

# Research on Optimizing the Path of Double-Qualified Teachers Construction

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**Abstract:** Double-Qualified Teachers, who possess both industrial experience and professional educational backgrounds, are the main builders of higher vocational colleges in China. In recent years, the construction of Double-Qualified faculty, combining full-time and part-time teachers, has achieved remarkable results. However, there are still structural issues such as lack of planning in the development of Double-Qualified Teachers, lack of favouritism towards Double-Qualified Teachers in professional title evaluation, and lack of sufficient mobilization of incentive mechanisms. This paper proposes strategies for optimizing the construction paths of Double-Qualified teachers from the perspectives of planning programme dimensions, incentive security dimensions, as well as literacy competency dimensions.

**Keywords:** Double-Qualified Teachers; Double-Qualified Teachers Construction; Higher Vocational Colleges

## 1. Introduction

In the field of vocational education in China, it is proposed to build a team of high-level Double-Qualified Teachers for vocational college. Double-Qualified Teachers are teachers who have both practical experience in industry and professional education background, who can teach theoretical knowledge and guide students in practical operation, so as to facilitate students' better integration into the vocational field, and the successful implementation of this teaching mode can help to cultivate high-level skilled talents. The construction of Double-Qualified Teachers is an organisational and management activity that identifies, plans, introduces, trains, evaluates, and motivates the resources of Double-Qualified Teachers, guided by basic theories of pedagogy and management, and

with the basic goal of achieving the stable development of organisational groups and individual teachers. In recent years, the construction of Double-Qualified Teachers that combines full-time and part-time teaching has been effective, and a number of High-level higher vocational colleges, referred to as Double High Level Vocational Colleges, with Chinese characteristics have been established, forming a highland for the cultivation and training of high-skilled personnel. By deeply integrating industries and vocational colleges, closely matching market demands, vocational colleges are able to accurately cultivate application-oriented talents that meet the needs of social development, and deliver more high-quality labour to various industries in the country. The construction of Double-Qualified Teachers is the fundamental basis for accelerating the construction of modernisation of vocational education, and also the basis of training a large number of high-quality technical and skilled personnel.

In recent years, many scholars have carried out research on the construction of Double-Qualified Teachers, including teacher evaluation, cultivation mode, teacher training, incentive system and other aspects. In terms of teacher evaluation, Huang<sup>[1]</sup> used an empirical method to study the four core dimensions of Double-Qualified Teachers' evaluation in vocational colleges, i.e. practical teaching ability, vocational education philosophy, level of theoretical knowledge, and policy understanding. Wu<sup>[2]</sup> believes that higher vocational colleges can formulate a development plan for the construction of Double-Qualified Teachers, establish Double-Qualified Teachers evaluation standards and teacher training system. Vocational colleges and enterprises should work together to build Double-Qualified Teachers training bases and enhance the level of Double-Qualified Teachers team building. In terms of cultivation

mode, Cheng<sup>[3]</sup> puts forward the path of high-level teacher team construction in higher vocational colleges under the background of Double High construction: innovate the teacher ethics education mode, cultivate the guides of students in the new era; innovate the teacher attraction and training, management mechanism, and stimulate the vitality of talents; accurate stratified and classified training to promote the structure of the teaching staff. In terms of teacher training, Lin<sup>[4]</sup> puts forward four ways of attracting and training teachers, conducting internal and external training, cultivation by colleges and enterprises and working part-time in both colleges and enterprises, which can improve the team's teaching ability and technological innovation ability, and build a professional and part-time innovation team that can play a leading role in the profession, help the development of enterprises, have authority in the industry and have influence in the international arena. In terms of incentive system, Huang et al.<sup>[5]</sup> proposed that vocational colleges should strengthen performance management, optimize performance distribution, establish title evaluation and recruit orientation, and attaching importance to humanistic care, etc., personnel incentive mechanism should be further established and improved to form a clear growth orientation of talents, so as to effectively stimulate the vitality of running the school and help the construction of Double High Level Vocational Colleges.

