

The Research on the Construction and Management of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges in the New Vocational Education Situation

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Abstract: In the new situation of vocational education, all the higher vocational colleges must improve the students’ quality from the aspects of promoting the innovation of the talent training mode, establishing and perfecting the course system, building the “double-qualified” teacher group, improving the information level and strengthening the international exchange and cooperation. The level of the teachers has affected the quality of students’ training directly, and building a high-level “double-qualified” teaching force is the basic requirement for the construction of teachers in higher vocational colleges under the new vocational education situation. All kinds of vocational colleges should take this as an opportunity to meet the needs of such high-quality technical and skilled talents by strengthening the reform of education and teaching, striving for a high-level “double-qualified” teacher group, and ensuring the development of the whole vocational education and teaching under the current vocational education situation.

1. Introduction

Higher Vocational Education have the mission of training high-quality technical talents for the first-line needs of production, construction, service and management. The State Council has issued National Program for The Reform and Implementation of Vocational Education. The Ministry of Education and the Ministry of Finance have issued The Opinions on the Implementation of the Plan for the Construction of High-level Vocational Schools and Specialties with Chinese Characteristics. The national top-level design points out the development direction for China's vocational education. Under the new situation of vocational education, all vocational colleges must improve the quality of personnel training from the aspects of promoting the innovation of personnel training mode, establishing and improving the course connection system, building the “double-qualified” teacher team, improving the level of information technology and strengthening international exchange and cooperation. The level of teachers in higher vocational colleges affects the quality of personnel training directly, and it is the basic requirement for the construction of the teachers’ team of higher vocational colleges to build a “double-qualified” teaching staff under the situation of new vocational education. Higher Vocational Colleges should take this opportunity to strengthen education and teaching reform, strive to build a high-level “double-qualified” teachers, and ensure that the development of vocational education and teaching can meet the needs of the current situation of vocational education for personnel training.^[1] Shandong Province, as a major province of education, the number of Higher Vocational Colleges is in the forefront of the country. Under the new situation of vocational education, how to strengthen the construction and management of “double-qualified” teachers, and provide better quality of service for the personnel training and the development of Shandong Regional Economy and society is a new important research topic.

2. The Analysis of the Current Situation of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges

2.1 An Analysis of the Current Situation of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges

According to the different types and orientation of running schools, 14 Vocational Colleges in Shandong Province were selected as the samples for investigation, including Weifang vocational college, Shandong Vocational College, Zibo Vocational College, Weihai Vocational College, Shandong Vocational College of Science and Technology, Shandong Transport Vocational College, Qingdao Vocational and Technical College of Hotel Management. Based on the interviews with the teaching administrators and the core teachers, and the questionnaire with 758 core teachers, it is found that 85.9% of the teachers in 14 Higher Vocational Colleges meet the standards of “double-qualified teachers”. Among them, 91% of professional teachers are “double-qualified” teachers. This has a lot to do with the start of the construction project of high-quality vocational colleges in Shandong Province in recent years. The related colleges have strengthened the training of professional “double-qualified” teachers, and great achievements have been made in the construction of “double-qualified” teachers in Shandong Higher Vocational Colleges. However, there are still some problems in various colleges and universities, such as the lack of uniform standards for accreditation, the low standards for accreditation, the emphasis on the formulation of documents rather than on the later-stage management, especially after the completion of the project construction in various institutions, the continuous training and management of the “double-qualified” teachers are lack of stability and continuity.^[2]

2.2 The Analysis on the Construction of the Management of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges

Based on the investigation, this paper summarizes the following problems existing in the cultivation and management of “double-qualified” teachers in Shandong Higher Vocational Colleges: First, the Construction Plan of double-qualified teachers is not clear, and the source of teachers is blocked. Through investigation, most of the colleges lack of scientific planning for training “double-qualified” teachers, and the existing this kind teachers mainly come from the training of colleges, and the staff of enterprises are few. More than 90% of the surveyed “double-qualified” teachers come from colleges, and less than 10% of them have more than two years of working experience in enterprises. Most of the “double-qualified” teachers in Shandong Higher Vocational Colleges have obtained the primary or intermediate vocational qualification certificate related to their major through short-term training, and generally have no experience of working in enterprises related to their major. At present, when higher vocational colleges bring in enterprise talents, they generally have requirements for the title of a senior title. But there is no relevant title or lecturer qualification in an enterprise, so it also prevents some experts with rich business experience from being teachers in higher vocational colleges. Only a few with rich practical experience in enterprises come to higher vocational colleges to be teachers. The second is the lack of professional development chain of the system. At present, there is not only a lack of complete professional theory training system, but also a lack of perfect practical skill training system. It affects the theoretical upgrading of teachers and the in-depth development of their professional knowledge. Moreover, the self-improvement of the professional teachers also lacks the systematic plan. And there are only a few opportunities for them to receive some professional counterpart training, especially the lack of depth and breadth of school-enterprise cooperation that has seriously restricted the construction and development of “double-qualified” teachers in Shandong Higher Vocational Colleges. And the last is the lack of incentive measures for “double-qualified” teachers. There is no relevant welfare or incentive measures in salary, opportunity for further study, professional title evaluation and excellent evaluation for “double-qualified” teachers. A considerable number of them believe that the colleges have failed to play its due role in the management, the evaluation and employment of professional titles. And

there is no corresponding system, standardized operation or guidance. All kinds of vocational colleges also lack feasible measures of encouraging the introduction of talent and self-development. 65 percent of the “double-qualified” teachers surveyed were dissatisfied with the treatment and incentive measures of the college. Most of higher vocational colleges in Shandong are aware of the difficulty of introducing and training “double-qualified” teachers. However, there are no perfect measures to encourage the personal development of them. It has a direct impact on the management and the improvement of the quality and ability of “double-qualified” teachers.

