

On the Building of a High-Level College Faculty Team from the Perspective of Double High-Level Initiative

--A Case Study of Zhejiang Institute of Economics and Trade

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Abstract: In the early stage of the “double High-level “ Initiative, higher vocational colleges implemented a teacher quality improvement plan through multiple linkages, multiple measures, and funding guarantees, strengthened the training of echelon talents, and guaranteed new teachers to stand on the platform. The strength and level of the teacher team have been enhanced, but the structure and connotation still need to be further improved. Through system construction, platform construction and classified training, clarify the specific goals of high-level teacher team construction during the “double high” construction period, and propose to improve the classification incentive mechanism, implement the “four upgrades” plan; implement the “elite project” to incubate high-level Leading talents and industry-specific talents; actively constructing an international faculty team; standardizing academic ethics and advancing the implementation path of the organizational culture of the teaching and research section.

1. Introduction

During the demonstration construction period, higher vocational colleges took the development of teachers as the starting point, and coordinated multiple measures in teacher training, assessment and platform construction, etc., and took multiple measures to create a platform for double teacher training, quality improvement, and teacher team building. The development path of teacher quality teachers has promoted the quality improvement plan of full-time and part-time teachers, developed a teacher professional development system, boosted and guaranteed classroom teaching, practical training, innovation and entrepreneurship, and strengthened the production, learning, and research cooperation of full-time and part-time teachers , Built a more reasonable “dual teacher” teacher team.

2. The Foundation for the Construction of High-Level Teachers

2.1 Multi-Party Linkage, Multiple Measures Simultaneously to Promote the Teacher Quality Improvement Plan

Through the improvement of teacher assessment, appointment, funding and other teacher team management and training systems, deepen the intensity of connotation construction and strengthen the guiding role of the system. Strengthen the construction of the teacher management cooperation platform, improve the full-time and part-time teacher talent exchange mechanism, and strengthen the construction of the teacher professional development platform.

2.2 Strengthen Echelon Training to Ensure That Funding is in Place

Investing in special funds, solidly carrying out the teacher quality improvement plan, adhering to the progressive teacher development model of “Teaching Assistant-Young Teacher-Key Teacher-Professional Leader-Teaching Teacher”, through multi-level, multi-type, series and continuous training , Mid-term diagnosis, final assessment, and promote the dynamic training of echelon teachers.

2.3 Deepen the Training of Teaching Assistants and Help New Teachers Stand Firm on the Platform

In order to ensure that young teachers are qualified for teaching positions as soon as possible, and to effectively improve the quality of education and teaching, the implementation of teaching assistant training methods and career development plans for young faculty and staff, through the guidance of mentors, detailed planning-fulfilling duties, diversified training, multi-party linkage-expiry assessment, Comprehensive evaluation to achieve the training goal.

3. The Problem of “Dual Teachers and Dual Abilities” Teaching Staff Construction

During the demonstration construction period, the strength and level of the teacher team have been enhanced, but the structure and connotation still need to be further improved. The specific manifestations are as follows:

The incentive and restraint mechanism needs to be optimized, and the classification orientation needs to be further deepened. The standardized system for the construction of the faculty is relatively sound, but the incentive and restraint mechanism for the classification of echelon talents needs to be optimized. A standardized system has been established to realize the independent evaluation and appointment of professional and technical positions, but the classification and evaluation guidance needs to be promoted together, and the supporting system needs to be improved; for example, the ceiling effect of high-level talents is more obvious, and the iconic achievements and awards of high-level teaching and scientific research with industry characteristics are more Few; as a key university relying on industry to run schools, the backbone teacher service system and the ability to serve the industry need to be strengthened, and the ability to help solve industry and first-line technical problems needs to be stimulated. Based on the scientific research level to solve actual production technical problems, it is a highland for skilled talents The advantages need to be highlighted. Through international cooperation and exchange platforms, the results produced have not yet radiated to many aspects such as teaching, science, and research.