## 2. Problem Analysis

### 2.1 Lack of Planning in the Development of Double-Qualified Teachers

Higher vocational colleges do not have a long-term plan for the construction of Double-Qualified Teachers, nor do they have a specific growth plan for each teacher. This has led to the higher vocational colleges attaching importance to the completion of short-term tasks and neglecting the needs of long-term team building. In the process of policy making and construction projects, higher vocational colleges favour short-term benefits and lack long-term consideration for the overall development of the faculty. The lack of planning for the development of Double-Qualified Teachers will led to a lack of reasonable allocation of educational resources

(such as training, research funds, teaching facilities, etc.) to meet the actual needs of teacher development. The lack of career planning and development prospects for teachers has led to an increase in teacher mobility, affecting the stability of the school's faculty; teachers are the key to achieving the school's educational goals, and the lack of planning for the construction of the faculty affects the implementation of the school's overall development strategy.

On the other hand, the lack of a personal development plan for teachers to grow into Double-Qualified Teachers means that teachers are unable to have a clear understanding of their career paths and have difficulty in setting long-term career goals, which limits their professional growth and development. Teachers cannot effectively improve their teaching methods and practical skills, which affects the quality of their teaching. The lack of support and direction for teachers' professional development will lead to a decrease in motivation, career satisfaction, and even burnout. Teachers' confusion and dissatisfaction affect their teaching commitment and quality, which in turn affects students' learning outcomes and the overall teaching quality of the school.

### 2.2 Lack of Favouritism towards Double-Qualified Teachers in Professional Title Evaluation

The existing mechanism of professional title evaluation tends to favour scientific research and theoretical teaching over the practical skills and industrial experience of Double-Qualified Teachers, failing to fully reflect the characteristics of the type of vocational education, especially the Double-Qualified Teachers' Growth Law<sup>[6]</sup>. The current mechanism of professional title evaluation in higher vocational colleges has structural imbalance in value orientation. Taking the standard of professional title evaluation of a Double High Level Vocational College as an example, the weight of scientific research thesis index in the evaluation of its senior professional title reaches 45%, and the transverse projects only account for 15%, while the vocational skills that reflect the practical teaching ability and the industry experience are only 15%. The results of vocational skills competitions reflecting

practical teaching ability only account for 10%, which is an obvious mismatch with the competence map of vocational college teachers. This mismatch of resources leads to the squeezing effect faced by Double-Qualified Teachers, which ultimately leads to Double-Qualified Teachers being in an unfavourable position in the professional title evaluation and affects their career development.

### **2.3 Lack of Sufficient Mobilization of Incentive Mechanisms**

The current incentive mechanism for Double-Qualified Teachers in higher vocational colleges is functionally dysfunctional, and the system design fails to effectively activate the endogenous motivation of teachers to participate in the integration of industry and education. Taking the salary system of a Double High Level Vocational Colleges as an example, less than 20% of teachers' basic salary is allocated to practical teaching, and less than 15% of the funds for horizontal projects are converted. The nature of Double-Qualified Teachers' work requires them to maintain a balance between teaching and practice, but the existing incentive mechanism often fails to mobilise teachers to participate in industry-teaching integration. Existing incentive mechanisms often fail to motivate teachers to participate in practical activities in enterprises, especially in their long-term careers. The failure of the incentive mechanism has triggered a chain reaction, leading to structural attrition of Double-Qualified Teachers on the one hand, and weakening the effectiveness of technical skills training on the other hand, resulting in a lack of technical solution skills among students.

