

Exploration of the Strategy for Building a High-Level Double-Position Teacher Team in Vocational Colleges Based on "Vitality Stimulation + Value-Added Empowerment"

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Abstract: The advancement of higher vocational education into a new phase of connotational development necessitates the construction of a high-level double-position teacher team, which is essential for this development. However, the process of forming such teams in some vocational colleges encounters several challenges, including limited training platform support, a lack of vitality in teacher growth and development, and ineffective methods of enhancing teacher capabilities. By analyzing these issues and initiating reforms in mechanisms, this paper proposes a strategy to invigorate the teacher team and endow teachers with value-added skills through focused capability enhancement. This approach aims to elevate the quality and competitiveness of the schools' talent cultivation.

Keywords: Vitality Stimulation; Value-added Empowerment; High-level Double-position Teacher Team

1. Introduction

Since 2018, China has launched a series of policy documents the Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era, the Implementation Plan for National Vocational Education Reform, and the Implementation Plan for Deepening the Reform of "Double-position Teacher Team Construction" in Vocational Education in the New Era. These documents focus on the development of dual-teacher teams in vocational education. Notably, they set a target that by 2022, the proportion of "double-position" teachers (instructors proficient in both theoretical and practical teaching) would constitute over half of the total professional

course teachers ^[1]. As of April 2022, the percentage of "double-position" teachers in vocational colleges had surpassed 55%. The presence of "double-position" teachers in vocational colleges, now accounting for half of the professional course teachers, is crucial for the colleges' internal development. It ensures a robust human resource foundation for their high-quality progression. Nevertheless, from practical observations, certain challenges persist in some vocational colleges regarding the establishment of double-position teacher teams. These challenges include limited support for training platforms, a shortfall in teacher development vitality, and ineffective methods of enhancing teacher abilities.

2. Connotation Requirements for Constructing the Double-Position Teacher Team

2.1 Connotative Meaning

The distinct nature of vocational education necessitates the formation of a double-position teacher team, blending educational pedagogy with professional expertise. Regarding the high-quality advancement of vocational education, the connotation requirements for such a team manifest at two levels. Initially, at the individual teacher level, double-position teachers must be adept at both theoretical and practical instruction, fulfilling roles as classroom teachers and as engineers or technicians on the production line. This dual responsibility places a greater emphasis on the quality and capabilities of the teachers. Secondly, examining the collective framework of the vocational education teaching staff, the double-position teacher team integrates full-time academic teachers and part-time enterprise-based instructors into a cohesive unit proficient in both theory and practice. This

integrated approach is not only essential for the evolution of vocational education from the standpoint of individual teachers but also for the structural dynamics of the teaching workforce, thereby necessitating a profound comprehension among the teachers themselves.

2.2 Policy Requirements for Constructing Double-Position Teacher Teams

In recent years, China has introduced major policy initiatives for vocational education reform, which has positioned the development of "double-position" teacher teams at the forefront of establishing a modern vocational education system. The *Implementation Plan for Deepening the Reform of the Construction of "Double Qualified" Teacher Teams in Vocational Education in the New Era*, introduced in 2019, outlines the policy framework and strategic direction for "double-position" teachers. The overarching aim is to prioritize the development of the teacher team as foundational to supporting vocational education reform. This approach emphasizes the synergy between the individual growth of "double-position" teachers and the development of "double-position" teaching teams. Objectives include enhancing the pedagogical and practical skills of teachers, refining the composition of full-time and part-time faculty, elevating the standard of "double-position" teaching teams in vocational colleges, and advancing the modernization of vocational education in China. This modernization effort seeks to produce a substantial number of high-quality technical and skilled professionals^[2].

Subsequently, the *2020 Action Plan for Improving the Quality and Excellence of Vocational Education* (2020-2023) and the *2021 Opinions on Promoting the High-Quality Development of Modern Vocational Education* have both underscored the importance of improving "double-position" teacher quality and fortifying the construction of "double-position" teaching teams in the vocational education sector. Key measures include the establishment of a distinct "double-position" teacher qualification admission and appointment assessment system, smoothing the pathway for teacher career progression, enhancing support and incentive mechanisms, and augmenting the appeal of vocational education teaching roles. The result is the formation of a high-caliber "double-position"

teacher team characterized by exemplary teaching ethics, superior skills, a mix of full-time and part-time engagement, and abundant vitality^[3].