The connotation construction of “dual teachers” and the overall improvement of teachers' ability need to be further demonstrated. On the one hand, the connotation construction of “dual teacher” refers to optimizing the structure of the “dual teacher” team that combines professional and concurrent work; on the other hand, it refers to improving the vocational education and practical skills of full-time teachers, that is, “dual ability”. More than 60% of the teachers with “dual teacher” quality recognized by higher vocational colleges have obtained relevant professional qualification certificates. The training of the connotation of “dual teacher” by schools should pay more attention to the process and strengthen the assessment of the training process. The standards, assessments and incentive measures for the training of the practical and application abilities of “double-teacher” quality teachers need to be more clear. At the same time, it is necessary to further clarify the professional development path of teachers, and use resources such as teacher development centers and school-enterprise cooperation platforms to promote internationalization and informatization for leading talents, professional leaders, key teachers, young teachers, and improve innovation and entrepreneurship. Cultivation of abilities, practical skills, and social service capabilities.

The teaching ability of part-time teachers needs to be improved, and integration into the team needs to be closer. The school department lacks a systematic plan for the construction of part-time teachers. The part-time teachers hired are mainly responsible for the practical guidance of students, and they are less involved in teaching reform and curriculum construction. The entry threshold, training system and restraint mechanism of part-time teachers need to be clarified. . The school department hires part-time teachers not only to make up for the shortcomings of full-time teachers, but also to conduct strict selection and systematic training. Through the “win-win” project drive, part-time teachers are further encouraged to improve their education and teaching capabilities and integrate into team building. The team results promote teaching reform, promote technological progress, and serve the industry and industrial development.

4. Specific Goals for the Construction of High-Level Teachers

Strengthen system construction to ensure the continuous development of the teaching staff. Promote the secondary school-departmental distribution reform, reflect excellent performance and rewards, and improve the performance incentive system; deepen the independent evaluation and appointment reform, reflect the classification orientation, and improve the post appointment system; optimize the construction of the dual-faculty connotation, reflect dynamic stratification, and improve the funding evaluation system.

Improve platform construction and improve the functions of the dual-teacher training base. Improve the construction of the teacher development center in the school and the double-teacher training base outside the school, promote the standardized operation and innovative development of the teacher development center, and strive to improve the teaching ability and professional quality of teachers, serve the overall progress and continuous development of teachers, and provide teachers with ability enhancement, Discussion and exchange, development consulting and resource support.

Adhere to classified training and promote the progressive development of dual teachers and dual abilities. Through the improvement and implementation of the system of title evaluation, job appointment, talent funding and assessment, the tiered and classified training standards are more clear, the ladder development path is more complete, and the system promotes new teachers, young teachers, backbone teachers, professional leaders, and leading talents. Progressive development. Continuously improve the teacher training mechanism, through project funding, process assessment, and goal management, so that echelon teachers have clear phased goals and smooth promotion channels.

5. The Implementation Path of the Construction of High-Level Teachers

According to the needs of teachers' personal development and professional construction, and according to the idea of "system first, standard guarantee", carry out the full-time teacher double teacher quality improvement plan, professional teacher service social ability improvement plan, part-time teacher education and teaching ability improvement plan, and teacher team borrowing Only then cited the intelligence enhancement plan.

Full-time teacher double teacher quality improvement plan. On the basis of the progressive teacher training path, improve the training, management, assessment and incentive system of assistants, backbone teachers, professional leaders, and high-level talents. Through the full-time teacher training system of the Teacher Development Center, teachers are required to systematically participate in various activities according to their own development needs through a combination of online and offline training. Improve the training mechanism for full-time teachers, continue to develop young teacher training, "famous teacher lecture hall", micro-class and other school-based training, select key teachers to participate in national training, provincial training and other professional and project training, and subsidize teachers to participate in short-term vocational education abroad (overseas) Training and visits for more than 3 months. The second level of the school and department rolls out the "teaching skills" competition for young teachers, the "professional skills" competition for key teachers, and the "teaching and scientific research ability" competition for professional leaders. The competition promotes teaching and the competition replaces training to promote teachers. Professional growth.

Professional teacher service social ability improvement plan. Establish a dual-teacher studio, establish a social enterprise service think tank, and carry out targeted training for continuing education for enterprises, industry officials and employees, and provide talent support and intellectual and technical support for the system and industry to solve professional problems. Improve the "Administrative Measures for Temporary Training of Faculty and Staff (Practice on Post)", and put forward hierarchical and classified task requirements for teachers of different professional and technical positions for training on post (Practice on Post). At the same time, relying on provincial and school-level science and technology commissioners projects, teachers are

selected to participate in the technology accumulation and new product development, new technology research and development and practical technology training of industries and enterprises, and increase project funding and achievement acceptance management.

