

# Research on the Training Path of “Dual-Qualified” Teachers in Higher Vocational Colleges under the New Vocational Education Law

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**Abstract:** In recent years, with the promulgation and implementation of the new Vocational Education Law, the training path of “dual-qualified” teachers in higher vocational colleges has become a focal point of attention across various sectors. In order to explore this issue, this paper focuses on the impact of the new Vocational Education Law on the positioning of “dual-qualified” teachers, analyzes the current status of their training in higher vocational colleges, and proposes suggestions for developing effective training paths under the new legal framework. The aim is to deepen the understanding of such training pathways, enhance the professional competence and teaching capabilities of teachers in higher vocational institutions, and provide valuable insights and references for advancing vocational education reform and achieving talent development goals.

**Keywords:** Vocational Education Law; higher vocational colleges; dual-qualified teachers; training path; teacher professional development

## Introduction

The introduction of the new Vocational Education Law marks a new stage in the development of vocational education in China, setting higher standards for the educational and teaching practices of higher vocational colleges. Among the emerging priorities is the study of training pathways for “dual-qualified” teachers, which has become a crucial topic in vocational education development. In the educational context of higher vocational institutions, teaching goes beyond the delivery of theoretical knowledge—it also requires the cultivation of students’ practical skills and professional qualities. Therefore, training a cohort of teachers who possess both industry expertise and teaching competence is of vital importance for improving educational quality.

At the same time, the rapid development of vocational education has brought challenges, including insufficient teaching staff and an imbalanced faculty structure in higher vocational colleges. Research on training paths for “dual-qualified” teachers can provide both theoretical support and practical guidance to help institutions optimize faculty composition and enhance the overall quality of teaching personnel.

## 1. Innovations and Impacts of the New Vocational Education Law

### 1.1 Key Features and Reforms of the New Vocational Education Law

First, the new Vocational Education Law provides a comprehensive institutional framework for vocational education, clearly defining the rights and obligations of education authorities, vocational institutions, teachers, and students. This legal framework offers a solid basis for developing training paths for “dual-qualified” teachers in higher vocational colleges. The law stipulates the objectives and tasks of vocational education, outlines requirements for teachers’ professional competence and teaching ability, and places strong emphasis on fostering professional ethics and enhancing teaching standards<sup>[1]</sup>.

Second, the law requires higher vocational colleges to revise and optimize their curricula based on

industry needs and student characteristics, to strengthen practical teaching components, and to enhance students' hands-on abilities and problem-solving skills. Consequently, "dual-qualified" teachers must not only possess solid academic knowledge and professional expertise, but also be capable of instructional design and practical teaching, with the ability to equip students with skills and competencies aligned with societal development. This necessitates a training path that prioritizes teachers' professional development and practical teaching abilities.

Additionally, the law mandates that vocational college teachers possess a high level of professional specialization and pedagogical competence to fulfill their teaching roles effectively. This implies that teachers must demonstrate strong subject knowledge and teaching skills, while also gaining a deep understanding of the nature and demands of vocational education. They must be capable of cultivating students with competencies suited to career development. Therefore, building training paths for "dual-qualified" teachers requires reforms in teacher selection and training processes, the establishment of sound incentive and evaluation systems, and efforts to enhance teachers' professional standards and instructional quality.

In summary, the promulgation and implementation of the new Vocational Education Law have brought significant reforms and new requirements to the training paths of "dual-qualified" teachers in higher vocational colleges. Institutions must improve in areas such as teacher professional development, practical teaching capabilities, and professional ethics, in order to advance vocational education reform and achieve talent development goals<sup>[2]</sup>.

### ***1.2 The Law's Impact on the Positioning of "Dual-Qualified" Teachers***

First, the new Vocational Education Law explicitly states that "dual-qualified" teachers must possess relevant industry experience and professional background, with both specialized technical skills and strong teaching abilities. This clear definition has significantly influenced the selection and training processes for teachers in higher vocational institutions.

Second, prior to the enactment of the new law, vocational college teachers were primarily selected based on academic qualifications, with a focus on delivering instruction rather than on practical experience. The introduction of the new legislation has prompted institutions to recognize the need for teachers who can meet industry demands by cultivating students' professional skills. Thus, strengthening teachers' professional competence has become essential for developing effective "dual-qualified" educators.

Furthermore, in the past, teachers in higher vocational colleges primarily focused on knowledge transmission, often lacking training in pedagogical skills. The new law raises expectations for teaching competence, requiring institutions to continually enhance their faculty's instructional abilities to meet the evolving needs of vocational education and to better prepare students for real-world employment.

In response, it is necessary to adjust the training paths for "dual-qualified" teachers. First, higher vocational colleges should reinforce teacher recruitment and development, emphasizing practical industry experience and teaching capabilities. Second, reforms should be implemented in incentive structures and teaching evaluation systems to ensure teacher accountability and instructional quality, thereby supporting comprehensive vocational education reform and the realization of talent development objectives.