3. Challenges in Developing High-Level Double-Position Teacher Teams in Vocational Colleges

3.1 Insufficient Support from Double-Position Teacher Training Platforms

Enterprise-based practical training is crucial for nurturing double-position teacher education. It enables teachers to stay abreast of industry trends and technological advancements and to enhance practical skills. However, current support for enterprise involvement in practical teacher training is inadequate. Vocational colleges aim to develop double-position teacher teams through enterprise-based training, while enterprises, as operational entities, seek to produce technological innovations and commercial transformations through school-enterprise cooperation or gain policy support and other benefits. The divergent objectives of these entities result in a lack of shared intrinsic motivation in their collaboration^[4]. In 2018, the Ministry of Education, along with six other departments, issued the *Measures for Promoting Cooperation between Vocational Schools and Enterprises*. This directive defined the roles, obligations, and responsibilities of industries and enterprises in vocational education and talent development, offering institutional frameworks for constructing "double-position" teaching teams and stimulating enterprise engagement in vocational talent cultivation, thereby enhancing platform support.

"Double-position" teacher training bases serve as another critical pathway for developing "double-position" teachers. Yet, the coverage and backing for constructing these training bases are also limited, impacting their capacity to offer effective teacher training. This limitation hampers the progress of "double-position" teacher training initiatives. The proposal to establish 100 school-enterprise cooperation "double-position" teacher training bases and 100 national-level enterprise practice bases is anticipated to bolster platform support for cultivating double-position teacher teams^[5]. Campus training bases in vocational colleges are an additional avenue for fostering double-

position teachers. Presently, the use of these on-campus bases for supporting double-position teacher development is sub-optimal. Vocational colleges need to conduct thorough research on harnessing the functions and roles of these training bases in teacher training. Furthermore, relevant policies and environmental considerations require substantial attention from vocational colleges.

3.2 Lack of Vitality in Double-Position Teacher Team Development

The construction of a high-level double-position teacher team cannot solely rely on initiatives like enterprise practical training, practical training bases, and ongoing education. It is equally imperative for vocational colleges to consider the natural progression of teachers' growth. This involves integrating top-level planning with training programs tailored to the unique characteristics and professional frameworks of the colleges. Establishing a comprehensive teacher development and training mechanism is essential. By focusing on teaching excellence, enhancing abilities, and offering performance incentives underpinned by a robust evaluation and constraint mechanism, the dynamic growth of the teaching staff can be stimulated, contributing to the formation of an effective double-position teacher team. In recent years, various vocational colleges have aligned with the national strategy to expand enrollment in higher vocational education. This expansion has led to a rapid increase in student numbers and a continual influx of new teachers. While vocational education is experiencing significant growth and undergoing reforms, the development of teacher training mechanisms has not kept pace. Particularly, the establishment of incentive and constraint mechanisms for the professional growth of double-position teachers requires further enhancement. In some colleges, the disparity in treatment and appointment of double-position teachers is not adequately addressed, which inadvertently impacts the motivation of teachers to transition into such roles ^[6].

3.3 Inefficacy in Training Formats for Double-Position Teacher Teams

The training models for double-position teachers vary significantly depending on their career stage, foundational abilities, and

training methods. For instance, teachers with senior professional titles possess robust teaching and research capabilities. Their training should focus more on nurturing them as distinguished teachers and enabling them to offer technical services to industrial enterprises, rather than mandating enterprise-based work and practice akin to that required of new teachers. It is vital to tailor training programs to their unique profiles. Currently, some vocational colleges adopt a "one-size-fits-all" approach in developing their double-position teacher teams, mandating practical enterprise training without considering the distinct needs and characteristics of individual teachers. This practice has resulted in dissatisfaction and diminished enthusiasm among some teachers. Such an undifferentiated approach hinders the promotion of practical training in enterprises and the provision of technical services to industry sectors, subsequently impacting the progress and effectiveness of constructing double-position teacher teams in vocational colleges.

4. Exploring Strategies for Establishing a High-Level Double-Position Teacher Team in Vocational Colleges

Each vocational college should align with the national goals for developing a double-position teacher team, focusing on talent cultivation. This approach involves problem-oriented strategies, strengthening top-level design, and systematic planning. Vitalizing the teacher team through mechanism and system reforms, adopting a spiral training model to empower teachers with added value, and aiming to build a team with an international perspective, national prominence, strong industry influence, and a spirit of craftsmanship are essential for the high-quality development of vocational education.