Part-time teacher education and teaching ability improvement plan. Innovate the teaching model, and improve the cooperation mechanism of “1+N” full-time and part-time teacher team in collaborative teaching. Increase the recruitment of industry experts, technical experts, and enterprise backbones, and enrich the “dual-teacher” faculty in multiple forms. On the one hand, it hires enterprise experts and skilled craftsmen from the production line to teach in the school; on the other hand, it hires enterprise/association executives to lead the team, give lectures, establish a master studio, and form a skilled team with industry experts and skilled masters as the core. Vigorously carry out training and research, technical research, and technological innovation. Encourage full-time teachers and part-time teachers to jointly build “course packages”, implement the “course host responsibility system”, and carry out the teaching quality evaluation of the “1+N” collaborative teaching team.

The teacher team borrows talents and attracts intelligence to enhance the plan. Relying on the construction of the Teacher Development Center, we will carry out in-depth school-enterprise talent training, online and offline training, team social services, and development exchange consultation. Formulate the activity plan of the Teacher Development Center, undertake internal and external academic seminars, staff training, industry conferences, etc., organize high-level talents to hold regular academic seminars or discussions; regulate the accumulation and certification of full-time teacher training hours; set up school-enterprise talent training to give full play to the school The bridge role of enterprise cooperation. Deepen the project of “introducing talents and borrowing talents”, explore the employment model of full-time foreign teachers, hire foreign teachers to undertake professional course teaching, offer professional elective courses, and participate in the teaching and research activities of the major.

Incentive and restraint of high-level talent teams. Through the improvement of “High-level Talent Management Measures”, “Professional Leader Training Funding Plan” and “Key Young Teacher Support Plan”, etc., focus on cultivating leading talents, including famous teaching teachers, professional leaders, provincial and ministerial talent funding projects, etc. Industry-featured talents will effectively play a demonstrative and leading role. Implement dynamic management of high-level talents and professional leaders in schools to break the “lifelong” and “ceiling” effects of talents. During the term of office, clarify job responsibilities, and conduct periodic and quantitative assessments on the performance of their responsibilities through segmented assessments and merit-based funding. The assessment includes whether they still have professional and industry competitiveness, whether they have achieved expected performance, whether they have reached quantitative indicators, etc. And as the main basis for project funding and renewal. Give full play to the active role of corporate talents and foreign teachers of Sino-foreign cooperative majors in professional construction, and explore the dual professional leader system.

Innovative team building. Starting from optimizing the structure, improving quality, and improving the mechanism, the team building of teachers is a long-term strategy in team building. On the basis of team building during the “13th Five-Year Plan” period, an innovative team with unified responsibility, power and benefit will be established The leader is responsible for the system, improve the internal operating mechanism, increase the training and motivation of team members, and expand the promotion channels and growth space of young and middle-aged backbone teachers and young teachers through the demonstration of famous teachers and team cohesion; promote experts through full-time and part-time teacher collaboration Entering the campus is normalized and the application of new technologies is institutionalized; using the project as a link, optimize the team structure, promote the transformation of results, and promote the team to produce excellent products and highlight highlights.

Relying on the foreign cooperation and exchange platform of the National Education Center, we will promote the construction of an international teacher team in an all-round and multi-level manner, and build a “three-in-one” international teacher team, which mainly includes the

internationalization of vocational education concepts, the internationalization of activity spaces and talents The introduction of internationalization and other three levels.

The concept of vocational education is internationalized. In addition to the academic environment, humanistic environment, living environment and other factors, the key to the construction of the international backbone faculty is the construction of system and management. Constructing a management model with an international concept can build a good team of teachers that serve internationalization. Encourage key teachers to conduct long-term and short-term study visits, create a loose policy environment, a free and harmonious academic atmosphere, provide an excellent platform for entrepreneurship and work, and lay the foundation for the internationalization of the teaching staff. Through the information platform, provide policy support, process management, and tracking services for teachers' international exchange activities, care about and understand the learning work of teachers abroad, and give necessary help and guidance in time.

