-enterprise cooperation should be correctly guided, and committed scientific research work should be promoted.

Enterprises should establish a sense of cooperation and win-win, assume the corresponding cost-sharing responsibilities, play a coordinating role of industry companies; Higher vocational colleges should continuously improve their service capabilities, strengthen the construction and optimization of core resources, and form an internal driving force for cooperation with enterprises; the government must give school-enterprise cooperation in laws, regulations, policies, and economics. Safeguards form the external motivation of school-enterprise cooperation. We should increase publicity and input funds to solve the supporting problems of the construction of double tutors, and encourage and subsidize the enterprises actively involved. Finally, as a tie for integration of vocational resources, mutual benefit, and mutual development, teachers continuously enrich and innovate school-enterprise cooperation to foster the form of cooperation between "dual-qualified" teachers, fully taking into consideration the interests of the company's employees, and fulfilling the needs of both parties. The greatest utility of superior resources, to achieve a win-win situation between colleges and enterprises.

Qingdao Huanghai University has strengthened its cooperation with the enterprise, and has reached a series of cooperation forms with Qingdao Yunze Equipment Co., Ltd., Qingdao Oriental Huicheng Electronics Co., Ltd. Strengthen bilateral depth substantive cooperation between schools and enterprises, and take the road of integration research. Encourage teachers to declare research projects with businesses, and participate in project design, to find comprehensive graduation practice from the production practice for the students. To encourage teachers to go out of school, to be business-oriented and production-oriented, to undertake research projects actively, to engage in scientific research and technical services, to study technology in-depth, to research and develop new products and new technology. To encourage teachers to carry out various types of external professional and technical development services [6]. Advantages of combination of research: First, to achieve the combination of the research work and teaching, this helps teachers in teaching innovation, and exploring ways to solve problems, and improving the quality of teaching. Second, to carry out applied research and technical services through cooperation with enterprises, this improves the research capacity of teachers and the promotion of the use of scientific research. Third, to achieve the combination of teachers' scientific research work and the practical needs of business, and to achieve effective research transformation through the technology and equipment of professional teachers, which is conducive for energy conservation and improvement of product quality, development of new products, so as to serve

the local economy and strengthen the willingness of companies' partnerships.

In view of this, we intended to explore the feasibility of promoting vocational school-enterprise cooperation by the combination of social external driving force and enterprise internal driving force, make the dominant role of enterprise in the construction of contingent of vocational teachers more prominent, build the long-term mechanism of school-enterprise cooperation in the construction of our country's contingent of "double type" teachers.

## VI. SUMMARY

The development of "double type" teachers team construction work relates to the quality of construction of teacher team in vocational schools, relates to the merits of the quality of vocational education, and relates to the construction of modern vocational education system. We can draw a conclusion that the vocational colleges need every part to promote the construction of the "double type" teachers: the adjustment of the teacher themselves, the high requirement of the colleges, the platform that is provided by the factories and the connection of the government.

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