4.1 Development of Three Joint School-Enterprise Cultivation Platforms to Address Insufficient Platform Support

4.1.1 Establishing double-position teacher training bases using the "factory-in-school" model

Vocational colleges can collaborate with vocational education groups, cooperative enterprises, and various technological and skill innovation platforms to jointly establish double-position teacher training bases. In

practice, teacher enterprise training should be carried out in cooperative enterprises. The "One Teacher, One Enterprise" initiative can be implemented, requiring each teacher to engage with at least one cooperative enterprise. Every full-time teacher should accumulate a minimum of 22 days of practical experience annually in the enterprise or training base, ensuring regular updates and improvements in their practical skills. Schools can employ highly skilled enterprise experts or technical specialists to mentor teachers in practical settings, facilitating the transfer of problems to the enterprise, acquiring knowledge from the industry, and mastering the latest industry technologies. Teachers with strong research and social service capabilities should be encouraged to offer technical services and breakthroughs to enterprises. During their service, they should further develop their abilities and industry influence, acquire more project and course resources, and enhance classroom teaching. To motivate teachers to participate in enterprise technical services, their involvement in enterprise projects can be acknowledged as part of their practical training, with relevant performance achievements being considered in professional title evaluations and job recruitment processes.

4.1.2 Joint construction of on-campus practical training bases using the "factory-in-school" model

Schools, leveraging partnerships with cooperative enterprises, should adopt a joint construction and sharing approach to mobilize multiple resource streams, enhancing investment in on-campus practical training bases. During the development phase, it is essential to collaborate with these enterprises in determining the layout of construction plans, training equipment, courses, and projects. The design of these on-campus practical training bases ought to mirror the actual production lines of enterprises, thereby replicating real-world production scenarios. In their first two years, newly recruited teachers should participate in sit-in class training, with their assignments centered around these on-campus training bases. This involvement will familiarize them with the training equipment, engage them in the creation of training courses and projects, enhance their practical skills, and fully utilize the on-campus training base's potential for teacher development.

4.1.3 Independent establishment of a teacher development center

In the quest to construct a high-level double-position teacher team, vocational colleges must place greater emphasis on creating a teacher development center. This center should aim to "transform and upgrade teachers, unlock their potential, enhance their capabilities, strive for teaching excellence, facilitate cooperation and communication, and contribute to regional development." Vocational colleges should independently establish such a center, assign dedicated staff, and concentrate on various facets of teacher development, including teaching, research, professional, and personal growth. Implementing comprehensive cycle service management for all teachers, the center would act as a platform supporting their professional advancement and promoting their all-around development.

4.2 Enhancing Five Guarantee Mechanisms to Address the Insufficiency in Development Vitality

4.2.1 Establishing a long-term mechanism for professional ethics and conduct, and solve the issue of constructing professional ethics and conduct

Vocational colleges should prioritize the cultivation of moral character and student education, using the "four qualities of good teachers" as a benchmark. They should maintain a high standard of political integrity, place teacher ethics education at the forefront of teacher training, and integrate it throughout the entire span of a teacher's career. It is essential to refine the assessment system for professional ethics and conduct, enhance the reward and punishment framework, and conduct assessments on teachers' professional ethics and conduct. Recognizing exemplary teachers through commendation meetings and leveraging new media platforms like websites, Weibo, and WeChat for promotion is crucial. Moreover, it is vital to implement a training system for professional ethics and conduct. Specialized training should be provided to new teachers and counselors. Establishing a reporting channel for professional ethics and conduct will empower students and parents to monitor and evaluate teacher behavior, fostering a conducive campus and social atmosphere for upholding professional ethics and conduct. An innovative approach would be

to establish a "Teacher Ethics and Integrity Bank," which employs a point system to record individual teacher ethics, thereby enhancing commitment to ethical standards and instituting a mechanism to penalize dishonesty. Integrating educational spirit into the construction of teacher ethics and conduct, deepening its incorporation in the curriculum, and providing specialized training in this area will enable teachers to be educated first.