## **3. Strategies**

### **3.1 Planning Programme Dimensions**

#### **3.1.1 Building the development system**

Building a complete Double-Qualified Teachers development system involves providing ongoing support and development opportunities throughout the course of a teacher's career. The following are key components of such a system: Designing training programmes for new Double-Qualified Teachers, covering educational concepts, teaching methods, school culture, curriculum system, etc.; through the

mentorship system and other means, new teachers can quickly integrate into the team and understand the professional requirements. Regular training in teaching and professional skills should be provided to serving Double-Qualified Teachers to keep their teaching and professional competence up-to-date; teachers should be encouraged to participate in activities such as curriculum development, teaching reforms, and scientific research projects, so as to enhance their research and innovation capabilities. Provide opportunities for Double-Qualified Teachers with work experience to pursue further studies, such as higher-level degrees and training programmes; and establish partnerships with leading research institutes and enterprises in the industry to provide teachers with the latest industry knowledge and technology training. To assist teachers in formulating their personal career development plans, including short-term and long-term goals, and concrete action plans to achieve these goals. Teachers' career development also needs to be assessed and guided on a regular basis to ensure continued growth in their careers. To promote exchanges and co-operation among teachers, including sharing of teaching experience within and outside the school, and cross-disciplinary project co-operation, etc.; to establish a professional community for teachers and encourage them to participate in academic conferences and industry forums, etc., so as to expand their professional network. To establish a fair performance evaluation system to regularly evaluate teachers' teaching, research and social service work; to provide timely feedback and suggestions to help teachers identify their strengths and areas for improvement<sup>[7]</sup>.

#### **3.1.2 Optimizing resource allocation**

Ensure an adequate financial budget for the recruitment, training, research and incentivisation of Double-Qualified Teachers, and set up a special fund to support teachers' participation in industry practice, academic exchanges and professional development activities. Investing in the construction of well-equipped classrooms, laboratories and training bases to provide a high-quality teaching and research environment for Double-Qualified Teachers, and equipping them with advanced teaching and research equipment, such as multimedia

teaching equipment, professional software and experimental instruments. Colleges should formulate preferential policies, such as housing subsidies, to attract and retain excellent Double-Qualified Teachers; formulate relevant policies to encourage and support teachers to participate in enterprise practice projects and promote the transformation of scientific and technological achievements. A reasonable human resource management system should be established to ensure the rational allocation and effective use of teachers, through cooperation between colleges and enterprises, industry experts and enterprise mentors should be introduced to enrich the construction of Double-Qualified Teachers. Educational information resource library should be established and improved to provide teachers with adequate teaching materials, research data and industry developments, and information technology, such as online learning databases, should be used to support teachers' independent learning. Support should be given to Double-Qualified Teachers to participate in international exchange programs, such as visiting scholars programs and international conferences. At the same time, co-operative relationships should be established with overseas institutions and research institutes to share educational resources and enhance the international perspective of teachers.

### 3.1.3 Continuous tracking and evaluation

Continuous tracking and evaluation of the Double-Qualified Teachers construction is the key to identify problems, adjust strategies and optimize the development programme. Firstly, it is necessary to identify key indicators for assessing progress in Double-Qualified Teachers construction, including teachers' subject specialization, teaching skills, teaching outcomes, student learning outcomes, teacher satisfaction, etc. Information related to assessment indicators needs to be collected at regular intervals, with data being collected through school education management systems, teaching and learning assessment reports, and teacher feedback surveys. The data collected are analyzed to assess the actual situation of Double-Qualified Teachers faculty, compare the gap between the actual data and the expected goals, and identify problems and areas for improvement. Based on the results of the assessment, a corresponding improvement plan should be developed, identifying specific

measures and actions that need to be taken to address the problems identified. Improvement programs should be put into practice to ensure that measures are implemented and effective. At the same time, resource allocation should be adjusted, training and support should be strengthened, and teaching evaluation and feedback mechanisms should be improved. These improvement measures must be effectively implemented, which may involve adjusting resource allocation, strengthening professional training and support, and refining teaching evaluation and feedback mechanisms. Feedback on the results of the assessment and the implementation of the improvement plan will be provided to relevant educational administrators, teachers and other stakeholders in a timely manner, so that communication and cooperation can be maintained. All participants can work together to promote continuous improvement in the development of the Double-Qualified Teachers construction. Through continuous tracking and evaluation, problems can be identified, strategies can be adjusted, and the construction of Double-Qualified Teachers can be continuously optimized, so as to improve the quality of higher vocational education.

