

第二章 路径篇

2.1 岗一量化指标，萃取岗位能力要求图谱

从人才培养目标反思反求高职院校“双师型”教师应具备的能力，萃取了“双师型”教师能力图谱，见图 2.1。该能力图谱以理论教学能力和实践教学能力双提升为最终目标，分为体现高校教师职业的能力、满足一般教学需要的能力和凸显职业教育特征的能力三个维度，涵盖了娴熟的信息化教学能力、教学设计能力、精湛的专业技术和实践操作能力等 21 项指标。

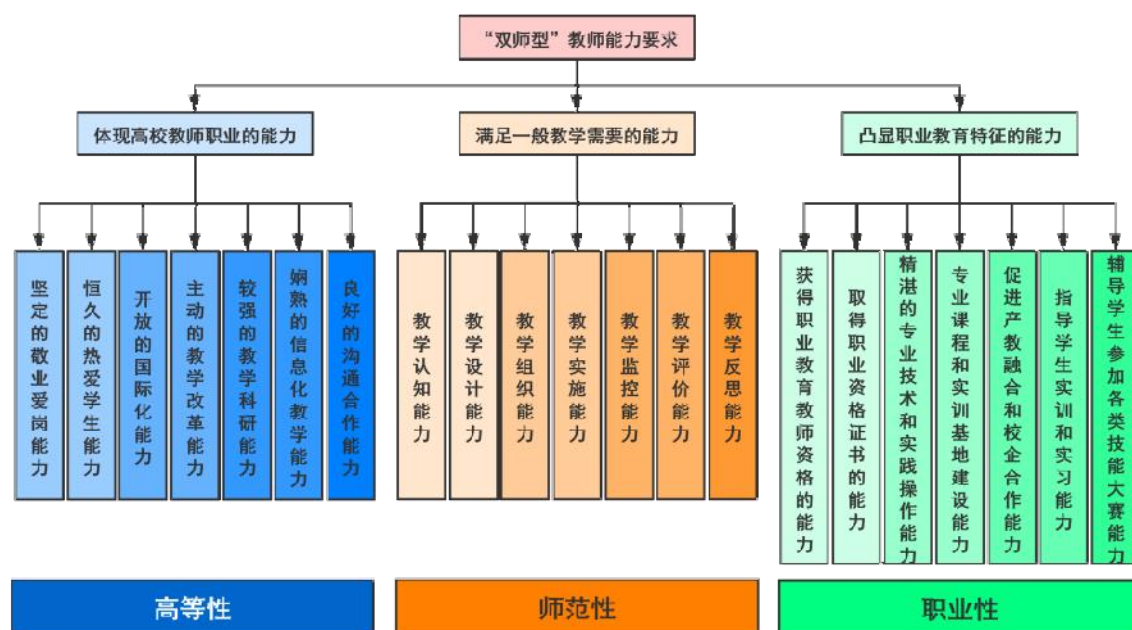
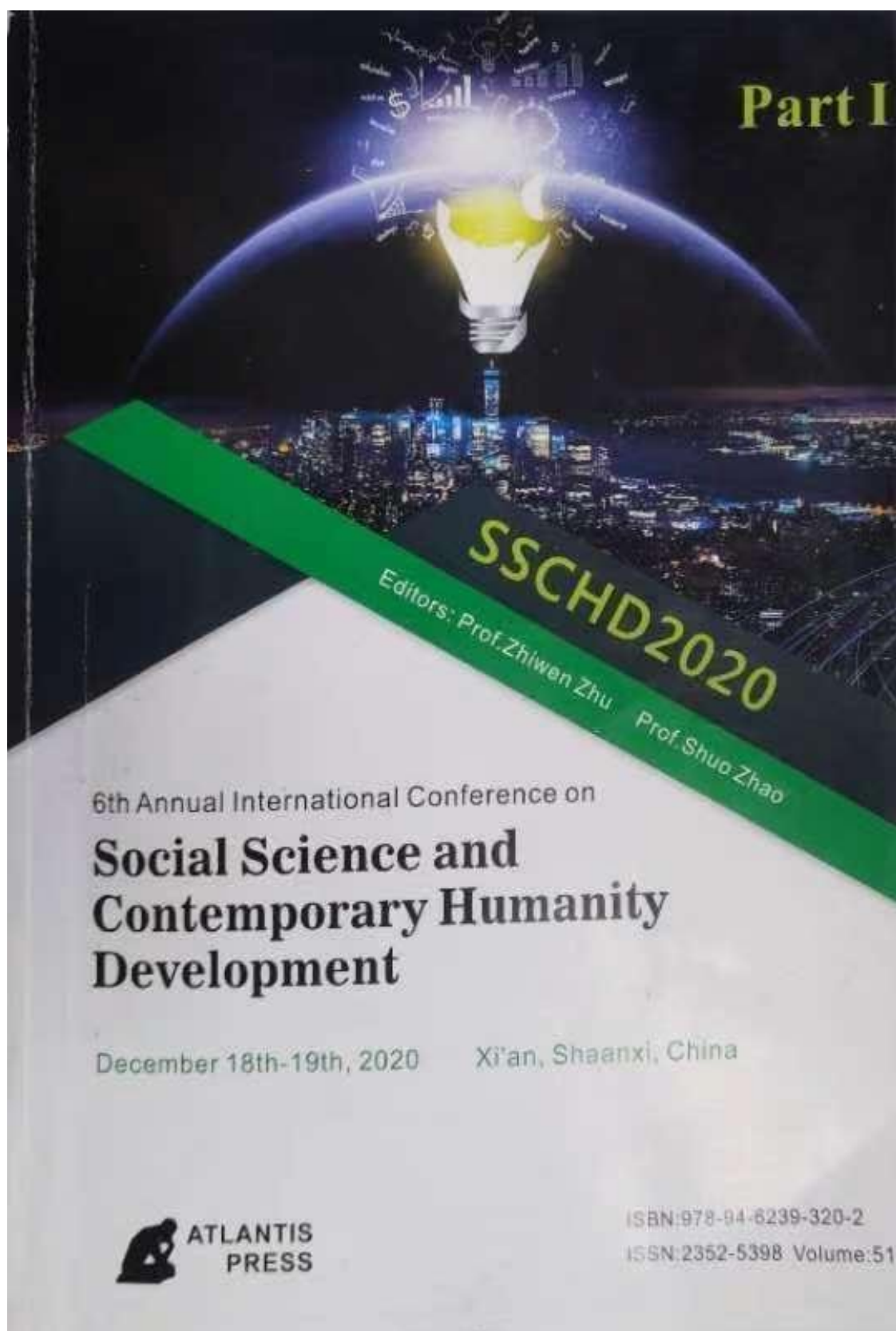