4.2.2 Establishing a mechanism for vocational teacher recruitment and dismissal to address the quality of teaching staff

Vocational colleges are encouraged to implement a teacher recruitment mechanism aligned with the competency model for vocational education teachers. This entails setting talent recruitment admission standards in accordance with the national vocational education reform plan. Recruiting engineering and technical personnel with extensive practical experience from enterprises can significantly enhance the caliber and overall quality of the teaching staff. The establishment of such a recruitment mechanism is pivotal. Furthermore, vocational colleges should leverage education evaluation reform as a basis to develop a system for the dismissal of vocational education teachers. This system would guide teachers to prioritize classroom teaching and student development. Teachers with subpar classroom teaching evaluations should be reassigned. Their teaching competencies can be improved through training programs, lecture attendance, trial teaching sessions, and other means, with reinstatement contingent upon passing subsequent assessments. In line with the need for high-quality vocational education development, vocational colleges might consider establishing a vocational education teacher qualification certification system. This system could integrate teacher qualifications with enterprise practical training, vocational education capability enhancement programs, and similar initiatives. Linking such a system to incentives and constraints, such as course compensation and performance metrics, would effectively motivate teachers to focus on enhancing their skills.

4.2.3 Establishing a mechanism to attract, consolidate, and retain talent, addressing challenges in talent recruitment, development, and retention

In pursuit of high-quality development, vocational colleges face an urgent need for a multitude of high-caliber talents. However, due to limitations in platforms and environments, challenges such as difficulties in talent recruitment, training, and retention are prevalent. To overcome these issues, vocational colleges should enhance preferential policies for attracting top-level talents, refine management and evaluation mechanisms post-recruitment, and set clear tasks, contracts, and assessments. This approach aims to lure premier talents with superior offerings, produce exceptional results, and establish an effective framework for attracting outstanding, high-level talents. After recruitment, schools must cultivate an environment conducive to talent utilization. Establishing platforms such as doctoral workstations, doctoral research studios, and research centers will enable the congregation of professional talents, facilitate cross-disciplinary research and technical service teams, and create entrepreneurial platforms for young talents. Such initiatives will aid in talent retention through career and platform development. To construct a high-level double-position teacher team, vocational colleges must prioritize attracting top-tier technical and skilled talents. This can include recruitment from winners of the World Skills Competition, the Chinese Skills Competition, national technical experts, and other prominent groups to supplement the full-time or training teacher cadre. These highly skilled individuals should be provided with resources such as skill master studios and special funding support. Studio members can collaboratively prepare lessons to enhance their skill proficiency, fully utilizing the expertise of high-level technical and skilled talents, thereby fostering the development of a skilled talent team.

4.2.4 Establishing a teacher classification assessment and evaluation mechanism to address uniform standard assessments

Vocational colleges are advised to embrace the essence of the national education evaluation reform, implementing job classification management to ensure equitable opportunities for excellence. Institutions should create three distinct categories for professional title evaluation and job recruitment: teaching-oriented, teaching and research-oriented, and research and technical service-oriented. Each

category should have its own set of entry requirements and evaluation criteria. The teaching-oriented model primarily evaluates professional teaching performance and student development, whereas the research and technical service-oriented model concentrates on the assessment of research and technological services. Equal emphasis should be placed on teaching and research activities. It is essential for schools to establish employment contracts that clearly define job responsibilities, aiming to unlock the full potential of teachers, enhance work efficiency and quality, and facilitate the individual and diverse development of teachers, thereby optimizing talent utilization. Evaluations should consider factors like teacher ethics, abilities, performance, and contributions. Innovating evaluation methods, refining evaluation standards, and emphasizing both result and process evaluations are crucial steps. This approach aims to eliminate the issue of applying a uniform standard for all, thereby stimulating teacher development, vitality, and motivation.

4.2.5 Establishing a teacher performance incentive and constraint mechanism to counteract lack of initiative and complacency For the successful formation of a high-level double-position teacher team in vocational colleges, it is crucial to stimulate the enterprising spirit of teachers and address the issue of complacency. This requires the establishment of a robust teacher performance incentive and constraint mechanism. Vocational colleges should capitalize on the autonomy provided by higher authorities and utilize policies like performance-based pay and evaluations. The implementation of a reform in the quantitative evaluation system for teacher assessments is recommended. This involves translating performance contributions into quantitative scores that serve as key references for performance evaluations. There should be an emphasis on magnifying rewards for national-level achievements and innovations, aligning top-tier performance with corresponding compensation, and concentrating on a performance-based salary distribution system that prioritizes results and encourages growth. The adoption of "input-output" target management and performance evaluations should be executed at both the school and departmental levels. The evaluation

outcomes of secondary departments should align with performance-based salary distribution, job appointments, evaluations, cadre adjustments, and professional title evaluations, thus steering the overall evaluation process. Furthermore, it is proposed to reform the calculation of public service workload by incorporating teacher involvement in professional and curriculum development, student training, extracurricular activities, innovation and entrepreneurship education, and part-time social services into assessment indicators. This will establish a teacher development constraint mechanism. The combination of quantitative evaluation and dynamic adjustment of performance-based wages will highlight contributions and skill levels, invigorating the teaching staff and boosting their initiative and enthusiasm.