## 3.2 Incentive Security Dimensions

### 3.2.1 Compensation and benefits system

Establishing a competitive compensation and benefits system is essential for attracting and retaining Double-Qualified Teachers. In designing the compensation system, factors such as workload, teaching quality, and research achievements should be carefully considered. A multi-dimensional remuneration scheme should be adopted, incorporating elements such as base salary, performance bonuses, teaching excellence awards, and research achievement incentives. Furthermore, the compensation system should ensure transparency and fairness, enabling teachers to clearly understand the components of their salary and guaranteeing equitable distribution. Comprehensive benefits should be provided to enhance teachers' sense of job security and quality of life. These benefits should include medical insurance, retirement plans, housing subsidies, and educational support for dependents, ensuring that all teachers have access to essential welfare protections. Market research and competitive analysis are

necessary during the design process to benchmark compensation levels and benefits packages against those offered by similar institutions or industries. This ensures that the system remains competitive and effective in attracting and retaining outstanding Double-Qualified Teachers<sup>[7]</sup>. The compensation and benefits system should be dynamic, requiring continuous optimization and adjustment in response to market changes and teachers' evolving needs. Regular employee satisfaction surveys and turnover rate analyses should be conducted to collect feedback and promptly refine the system. In addition to basic compensation and benefits, institutions should develop incentive mechanisms such as rewards for teaching and research achievements, promotion pathways, and opportunities for professional development and training, thereby motivating teachers to continually enhance their instructional and research capabilities. By establishing a competitive compensation and benefits system, institutions can effectively attract and retain excellent Double-Qualified Teachers, thereby improving the overall quality of education and strengthening institutional reputation.

### 3.2.2 Professional title evaluation and promotion

Establishing a clear and structured system for professional title evaluation and promotion is critical for supporting the professional development of Double-Qualified Teachers. First, it is necessary to define explicit evaluation criteria that comprehensively assess practical teaching ability, research achievements, and contributions to community service<sup>[8]</sup>. These criteria must be objective, operational, and measurable to ensure fairness and accuracy throughout the evaluation process. The evaluation procedures must be standardized, with clear specifications regarding the process, timeline, and responsibilities. This includes the preparation of application materials, the review by evaluation committees, the public announcement of results, and the provision of an appeal mechanism, all aimed at maintaining openness, transparency, and impartiality. Institutions should provide clearly articulated promotion pathways, outlining how teachers can advance their careers by enhancing their competencies and performance. Information regarding the requirements and conditions for

different professional titles, as well as the procedures for promotion, should be made readily available, enabling teachers to understand their career directions and development goals. Institutions must actively encourage individual growth and development by offering training and professional development opportunities. This can be achieved through organizing training courses, hosting seminars, and providing platforms for academic exchange, thereby fostering continuous learning and skill enhancement among teachers. Finally, incentive mechanisms should be established, including promotion-related rewards, salary adjustments, and honorary titles, to motivate teachers to actively participate in the professional title evaluation process and invest in their professional development. Such measures contribute to the stability and overall advancement of the Double-Qualified Teacher construction.

### 3.2.3 Recognition and reward system

A clear and well-defined recognition and reward system is essential for motivating and acknowledging the contributions of Double-Qualified Teachers. The standards and criteria for recognition must be clearly established, encompassing areas such as teaching quality, research achievements, and community service. These criteria should be objective, operational, and measurable, ensuring fair and accurate evaluations of teachers' performance. A diversified range of rewards should be implemented, including material incentives such as honorary titles, monetary awards, and certificates, as well as non-material rewards like academic exchange opportunities, learning experiences, and personal growth mentorship. These different forms of recognition should cater to the varying needs and expectations of teachers. An open and transparent selection process should be developed, including the composition of the selection committee, the public announcement of evaluation criteria, and the transparent disclosure of the selection process. This ensures fairness and openness in the recognition procedure. Finally, regular recognition and reward mechanisms should be established, such as annual or semester-based ceremonies, to motivate teachers to consistently strive for excellence and foster continuous improvement in teaching and education quality.