图 2.1 能力图谱



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Development of “Double-Qualified” Teachers in Higher Vocational Colleges: Dilemma, Framework and Path

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ABSTRACT

In view of present situation and development dilemmas of “Double-qualified” teachers in higher vocational colleges, clarify the gap between the actual “Double-qualified” teachers and ideal ones required by the country. Based on the concept of “Double-qualified” teachers, development framework for teacher ability has been set up, including 2categories, 3dimensions and 21 indicators. In addition, the integrated training system has been proposed for teacher’s pre-employment and post-employment, which provides theoretical and practical references for individual and group development of “Double-qualified” teachers in higher vocational colleges.

Keywords: Higher vocational colleges, “Double-qualified” teachers, Ability framework, Integrated training.

1. INTRODUCTION

Vocational education, due to its unique educational function and social contribution, has ushered in unprecedented development opportunities, but also faces many challenges; the most prominent contradiction is between fast reform and development of vocational education and the backward development of “Double-qualified” teachers in vocational colleges. The implementation of major national policies and systems such as the “Double High” Plan, the Expanded Enrollment of One Million in Higher Vocational Education, the 1+X Certificate System, and the System of Integration of Production and Education have put forward new requirements and challenges for the quantity and quality of vocational education teachers. Therefore, the development of vocational education teachers, especially development of “Double-qualified” teachers in higher vocational colleges, will attract more and more attention. The research on development of “Double-qualified” teachers in higher vocational colleges has become important issue in the reform of vocational education. The “Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening Reform

of Development of Teacher Team in New Era” illustrates to comprehensively improve teachers quality of vocational college teachers and build a team of high-quality “Double-qualified” teachers; the 2019 National Vocational Education Reform Implementation Plan (Hereinafter referred to as the “20 Vocational Education Articles”), it is clear that multiple measures must be taken to create a “Double-qualified” teacher team, and then to the “Deepening Vocational Education “Dual-professional” Teacher Team Development and Reform Implementation Plan in New Era” (hereinafter referred to as “12 Professional Teachers Articles”) is issued, The development of “Double-qualified” teacher team in vocational education has moved from a planned “blueprint” to a specific “implementation”, from a “macro” policy to a “medium-level” plan, and the goal and path of development of “Dual-qualified” teacher team in vocational education have gradually become clear; At the micro level, how does an individual teacher grow into a high-quality “Double-qualified” teacher? It is not only the goal and pursuit of faculty improvement in higher vocational colleges, but also the prerequisite and foundation for the development of modern vocational education.

