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Research on the Construction of Double-Certificated Teachers in Vocational Education

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Abstract: The construction of “double-certificated” teachers is an important support and basic guarantee for the development of vocational colleges and universities. An analysis of 20 policy texts on the construction of “double-certificated” teachers in vocational colleges and universities published between 2010 and 2021 and related literature shows that there are similar problems in the construction of “double-certificated” teachers in vocational colleges and universities both at the policy level and at the practical level. For example, there is a lack of a complete system for the training of “double-certificated teachers”; a single standard evaluation index, which is not very operational; and a lack of a corresponding evaluation and supervision system for the implementation of the policy, etc. Based on these problems, first of all, we should establish a joint research mechanism between schools and enterprises to build a standard system for recognizing “double-certificated teachers”. Secondly, the cultivation mechanism should be improved to enhance the effectiveness of the cultivation of “double-certificated teachers”; and finally, a perfect and effective supervision mechanism should be established.

Keywords: Vocational Education; “Double-Certificated Teachers”; Teaching Force; Vocational Education Policy

Introduction

Since the release of The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) (hereinafter referred to as the Outline of the Education Plan),^[1] China has issued a series of policy documents to promote the construction of “double-certificated teachers” in vocational colleges and universities, and the construction of “double-certificated” teachers in vocational colleges and universities has also been improved. The construction of “double-certificated” teachers in vocational colleges and universities has also made a big breakthrough. But at the same time, China's vocational colleges and universities, “double-certificated” teacher team still exists in the number of insufficient, single source, structural contradictions and many other problems that need to be solved.

1. “Double-certificated” teachers related policy content combing

1.1 Cultivation Mode of “double-certificated” teachers

At this stage, the professional development of “double-certificated” teacher has begun to take shape, forming a training mode of pre-service training and post-service training. In the pre-service training stage, vocational education teachers are trained through the combination of academic education and enterprise practice, through the joint construction of training bases by high-level universities and large and medium-sized enterprises, and through the strengthening of the construction of vocational and technical teacher training colleges.^[2] In the post-service training stage, a program to improve the quality of teachers in vocational colleges and universities shall be implemented to improve the professional competence of vocational education teachers, mainly through teachers’ enterprise practice, foreign study visits, and on-the-job degree study. Schools should work together with enterprises to carry out teacher training. Vocational education teachers should not only learn and master areas such as industrial structure transformation and upgrading, but also master the production organization and process flow of enterprises.^[3]

1.2 Recruitment and employment of “double-certificated” teachers

The recruitment of “double-certificated” teachers involves three core criteria: academic qualifications, work experience in industry and enterprises, and vocational education teacher trainees. Starting from 2020, except for graduates of “double-certificated” vocational and technical teacher training programs, there will be no more recruitment of fresh graduates who do not have more than three years of work experience in industrial enterprises.^[4] Explore the possibility of making working experience in industry and enterprises a necessary condition for recognizing educational teaching ability and obtaining the qualification of specialized course teacher. In the employment management of “double-certificated” teachers, the personnel management system of vocational colleges and universities is reformed by combining fixed posts and

mobile posts.^[5]

1.3 Guarantee system for "double-certificated" teachers

At the present stage, China's training system mainly includes the systematic training system for high-level teachers, the system of continuing education for teachers and the system of enterprise practice for teachers. Educational administrations at all levels should support vocational education teacher training base institutions with master's and doctoral degree granting rights to expand the scale of vocational education teacher training at the graduate level and improve the quality of training. Secondly, the induction training for new teachers should be fully implemented, focusing on improving the cognitive level of vocational education, teacher moral quality and teaching ability. Induction training is not only provided for new teachers, but also regularly organized for in-service teachers.

2. "Double-certificated" teachers building policy and practice dilemma

In the past two decades, with the promotion of the policy of "double-certificated" teachers construction in vocational education, the level of teachers in vocational colleges and universities has been significantly improved, but there are still many problems.