### 3.3 Literacy Competency Dimensions

#### 3.3.1 Vocational education literacy

Encouraging teachers to enhance their understanding and research of vocational education theory is essential for ensuring they are up to date with the latest educational concepts, policies, and methods<sup>[9]</sup>. This can be achieved through participation in relevant courses, seminars, research projects, and other professional development activities. Teachers should be encouraged to actively engage in vocational education projects and reform practices, accumulating hands-on experience and improving their ability to understand and apply the principles of vocational education. Such involvement allows teachers to gain a deeper insight into the practical operations and needs of vocational education, which in turn enables them to better guide students in their career development. Continuous training and professional development opportunities must be provided to help teachers consistently improve their professional skills and teaching capabilities. This includes organizing vocational education training courses, inviting expert lectures, and hosting workshops aimed at fostering ongoing growth and expertise in vocational education.

#### 3.3.2 Practical application proficiency

The establishment of practical teaching bases, either within the school or in collaboration with enterprises, provides essential venues and resources, such as laboratories, workshops, and production facilities, for teachers to engage in practical teaching. These spaces and equipment enable teachers to integrate theoretical knowledge with hands-on practice, thereby enhancing their practical application proficiency. Additionally, industry mentors should be invited to guide teachers, offering professional support and sharing the latest industry developments and practical experiences. This collaboration helps teachers gain a deeper understanding of industry characteristics and practical requirements, as well as guiding them in conducting effective practical teaching activities<sup>[10]</sup>. Furthermore, organizing specialized training and exchange activities, such as lectures and workshops led by industry experts or enterprise professionals, can significantly contribute to teachers' understanding of industry trends and practical skill requirements. These activities serve to inspire teachers' learning interests and further

elevate their proficiency in applying theoretical knowledge in real-world contexts.

#### 3.3.3 Social service capacity

Double-Qualified Teachers should be encouraged to actively participate in various social service activities, such as technical consulting, vocational training, and community education. These initiatives can be carried out through collaborations between schools and social institutions, enterprises, and government agencies, enabling teachers to apply their professional knowledge and skills to serve society while enhancing the school's social influence. Additionally, a dedicated platform for social service should be established to provide teachers with opportunities and support for involvement. This platform should offer information and resources related to various social service projects, as well as channels and platforms for teachers to participate. Furthermore, it should include relevant training and support to help teachers engage effectively in social service activities. Lastly, partnerships should be developed with social institutions, enterprises, and government bodies to jointly carry out social service projects. These collaborations will help maximize the societal impact of schools and teachers, addressing social issues and contributing to overall societal development.

### 4. Conclusion

This paper focuses on Double-Qualified Teachers in higher vocational colleges, who are defined as educators possessing both industrial practice experience and a professional educational background. These teachers serve as the principal builders in the development of vocational education in China. In recent years, the Double-Qualified Teachers construction has achieved notable progress, significantly contributing to the development of vocational colleges. However, there are still three key structural issues that require improvement: lack of planning in the development of Double-Qualified Teachers, lack of favouritism towards Double-Qualified Teachers in professional title evaluation, and lack of sufficient mobilization of incentive mechanisms.

To address these challenges, this study proposes an optimization strategy for the development of Double-Qualified Teachers from three key dimensions. First, from the

planning programme dimension, it is necessary to build a comprehensive development system, optimize resource allocation, and implement continuous tracking and evaluation. Second, from the incentive security dimension, establishing a competitive compensation and benefits system, introducing preferential mechanisms in professional title evaluation and promotion, and formulating a structured recognition and reward system are essential to enhance motivation and retention. Third, from the literacy competency dimension, it is crucial to enhance vocational education literacy, improve practical application proficiency, and strengthen social service capacity among Double-Qualified Teachers.

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