2.3 Analysis on the Evaluation and Assessment System of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges

By means of investigation, teachers’ discussion and questionnaire survey, it is concluded that the construction of “double-qualified” teachers in Shandong higher vocational colleges places more emphasis on the construction of system than the construction of evaluation and assessment system. Zhejiang Institute of Mechanical & Electrical Engineering has set up a special evaluation system for “double-qualified” teachers. Participants include teachers themselves, colleagues, students and teaching administrators. The assessment content includes the syllabus, classroom observation and teaching evaluation. The results are directly related to teachers’ training, salary and promotion. It also set up certification standards, and divided “double-qualified” teachers into three grades: primary, middle and senior class. It also puts forward different training requirements and assessment indexes for different grades, which makes the assessment criteria more concrete and fully reflects the differences of individual “double-qualified” teachers.^[3] Wuhu, Anhui Province carries out the “process management” for “double-qualified” teachers in higher vocational colleges. It has set up the Special Management System for such teachers including the professional training, practical training, teaching evaluation and comprehensive evaluation. And each link implements the detailed management. The perfect practical ability training system will bring great promotion to the development of their ability, and promote the development of the whole “double-qualified” teachers. These are worth learning for higher vocational colleges in Shandong. Through investigation and research, quite a number of “double-qualified” teachers believe that our college has failed to perform its proper functions in the management of “double-qualified” teachers’ qualifications and professional titles, to establish corresponding systems and to form standardized operation and guidance. There is no clear evaluation and assessment system, and there is no scientific plan for the long-term construction of “double-qualified” teachers. There is a lack of key factors such as training target, object, content, assessment system and evaluation index in the training of “double-qualified” teachers. In the meantime, there are also some problems in the training mechanism of “double-qualified” teachers in higher vocational colleges, such as the low satisfaction and recognition of teachers, the imperfect training mechanism, the lack of concrete targets, the weak pertinence and operability.

3. The Analysis on the Construction and Cultivation of “Double-Qualified” Teachers in Shandong Higher Vocational Colleges

In the process of the construction and cultivation of “double-qualified” teachers in Shandong Higher Vocational Colleges, it is the first step to establish the “double-qualified” teacher accreditation standards that conform to the current situation of the development of various vocational colleges in Shandong Province, establish and improve the evaluation system of teacher training in higher vocational colleges, and strengthen the construction of assessment system.

3.1 Using Advanced Experience of Foreign Countries for Reference to Stimulate the Construction of “Double-Qualified” Teachers Group

In Germany, Australia, Britain, America, France and other developed countries which vocational education is advanced, “double-qualified” teachers play an important role in these countries and are the main impetus to promote technological innovation. Therefore, our country should actively learn from Germany, the United Kingdom and other developed countries and increase training. (1) We

should give priority right to such “double-qualified” teachers, eg. they can be given priority to participate in training, textbook editing, scientific research projects, job appointment, etc. (2) We should raise the salary of “double-qualified” teachers: improve the working and living conditions of “double-qualified teachers” and provide preferential treatment in training and further study abroad.

3.2 Using the Advantage of Location to Train “Double-Qualified” Teachers

Shandong Higher Vocational Colleges should strengthen the cooperation with the regional industries and enterprises. Each college should give full play to the Regional advantages, make good use of the resources of the industries and enterprises, provide practice or training base, and continue to optimize the “double-qualified” teachers’ group.

3.3 Further Strengthen the Cooperation between Colleges and Enterprises, Make Full Use of High-Quality Resources of Industry and Enterprises to Train “Double-Qualified” Teachers.

The Decision of the State Council on Vigorously Developing the Vocational Education calls for the establishment of a consistent system for vocational education teachers to practice in enterprises. This is an urgent need to adapt to the new situation of the reform and development of vocational education and to promote the professional development of teachers. School-enterprise cooperation is based on the needs of industry and enterprise development. Through school-enterprise cooperation, more high-quality enterprises to build “double-type” training base for teachers.^[4]

3.4 Continue to Strengthen the Training of Professional Knowledge and Practical Skills, and Establish a Complete System for “Double-Qualified” Teachers

The higher vocational colleges in Shandong should make use of school-level alliances or other forms to establish standards of “double-qualified” teachers that can meet the characteristics and requirements of Shandong Province. Each college should draw up a plan for the training of “double-qualified” teachers in the colleges according to the standards, to determine that some professional counterpart enterprises as training bases, and to organize teachers to receive professional skills training at training bases on a regular basis every year. The teachers should focus on professional skills, understanding of the industry post needs and professional development of the latest direction. And the colleges should hire or invite some managers from well-known companies, experts from vocational schools or industrial enterprises, business cadres and other experts, who have some systematic theoretical knowledge and experience in industrial enterprises to carry out regular training at schools, gradually forming a complete training system, training more excellent “double-qualified” teachers for vocational education.

3.5 Establish a Standardized System of Mentorship

The higher vocational colleges in Shandong should continuously improve the part-time teacher employment system from the policy level. While employing part-time teachers from enterprises to attend classes, they should also ask them to guide professional teachers who have not participated in the practice of enterprises in depth, the teacher-apprentice system is adopted to train and improve the practical ability of professional teachers.

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