## **2. Current Status of "Dual-Qualified" Teacher Development in Higher Vocational Colleges**

### ***2.1 Analysis of the Quantity and Quality of Existing "Dual-Qualified" Teachers***

At present, the quantity and quality of "dual-qualified" teachers are critical issues in higher vocational education. Analysis indicates that the implementation of the new Vocational Education Law has raised higher expectations for vocational education, requiring teachers not only to possess professional knowledge and teaching abilities but also to have industry backgrounds and practical experience. However, in reality, the number and quality of "dual-qualified" teachers in higher vocational colleges remain less than satisfactory<sup>[3]</sup>.

Firstly, in terms of quantity, the current number of "dual-qualified" teachers is relatively low. According

to relevant data, in most higher vocational colleges, “dual-qualified” teachers account for less than half of the total teaching staff. This is mainly due to traditional teacher development models in vocational colleges that emphasize the transmission of subject knowledge while placing less emphasis on practical skills and industry experience. Therefore, higher vocational colleges must intensify their efforts to develop more “dual-qualified” teachers and increase their numbers.

Secondly, in terms of quality, some “dual-qualified” teachers in higher vocational colleges show deficiencies in practical ability and industry background. Because teacher recruitment and training in these institutions have traditionally focused on academic knowledge and theoretical research, there has been a lack of corresponding training and evaluation in practical skills and industry experience. As a result, some “dual-qualified” teachers struggle to integrate industry practices into teaching, failing to effectively combine theoretical knowledge with real-world application, which negatively impacts teaching effectiveness. Consequently, vocational colleges must prioritize the development of teachers’ practical abilities and enhance their industry background and hands-on experience.

In response, the following recommendations are proposed:

Firstly, reform the teacher selection mechanism. Currently, most higher vocational colleges select teachers primarily based on academic knowledge and research achievements, neglecting practical experience and industry background. A new selection mechanism should be established that considers practical skills and industry experience as key criteria, thereby increasing both the quantity and quality of “dual-qualified” teachers.

Secondly, reform the teacher training model. Traditional training models focus on subject knowledge and in-campus teaching practice or simulations, without placing sufficient emphasis on industry background and practical skills. Vocational colleges need to overhaul their training systems to strengthen these areas, ensuring that “dual-qualified” teachers can integrate into industry settings and enhance the quality and effectiveness of instruction.

Lastly, establish a sound teacher evaluation mechanism. Current evaluations in vocational colleges focus primarily on academic research and projects, overlooking the actual effectiveness of teaching. Therefore, a comprehensive evaluation system should be implemented that includes teaching outcomes as a major indicator, in order to motivate and support the cultivation and development of “dual-qualified” teachers.

In conclusion, under the framework of the new Vocational Education Law, higher vocational colleges must enhance the development of “dual-qualified” teachers by increasing their numbers and improving their quality. This will support the transformation of teacher training to better meet practical needs and provide stronger support and assurance for the professional development of “dual-qualified” educators<sup>[4]</sup>.

## ***2.2 Problems in the Current “Dual-Qualified” Teacher Training Model***

Firstly, the design of the current “dual-qualified” teacher training model has shortcomings. Although the new Vocational Education Law has proposed specific requirements for the development of “dual-qualified” teachers, implementation often suffers from poor design and unclear objectives. Some higher vocational colleges overly emphasize the delivery of theoretical knowledge while neglecting the cultivation of practical teaching abilities, which fails to meet the actual demands of vocational education. Moreover, the current training model lacks systematization and specificity; it does not integrate professional development with the enhancement of practical teaching skills in a coherent manner, resulting in teachers who lack both professional expertise and hands-on teaching abilities.

Secondly, there are practical challenges in implementing the current training model. On one hand, teacher development requires interdisciplinary and cross-professional collaboration, but in reality, vocational colleges face complex disciplinary structures and a shortage of faculty resources, which complicates the training of “dual-qualified” teachers. On the other hand, teacher development must leverage the advantages of school-enterprise cooperation. However, due to underdeveloped cooperation mechanisms and weak connections between colleges and industries, the practical components of teacher training are hindered. Additionally, the current training model places excessive emphasis on theoretical instruction and neglects the cultivation of professional ethics and moral conduct, overlooking teachers’ vocational values and integrity. This is another major issue in the existing training model.

In summary, the current “dual-qualified” teacher training model faces several problems that constrain both the quality and effectiveness of teacher development in higher vocational colleges, thereby impacting broader educational reforms and talent development goals. Vocational colleges must strengthen research and improvements to the training model, continuously refining training content and methods to enhance teachers’ professional competence and practical teaching ability, thereby advancing the development of vocational education. In addition, the state should increase policy support for higher vocational institutions and improve the overall training system and mechanisms for vocational teachers, providing a better environment and stronger conditions for the development of excellent “dual-qualified” educators. Only through joint efforts can the existing problems in the “dual-qualified” teacher training model be effectively resolved, promoting the progress and reform of vocational education<sup>[5]</sup>.

