

# Research on the Constructive Path of "Double-Qualified" Teacher Community in Vocational Education

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**Abstract:** In recent years, the construction of the "Double-qualified" teacher team has become one of the research focuses in the field of vocational education. This paper thoroughly discusses the characteristics and manifestations of the "Double-qualified" teacher community in vocational colleges. By reviewing relevant literature, this paper proposes a constructive path for the "Double-qualified" teacher community in vocational colleges, aiming to provide reference and guidance for the development of the "Double-qualified" teacher community in vocational colleges.

**Keywords:** Community; Vocational College; Education; "Double-qualified" Teacher; Collaboration.

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## 1. Introduction

In recent years, there has been a growing emphasis on the construction of the "Double-qualified" workforce in China. In 2018, the "Opinions on Comprehensive Deepening of Reforms in the Construction of a New Era Teacher Team" clearly stated the need to promote the establishment of a "Double-qualified" workforce that combines skilled professionals and full-time/part-time teachers nationwide [1]. In 2019, the "Implementation Plan for Deepening the Reform of the Construction of a New Era Vocational Education 'Double-qualified' Teacher Team" pointed out the need to build a teacher workforce construction system with government leadership and the collaborative participation of industry, enterprises, and colleges, providing guidance for the construction of the "Double-qualified" workforce [2]. Based on the characteristics of the educational ecosystem, teacher communities have shown diverse forms, providing a strong basis for teacher workforce construction. Since 1990, the "Double-qualified" teacher has become the standard for vocational education teacher certification in China. In March 2016, the Office of the State Education Supervision Committee issued two documents on the evaluation of vocational schools ("Interim Measures for Assessing the Adaptability of Higher Vocational Colleges to Social Needs" and "Interim Measures for Assessing the Operational Capacity of Secondary Vocational Schools"), both of which identified the "Double-qualified" teacher as a core indicator for evaluation. However, the development of "Double-qualified" teacher training remains a challenge that hinders the progress of vocational education in China. This is due to misconceptions about the concept of "Double-qualified" and a lack of effective platforms for implementing the construction of the "Double-qualified" teacher workforce. Therefore, the exploration of the construction of the "Double-qualified" teacher community in vocational colleges is of significant practical relevance and importance in the current context of vocational college teacher workforce construction.

## 2. Current Status of the "Double-qualified" Teacher Community

The construction of the "Double-qualified" workforce should shift from an individual-oriented approach to a group-oriented approach, with the core goal of building a "Double-qualified" teacher community. The concept of community originated from Aristotle's "Politics", where he defined the civil society as an ethical-political community composed of citizens under a legitimate legal system [3]. Subsequently, philosophers such as Hegel and Feuerbach further developed and deepened the concept of community. As a sociological concept, the idea of community was first proposed by German sociologist Ferdinand Tönnies in 1881 [4]. In 1991, anthropologist Lave and educator Wenger introduced the concept of a community of practice, advocating that a community of practice is a group driven by shared interests, connected through informal means, and sharing capabilities [5].

In the context of China, the concept of a "community of shared future for mankind" was first proposed in the report of the 18th National Congress of the Communist Party of China. This concept, proposed by General Secretary Xi Jinping, emphasizes the interdependence and shared interests among nations and includes the principles of interdependence, equal respect, win-win cooperation, and common development. In 2019, the "National Vocational Education Reform Implementation Plan" issued by the State Council of China emphasized the need to build a social environment that strengthens the responsibility of enterprises in vocational education and promotes close cooperation between vocational colleges and industry enterprises [6].

In the modern societal context, community is a major form of social interaction. Its key features lie in the composition and relationships between people, which have shifted from a common understanding of ontology to negotiated consensus. The community is the product of the interaction between the tensions of independence and belonging during the pursuit of the individual [7].