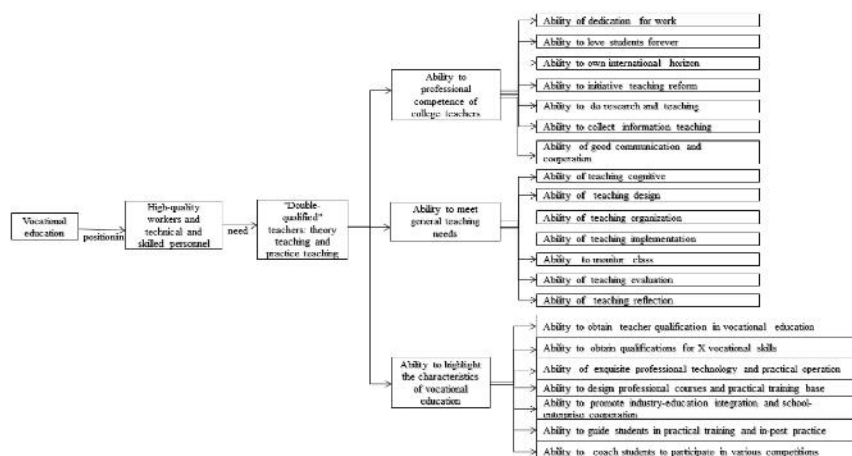


Figure 1 “Double-qualified” teachers’ ability framework of higher vocational colleges

4.1. Make a good “Start” and Explore New Paths for Pre-training of Vocational Teachers

4.1.1. Improve the Teacher Training System in Vocational Education

Since the reform and opening up, China's teacher training in vocational education has undergone three stages of emergency development, infrastructure development and system establishment. At present, a training system framework covering pre-employment training and post-employment quality improvement has been generally established, so has teacher qualification system in vocational education [6]. However, the number of vocational and technical normal colleges that can adapt to the future professional development of higher vocational education teachers is very few, and the level is not high. We urgently need to open up vocational education channels, vigorously develop undergraduate and postgraduate vocational education, improve the modern vocational education system, build a training curriculum system based on competence standards, establish a vocational teacher training system and a vocational qualification certificate update system, and provide a complete training path for vocational teachers professional growth, train qualified and high-quality vocational teachers for vocational education reform and talent pool.

4.1.2. Establish an Admission System for Vocational Teachers

The outstanding characteristic of vocational education as a type of education lies in whether

vocational teachers have both theoretical teaching ability and practical teaching ability. This requires us to gradually establish a higher vocational education teacher qualification certificate system, take the “Double-qualified” ability as the guide, improve the teacher qualification certification system, strengthen improvement of vocational education teacher qualification certification institutions, and separately certify the qualifications of teachers engaged in vocational education; The vocational skill certificate is regarded as evaluation standard for the qualification certificate of vocational education teachers, strengthen the professional teaching and practical requirements of vocational education teachers, and train pre-vocational education teachers, and regard the vocational education teacher qualification certificate as a necessary condition for teachers to enter vocational colleges and universities. Let vocational teachers obtain vocational education teacher qualification certificates and multiple vocational qualification certificates before entering the job.

4.2. Control Restrictedly “Threshold” And Implement a New System for Recruitment of Vocational Teachers

4.2.1. Increase the Number of Full-time Vocational Teachers

At present, most of the teachers recruited by vocational colleges come from ordinary colleges and universities, which is seriously inconsistent with that the main source of “Double-qualified” teachers in vocational colleges should come from vocational and technical normal colleges and enterprises. There are 7 vocational and technical normal colleges in the country,

4.5.3. Improve the Evaluation System of “Double-qualified” Teachers

The first is to change lifelong evaluation system for “Double-qualified” teacher, and according to the achievements of “Double-qualified” teachers in corporate practice and talent training, a third evaluation agency evaluates “dual-qualified” teachers every year, and for “Double-qualified” teachers whose teaching performance is poor, poor professional ability, their performance will not be appointed and their “Double-qualified” teacher qualifications and preferential treatment will be canceled. The second is to focus on the performance evaluation of “Double-qualified” teachers. They have the following characteristics, comprehensiveness, professionalism, complexity, diversity, and development in quality and ability [11]. Therefore, the performance evaluation of “Double-qualified” teachers must be put priority to details and levels, set up a diversified evaluation system from students, teachers, enterprises, and schools, and comprehensively evaluate and identify the performance of “Double-qualified” teachers to continuously improve their quality.

5. CONCLUSION

The China attaches great importance to the development of vocational education and the cultivation of vocational teachers. In the new era, higher vocational colleges should take the opportunity to put the task of cultivating people with morality in hearts, not to change their resolution of teaching and educating people, and strive to cultivate a large number of high-level “Double-qualified” teachers to promote vocational education to develop better. In practice, in view of the problems and difficulties in the development of “Double-qualified” teachers, the government should take improvement of “Double-qualified” teachers as the focus of assessing higher vocational colleges; enterprises should take training of “dual-qualified” teachers as a center of a community of shared destiny for the collaborative development of schools and enterprises; colleges and universities should treat the development of “Double-qualified” teachers as the core of improving the quality of talent training; teachers should consider improvement of “Double-qualified” ability as an important point in their career development. Focusing on government, enterprises, schools, and teachers, we will surely build a team of “double-qualified” teachers smoothly.

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