### **3. Recommendations for the Development Path of “Dual-Qualified” Teachers in Higher Vocational Colleges under the New Vocational Education Law**

#### ***3.1 Reforming the Teacher Selection and Training System***

Studies have shown that the current development path for “dual-qualified” teachers in higher vocational colleges requires reforms in both the teacher selection and training systems. First, in terms of teacher selection, greater emphasis should be placed on evaluating teachers’ professional competence and teaching ability. The traditional selection mechanism focuses primarily on academic qualifications and work experience, failing to provide a comprehensive assessment of a teacher’s professional expertise and instructional skills. Therefore, when reforming the teacher selection mechanism, institutions can incorporate interviews, teaching demonstrations, and the application of educational technologies to assess teaching proficiency and subject matter expertise. Additionally, evaluations of teachers’ reflective teaching practices and teaching case studies can be used to assess professional competence and innovative instructional capabilities.

Second, regarding the training system, a mentorship system should be adopted, with an emphasis on enhancing both the ethical standards and professional mentoring abilities of mentors and industry experts. The current mentorship system in higher vocational colleges faces challenges such as insufficient mentor resources, inadequate mentoring skills, and low engagement from mentors. To address these issues, the following measures can be implemented: on one hand, colleges can establish a team of mentors composed of teachers with extensive teaching experience and specialized knowledge to increase the availability of high-quality mentors; on the other hand, colleges can organize targeted training sessions, seminars, and exchange activities to improve mentors’ educational guidance skills and professional ethics, enabling them to better support and guide students in their teaching practices<sup>[6-8]</sup>.

Reforming the teacher selection and training system not only enhances the quality of “dual-qualified” teacher development but also supports vocational education reform and the achievement of talent cultivation goals. Through the reform of selection mechanisms, colleges can more effectively identify teachers with strong teaching capabilities and professional qualifications, thereby providing high-quality educational services to students. Simultaneously, through the reform of the training system, colleges can make better use of mentorship resources to improve students’ practical teaching skills and innovative thinking, helping them grow into well-rounded professionals with strong vocational and creative capabilities.

In conclusion, reforming the teacher selection and training system is a crucial component of the development path for “dual-qualified” teachers in higher vocational colleges. By improving the selection mechanisms and mentorship systems, colleges can enhance teachers’ professional competence and teaching effectiveness, promote the reform of vocational education, and achieve talent development goals. Therefore, it is essential for higher vocational colleges to prioritize reforms in teacher selection and training systems to support the construction and implementation of effective “dual-qualified” teacher development pathways.

#### ***3.2 Reforming the Incentive Mechanism and Teaching Evaluation System***

Under the new Vocational Education Law, the development path for “dual-qualified” teachers in higher vocational colleges must include reforms in the incentive mechanism and the teaching evaluation system to

enhance teachers' professional competence and instructional performance.

First, the importance of the incentive mechanism in developing "dual-qualified" teachers cannot be overlooked. The purpose of the incentive mechanism is to stimulate teachers' enthusiasm and motivation, thereby enhancing their professional capabilities and teaching effectiveness. This can be achieved by implementing well-structured compensation policies, establishing promotion systems based on professional titles, and strengthening the construction of professional ethics and conduct.

Second, the teaching evaluation system is also a key element in the development path of "dual-qualified" teachers in higher vocational colleges. It plays a vital role in quality control and in accurately assessing learning outcomes. Within this development path, the teaching evaluation system can be reflected in the following three aspects:

First, an inclusive evaluation system involving all stakeholders should be established to ensure comprehensive assessment of teachers' instructional activities. By formulating detailed teaching evaluation criteria and standards, teachers' instructional competence, teaching outcomes, and pedagogical approaches can be systematically evaluated to form a scientific and objective evaluation framework.

Second, it is important to value and incorporate students' feedback on teaching, fostering interaction and co-creation between teachers and students. Evaluation from the student perspective is a critical component in the teacher development path, as it helps teachers identify and address their shortcomings. Higher vocational colleges can implement student evaluation systems and organize student forums to gather feedback and suggestions on teaching practices.

Third, a feedback mechanism for teaching evaluation results should be established to ensure that evaluation outcomes provide timely guidance and support for teaching improvement. By aligning the feedback with teachers' personal development plans, colleges can offer concrete advice and improvement strategies, encouraging continuous enhancement of instructional capabilities.

## Conclusion

This study analyzes and examines the development path of "dual-qualified" teachers in higher vocational colleges under the new Vocational Education Law. It is concluded that the design of such development paths should place emphasis on teachers' professional development, the cultivation of practical teaching abilities, and the enhancement of professional ethics. Due to constraints in time and resources, the current theoretical analysis and practical research have certain limitations. Future studies should further explore the implementation outcomes and influencing factors of the development path for "dual-qualified" teachers in higher vocational colleges, as well as its connection with other educational reform policies. In addition, relevant domestic and international experiences can be drawn upon to propose more specific and practical recommendations, thereby promoting the continuous improvement and optimization of the training system. It is hoped that this effort will contribute to the advancement of vocational education and the development of teaching staff in higher vocational institutions.

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