In the field of educational research, the concept of "communities of practice" is frequently mentioned in the

theoretical framework for school and classroom teaching progress, providing a theoretical foundation for building "Double-qualified" teacher communities. Wang Ruigang proposed a "Double-qualified" partner-oriented classroom teaching model [8]. Inspired by the German "dual system" vocational education model, Shi Wensheng proposed a "dual-structure teacher group" and a "Double-qualified" teacher training path based on the diversity of knowledge and skills and individual differences in learning ability, where teachers adept at teaching theoretical courses and those skilled in teaching vocational skills and providing practical guidance work together to complete teaching tasks [9]. However, the integration of the dual system and the "Double-qualified" teacher community still needs improvement, and its combination tends to be more externally oriented, lacking internal driving forces, shared ideas, and common goals. Yu Zeyuan et al. believed that a teacher community is not simply an aggregation of teachers with shared tasks, but a social relationship characterized by shared beliefs, goals, visions, interests, and shared resources [10]. This relationship embodies traits such as roles, goals, collaboration, and resources.

### **3. Characteristics of the "Double-qualified" Teacher Community**

From the traditional research perspective, the focus in the field of vocational education is on individual teachers, particularly the improvement of the capabilities of "Double-qualified" teachers and the construction of teacher teams. However, due to their teaching responsibilities, teachers have limited time for work in enterprises. Even if they receive long-term skills training from enterprises, it is difficult for them to reach the level of technical experts in the industry. Conversely, industry experts may have limitations in teaching abilities, understanding teaching principles, and mastery of classroom teaching skills compared to full-time teachers. Therefore, based on the complementary nature of individuals, we advocate for the construction of a "Double-qualified" teacher community that integrates the growth of individual teachers with the construction of teaching teams to achieve effective complementarity.

From the perspective of educational alliances, participants include professionals from the industry as well as teachers from educational institutions. Industry experts, in their capacity as skilled professionals, pass on advanced technology and methods to educational practitioners and enhance students' practical abilities through apprenticeship systems. On the other hand, teachers in educational institutions, under the guidance of diverse teaching strategies, enhance students' theoretical literacy and act as researchers to share research methods and outcomes, thereby promoting continuous improvement in industry research capabilities and product innovation. From the perspective of resource sharing, alliance members achieve mutual promotion and common progress while transmitting knowledge and skills.

From the perspective of common development, participants in educational alliances go beyond their roles and enter more complex work environments. They are both educators and learners, guides and guided. While imparting theoretical knowledge, teachers' professional abilities are also enhanced; industry experts improve their teaching abilities while showcasing their technical advantages, laying a foundation for more efficient completion of work tasks.

Based on the characteristics of a community, the "Double-qualified" teacher alliance symbolizes an innovative and dynamic organizational form that can effectively enhance teaching quality, promote teacher development, and facilitate the common development of schools and enterprises.

### **4. Presentation of the "Double-qualified" Teacher Community**

As a core component, the teaching team incorporates the strengths of school teachers and industry experts. In the teaching process, school teachers are mainly responsible for the imparting of theoretical knowledge, while industry experts focus on providing practical guidance or teaching practical courses. Each plays their own role, collaborating to fulfill teaching tasks and jointly contributing to the comprehensive development of students. Additionally, the teaching team is not limited to two individuals; it also encourages the involvement of young teachers and new industry talents within the school to enrich teaching resources and perspectives.

As a presentation of collaborative abilities, the research team consists of educational practitioners who primarily plan projects, select research methods, guide the research process, and write research outcomes, and industry experts who ensure the research site in the industry, execute projects, provide feedback on outcomes, and promote their dissemination. During the research process, educational practitioners apply research outcomes to teaching, while enterprises apply them to product iteration and technological innovation, resulting in an improvement in the research capabilities of both parties.

Cooperation teams embody the spirit of collaboration between schools and enterprises. By building a "Double-qualified" teacher collaboration community within the context of school-enterprise cooperation and integration, the aim is to promote technological breakthroughs. Enterprises absorb the research outcomes from actual production, and educational practitioners transform research topics, methodologies, and achievements into teaching examples, thereby achieving win-win outcomes for both schools and enterprises.

### **5. Suggestions for the Construction Path of the "Double-qualified" Teacher Community in Vocational Education**

#### **5.1. Clarify the Main Target Positioning**

In the field of vocational skills education, building a "Double-qualified" teacher community is a crucial step in improving educational quality and promoting innovative development. Therefore, it is important to clarify the main target positioning of the "Double-qualified" teacher community to ensure the smooth progress and effectiveness of the community construction. Firstly, the main goal of the community should focus on improving the educational and teaching level of teachers. Secondly, the community should be committed to cultivating teachers' practical skills and professional qualities. As "Double-qualified" teachers, they should possess a strong theoretical foundation as well as rich practical experience in the academic field. Lastly, the goals of the community building should also include promoting the professional development of teachers. Therefore, by clarifying the main target positioning of the "Double-

qualified" teacher community and focusing on improving the educational and teaching level of teachers, cultivating practical skills and professional qualities, promoting the integration of industry, academia, and research, and advancing the professional development of teachers, it is hoped to provide strong support for vocational innovation and development and cultivate more advanced technical talents.