Internationalization of event space. The cross-border exchange of teachers, including personnel activities and intellectual mobility, training and encouraging key teachers to participate in international exchanges, and broadening the space for professional teachers' international activities is the main approach and practice form for the internationalization of key teachers. Improve teachers' language proficiency, enhance cross-cultural communication skills, bring back advanced teaching models and educational concepts from abroad, and keep abreast of international academic trends in a timely manner, so that teaching and research can better integrate with international standards. Focus on the school building platform, promote the establishment of friendly relations between the department (department) and the secondary colleges of foreign (overseas) universities, mainly focus on the "Belt and Road", implement the "going out" strategy, improve a sound selection mechanism, and formulate corresponding The goal of the work is to send teachers abroad for further studies, cultural visits, project cooperation, academic exchanges and international conferences in a planned, purposeful, and step-by-step manner, so that teachers can track the latest information and academic trends of their profession and improve their professional quality.

Internationalization of talent introduction. In the construction of an international faculty team, through international cooperation and exchanges, we will attract outstanding teachers from abroad (overseas) and strengthen scientific management and performance appraisal. Relying on the teacher development center, work hard in the "soft environment", establish an international "view of talent", and focus on promoting the "intelligence introduction" work. First, the introduction of high-level overseas talents, focusing on practicality, and strengthening and professional setting and construction The degree of conformity, reasonable structure and complementary directions, truly enable the introduced overseas high-level talents to give full play to their due role; secondly, attract outstanding foreign professional teachers to teach in the school, expand the effect of famous teachers, and allow foreign teachers to participate in many aspects Teaching work, such as participating in teaching reforms, co-editing teaching materials, guiding young teachers, guiding students in practice, etc. Explore the school-department two-level employment mechanism and establish a flexible short-term employment mechanism.

Standardize academic ethics and promote the construction of a long-term mechanism for teacher ethics and style. Implement the construction of a long-term mechanism for teacher ethics and style, coordinate working mechanisms, implement teacher ethics standards, promote noble teacher ethics, and improve the teacher evaluation index system. By commending 30-year-old teachers and selecting advanced organizations or individuals for educating and educating people, establish "models" and promote "teacher ethics"; strictly implement teacher ethics in the fields of annual assessment, professional title review, job appointment, awards and excellence "One-vote veto system", improve the warning list of teacher ethics and style, and clarify the "red line of teacher ethics." Strengthen the construction of the coordination mechanism, improve the top-down leadership and supervision system, and form a teacher ethics supervision mechanism that is collectively managed, each performs its duties, and each is responsible. Improve the system of professors on the podium, and further regulate teachers' ethical behaviors through democratic supervision and self-discipline supervision of teachers' professional conscience, so as to encourage

teachers to consciously fulfill their ethical obligations. Improve the “four-in-one” teacher ethics construction supervision network and restraint system involving schools, teachers, students, and teaching supervisors, increase supervision and ensure the correct orientation of education and teaching.

Standardize the activities of the teaching and research section, and improve the basic teaching and organizational functions. The functions of the teaching and research section will be expanded through the construction of professional classification. As the basic organization for teachers to carry out their work, the teaching and research section focuses on strengthening the construction of soft power such as organizational culture. First of all, strengthen the construction of the teaching and research room, implement the organization and management of the teaching and research room in teaching, scientific research, teachers, professional construction, etc., improve the “competency model” of key teachers and professional leaders, and formulate training programs on this basis to implement “work “Task-oriented” job training, work performance is linked to salary. Secondly, the teaching and research section is one of the main bodies of evaluation and training. In the daily professional construction and team training, the director of the teaching and research section and the head of the professional direction are in principle the key teachers or above echelon talents, and “the key teachers say that the curriculum, professional leaders “Professionalism” is included in the institutionalized management, through the teaching and research section to train key teachers, using the driving force of the backbone to promote young teachers; thirdly, to build an open teaching and research section, to strengthen foreign exchanges and cooperation, through the teacher development center, the teaching and research section as a unit, organize and participate in different Types of collective activities to create the culture of teaching and research section.

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