4.3 Implementing Eight Value-Added Empowerment Strategies to Enhance Training Effectiveness

4.3.1 Implementing the double-position teacher team construction plan for a high-level vocational education stronghold

The development of high-level teaching innovation teams is a key objective for various vocational colleges, aligning with the national vocational education reform plan. The implementation of modular courses and project-based teaching methods, aligned with vocational work processes, necessitates teamwork. This approach capitalizes on the unique strengths and expertise of each teacher, thereby enhancing the quality of talent development. Vocational colleges must refine their operational and management mechanisms for grassroots teaching organizations. This involves systematizing tasks and assessment incentives, enhancing the efficiency of grassroots teaching organization operations, and exploring the formation of composite teams in areas such as courses, majors, and projects. Teachers should be encouraged to focus on their development directions, cultivating their strengths, and forming teams with staggered development where each member contributes unique skills and complementary abilities. The goal is to create a structurally optimized teaching team that enhances teaching and technical service capabilities through specialized and interactive activities, team operations, school-enterprise

cooperation, and a standardized approach to formal technical research and exchanges.

4.3.2 Implementing a plan to foster teaching masters and establish a high-level teacher matrix

Vocational colleges should adhere to the standards of "first-class teacher ethics, first-class teaching, first-class research, and first-class mentorship." They can select teaching masters through a "public announcement and leadership" model, allocating special training funds, supporting the creation of "master teacher studios," and ensuring a conducive working environment for trainees. Additionally, the colleges should facilitate the involvement of renowned teachers in part-time roles within industry associations and societies at the provincial level or in higher and more technical positions in enterprises to enhance industry influence. The achievements attained during these part-time engagements should be recognized for professional title evaluations and job recruitments. By embracing responsibilities, establishing platforms, and laying foundations, along with integrating professional construction, talent cultivation, and project applications, vocational colleges aim to bolster the comprehensive strength and competitiveness of target teachers. This approach is designed to develop provincial and national-level teaching masters and professional leaders, thereby forming a matrix of high-level teachers.

4.3.3 Implementing a skill master cultivation plan to develop high-level master craftsmen

Vocational colleges are encouraged to collaborate with the World Skills Competition gold medal coaching team and national skill master studios. This collaboration aims to establish "skill master studios" and provide special funding support. Teachers and students who demonstrate leading vocational skills in their respective industries or job roles, or those participating in national and higher-level vocational skills competitions, should be selected for special training. This training and exposure are intended to elevate their technical skill proficiency, fostering practical and instructional excellence through competition. This strategy of advancing learning and practice through competition is pivotal in enhancing the skill levels of both teachers and students, thereby nurturing a cadre of high-level craftsmen.

4.3.4 Implementing the blue talent training plan to establish a high-level vocational education teacher base

Vocational colleges are encouraged to initiate the Blue Plan for new teachers, fostering the growth of young teachers through a "double-position teacher" development program. The implementation should involve setting up special funds for the Blue Plan and engaging high-level experts and professors from universities and enterprises as mentors to support the development of young teachers. Additionally, a vocational education ability enhancement plan targeted at young doctoral students should be implemented. This plan would involve inviting distinguished external experts to provide specialized guidance, arranging overseas study and training visits, and enhancing the doctoral students' adaptability to vocational education. Support for young teachers to undertake educational visits to prestigious schools and research institutes, both domestically and internationally, should be provided. These visits, coupled with planned participation in national, provincial, and enterprise-specific training programs, are crucial for their development. Furthermore, establishing a vocational education ability competition mechanism for young teachers will promote learning through competition and improve comprehensive qualities such as teaching ability, practical skills, and curriculum development. The ultimate goal is to create practical and effective training pathways and support mechanisms for teacher growth, building a spiraling upward channel for teacher development, and thus establishing a high-level vocational teacher training camp.