2.1 Lack of a complete system of "double-certificated" teachers cultivation and training

From the source of teachers, the main source of teachers in vocational colleges and universities is still fresh graduates of teacher training colleges. Vocational and technical teacher training colleges and universities are the important bases for training "double-certificated" teachers in our country, but the number of vocational and technical teacher training colleges and universities is insufficient, and there are fewer units reaching the level of master and doctoral degree, which can't satisfy the requirements of vocational colleges and universities for teachers. From the viewpoint of pre-service training, most of the fresh college graduates have insufficient ability to supervise practical teaching, and the form of pre-service training and assessment is more important than the content. From the point of view of post-service training, once teachers are on the job, it is difficult for them to have the opportunity to leave the job for long training activities due to heavy teaching duties, coupled with the lack of college funds and other factors, resulting in very little effective post-service training.

2.2 Single standard evaluation index and poor operability

At present, the evaluation of "double-certificated" teachers mostly adopts a single qualitative index, describing the requirements of the relevant conditions in words, and the quality requirements for "double-certificated" teachers are based on qualification certificates and skill level certificates, which is easy to produce a relatively obvious problem in practice. The requirements for the quality of "double-certificated" teachers are based on qualification certificates and skill level certificates. Vocational qualification certificates or skill level certificates of "double-certificated" teachers are not equivalent to the practical ability of "double-certificated" teachers.

2.3 Lack of corresponding evaluation and supervision system for policy implementation

Through the collation of policies related to the construction of "double-certificated" teachers, it is found that there is a lack of evaluation and supervision system for the implementation of the "double-certificated" policy, and most of the documents emphasize the responsibilities of the local education administrative departments. However, when the local education administrative departments carry out their supervision duties, they are unable to accurately judge the effectiveness of their supervision efforts and standards. Whether the implementers have fully understood the content and spirit of the policy, whether the policy implementation process is in place, and whether the implementation results deviate from the policy objectives, etc., all of these require corresponding evaluation and supervision mechanisms.^[6]

3. Countermeasures for the Construction of Vocational Education "double-certificated" teachers

3.1 Establish a joint research mechanism between schools and enterprises, and build a standard system for recognizing "double-certificated" teachers.

Schools and enterprises should establish a joint research mechanism to formulate a unified, scientific, reasonable, clear and comprehensive standard for recognizing "double-certificated" teachers. "double-certificated" teachers should be recognized from three aspects: good professionalism, solid professional knowledge and skillful practical skills. First, good professionalism, including teachers' personal political literacy and professionalism. Second, solid professional knowledge. Teachers' first priority is to teach, teach students the necessary theoretical knowledge, and guide them to learn to think and analyze. Third, skillful practical skills. "Double-certificated" teachers, but also have a high level of skillful practical ability, but also have the ability to docking industry enterprises, in order to better meet the needs of students' practical training.

3.2 Improve the training mechanism of VET teachers and enhance the effectiveness of "double-certificated" teachers training.

All departments of vocational colleges and universities should carry out top-level design and systematic planning according to the

growth law of “double-certificated” teachers and the development law of teams. First, give full play to the leading role of the government, increase investment in vocational education programs, and train excellent vocational teachers. Second, improve the teacher employment system and employ teachers in vocational schools according to uniform and strict standards. Finally, improve the level of training. According to the needs of teachers, invite experts with strong teaching ability and excellent operating skills to give teachers targeted and standardized training.^[7]

3.3 Constructing a multi-dimensional governance system and establishing a perfect and effective monitoring mechanism for policy implementation

Supervision is an important aspect of governance, and the establishment of a perfect and effective supervision mechanism is the fundamental guarantee to ensure the effective operation of the “double-certificated” teachers policy. First, the use of diversified, accurate, modernized supervision methods and means, improve the random inspection, special inspection and other supervision systems, open supervision channels, increase information disclosure, while attaching importance to judicial supervision, public opinion supervision, inspection supervision and other forms of supervision of the organic coherence, to expand the breadth and depth of supervision; The second is to clarify the supervision subject and the scope of authority and responsibility, and strengthen the leading responsibility of the two supervision subjects, namely, higher vocational institutions and government departments, to effectively play the role of supervision. At the same time, to further promote teachers, society, enterprises and industries, and other multiple governance subjects effectively participate in the supervision process, and encourage the participation of all sectors of society in supervision.

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