## 5.2. Build a Platform for Communication and Collaboration

Building a platform for communication and collaboration among the "Double-qualified" teacher community is a key step in improving the quality of vocational education and promoting the professional development of teachers. The platform should follow principles of openness, interactivity, practicality, and sustainability to ensure broad participation and continuous development. Firstly, the platform should have functions for information release and exchange, including real-time updates and push notifications of education policies, industry trends, teaching resources, and online communication and discussions among teachers. It should establish a teaching resource library that includes courseware, lesson plans, teaching videos, etc., to facilitate resource sharing and complementarity among teachers. Secondly, the platform can set up a section for collaborative projects, encouraging teachers to conduct interdisciplinary and cross-domain collaborative research and practical projects to promote the integration of industry, academia, and research. Regular online or offline training activities should be organized to improve the educational quality, practical skills, and research abilities of teachers. Additionally, a management team consisting of education experts, industry experts, and platform administrators should be established to handle the daily operation, content review, and technical support of the platform. Clear operational rules and management systems, including provisions on information release, resource sharing, and collaborative activities, should be defined to ensure the standardized operation of the platform. Furthermore, it is important to focus on the user experience of teachers, collect feedback regularly, optimize and improve the platform, and enhance its usability and effectiveness. Lastly, through school websites, social media, and other channels, the platform's features and advantages should be promoted to attract more teachers to join and use it. It is crucial to actively seek cooperation with external organizations such as industry enterprises and research institutions to expand the platform's functions and resources, providing a broader space for teachers' professional development.

## 5.3. Enhance Professional Competence

Enhancing the professional competence of the "Double-qualified" teacher team is an important means to ensure the effective execution of their responsibilities and promote the high-quality development of vocational education. It is also one of the core objectives in building the "Double-qualified" teacher team. Firstly, practical teaching should be emphasized to strengthen the integration of theory and practice. Organize team members to participate in enterprise practices and industry research, gain in-depth understanding of industry trends and technological development, and improve the relevance and effectiveness of practical teaching. Secondly, promote theoretical innovation by organizing regular educational seminars, academic exchange activities, etc., to

encourage team members to share the latest educational concepts, teaching strategies, and research achievements, and thereby promote the updating and expansion of the theoretical knowledge system. Additionally, strengthen interdisciplinary and cross-disciplinary collaborations by establishing communication mechanisms, encourage teachers with different disciplinary backgrounds to collaborate and exchange ideas, jointly develop interdisciplinary courses, and cultivate students' ability to integrate knowledge. Expand cooperation channels across different fields by establishing close partnerships with industry enterprises, research institutions, etc., to jointly conduct research projects, technological breakthroughs, and other activities, enhancing the influence and innovative capabilities of teachers in the industry. Furthermore, optimize training and further education systems by developing personalized training plans, providing targeted training courses and learning resources based on the professional backgrounds and development needs of team members. Encourage participation in advanced academic programs, support team members to attend high-level educational conferences, workshops, etc., both domestically and internationally, to broaden their horizons and enhance their professional qualities. Lastly, create a positive team culture, strengthen team awareness, enhance the sense of belonging and cohesion among team members through team-building activities, cultural exchanges, etc., and foster a good atmosphere for common development. Advocate the notion of lifelong learning, encourage team members to embrace the concept of lifelong learning, continually update their knowledge structure, enhance their professional competence, and adapt to the new situations and requirements in vocational education development.

## 6. Conclusion

Building a "Double-qualified" teacher team is a comprehensive project that requires the participation and collaboration of multiple parties. By clarifying the main target positioning, establishing a platform for communication and collaboration, and enhancing professional competence, it is hoped that the smooth operation and sustainable development of the "Double-qualified" teacher team can be promoted, thereby driving the high-quality development of vocational education.

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