4.3.5 Implementing the double-position teacher quality improvement plan to enhance vocational education talent cultivation

For the effective construction of a high-level double-position teacher team in vocational colleges, prioritizing the enhancement of teachers' teaching and practical skills is essential. Schools should focus on elevating both classroom and practical teaching abilities, fostering proficient vocational teachers as role models. Full-time teachers should be encouraged to undertake classroom teaching reforms to improve teaching quality and augment their practical teaching skills, including the integration of information

technology in instruction. Regular teaching competitions and high-quality lesson contests should be organized to promote exemplary teaching methodologies. These contests will encourage teachers to embrace innovative teaching strategies, foster mutual learning, and facilitate collective improvement. Additionally, schools must refine the incentive and constraint mechanisms associated with practical training in enterprises. Making teacher training in enterprises and double-position teacher qualifications key criteria for job appointments, professional title promotions, and evaluations is crucial. By leveraging the vocational education group platform and collaborating with enterprises, leading teachers should be motivated to occupy technical roles in large and medium-sized enterprises, contributing to the improvement of enterprise product processes and resolving production technology issues. The joint effort in enterprise practice and technical services is instrumental in cultivating double-position teacher quality. Improving the incentive mechanism for contributions to scientific research and innovation is another vital step. Teachers should be guided to focus on teaching, talent development, and societal needs while engaging in scientific research and innovation. The emphasis should be placed on the practical application of research findings. Establishing an incentive mechanism for teachers' societal service is key, with their performance in this area being considered in professional title evaluations and job appointments.

4.3.6 Implementing the international plan for teaching staff to bolster global perspectives

As Chinese vocational education evolves, it is essential to integrate the advanced methodologies of foreign vocational education while sharing China's expertise and solutions globally. Vocational colleges should enhance their teachers' international perspectives. Collaboration with renowned foreign universities and enterprises to establish international double-position teacher training bases is key. These bases, adhering to "dual system" standards, should facilitate the selection and overseas study of young backbone teachers, cultivating "double-position" teachers with international vision and skills aligned with international and overseas vocational college teacher certification standards. Moreover, there should be a focus

on training bilingual teaching staff and developing a core group of bilingual teachers, thereby improving teachers' international competencies.

4.3.7 Implementing a full-time teacher reform plan to foster self-development awareness

Vocational colleges can employ big data to intelligently evaluate and diagnose the abilities of full-time teachers. Customized 5-year training and growth plans should be developed for teachers at different stages of their careers. A continuous cycle of 12 activities should be implemented, including goal setting, training, specialized teaching and research, "one teacher, one excellence," enterprise training, full-time and part-time interaction, project research, practical evaluation, patent publication, business competition, exemplary guidance, and diagnostic improvement. This approach aims to construct a spiraling upward channel for teacher development. Linking the execution of these training and growth plans with annual assessments, appointment evaluations, job promotions, and excellence evaluations will encourage teachers to proactively pursue personal and professional growth, shifting the mindset from "let me develop" to "I want to develop."

4.3.8 Implementing the part-time teacher recruitment plan to foster collaboration between full-time and part-time teachers

Vocational colleges should leverage vocational education groups and cooperative enterprises to develop a part-time teacher resource pool. The introduction of a part-time teacher recruitment plan is crucial, including the establishment of a "technology professor" position management system. This involves engaging industry and enterprise leaders, as well as master craftsmen, for part-time teaching roles, along with providing special allowances and teaching assistants. A flexible teaching operation model, integrated with information technology, should be implemented. This would invite distinguished teachers and craftsmen from enterprises to deliver real-time remote online instruction in actual production environments, effectively resolving the scheduling conflicts between the working hours of part-time teachers and the class hours of students. Further, renowned teachers and craftsmen from enterprises should be hired to collaborate with full-time teachers in teaching. This collaboration aims to co-

create teaching resources, engage in technology research and development, mentor students in innovation and entrepreneurship, and form a teaching team that combines full-time and part-time elements. Such initiatives will elevate the level of collaborative development between full-time and part-time teachers. For part-time teachers with the status of "school teachers" and "enterprise employees", we should also pay attention to the training of their comprehensive qualities such as contract spirit and responsibility consciousness, so as to help part-time teachers break through their identity limitations and improve their professional identity and happiness^[7].

Building a high-level double-position teacher team in vocational colleges is fundamental to the high-quality development of vocational education. Through strategic mechanism reforms, challenges in teacher development vitality can be addressed, and through various cultivation plans, teacher value addition can be enhanced. The establishment of platforms to support development is key to promoting the construction of double-position teacher teams. The newly revised vocational education law, effective May 2022, provides robust legal and policy backing for the formation of vocational education teacher teams. With the growing need for high-quality development in vocational education, the evolution of "double-position" teacher teams in vocational colleges is set to reach new heights, indicating a bright and promising future for vocational education.

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