



# The Dilemmas and Pathways for Teachers Reform in Chinese Vocational Colleges under the Background of the 'Three Teaching Reforms'

Chunxia Qi<sup>1\*</sup>, Yuejiang Sun<sup>2a</sup>, Haiqing Zhang<sup>2b</sup>

<sup>1</sup> Shandong Foreign Trade Vocational College, Qingdao, Shandong, 266100, China

<sup>2</sup> Qingdao Preschool Education College, Qingdao, Shandong, 266318, China

<sup>a</sup>116339822@qq.com, <sup>b</sup>845245755@qq.com

\*Corresponding author's e-mail: 45153304@qq.com

**Abstract.** As the main element of the three education reform, teacher reform determines the quality of talent cultivation and educational effectiveness in vocational colleges, as well as the success of the three education reform in vocational education. However, vocational college teachers have insufficient systematic understanding of the principles and methods of vocational education teaching, generally lack rich business experience and practical experience, have insufficient awareness and ability to carry out industry education integration and school enterprise cooperation in running schools, weak teaching research and reform innovation capabilities, and low levels of scientific research and technical service industries. To address these issues, key reforms need to be carried out in the areas of teacher standard construction, capacity enhancement and training, optimization of incentive mechanisms, reform of teacher evaluation system, evaluation and appointment of professional and technical positions, and team building, in order to improve the ability and quality level of teachers, promote the deepening of the three education reform in vocational colleges, and achieve high-quality development results.

**Keywords:** Reform of the Three Teachings, High quality development, Teacher reform, Type system.

## 1 Introduction

The "Implementation Plan for National Vocational Education Reform" issued by the State Council in January 2019 emphasized the improvement of education and teaching standards, the development of a "dual teacher" teaching team through multiple measures, and the strengthening of the "dual element" cooperation between schools and enterprises to develop teaching materials and improve teaching methods through the use of modern information technology[1]. These plans provide direction for the reform of teachers, teaching materials, and teaching methods. In April 2019, Xie Li from the Department of Vocational and Adult Education of the Ministry of Education wrote an article proposing to promote the reform of the "three educations" of vocational college

© The Author(s) 2024

C. Lin et al. (eds.), *Proceedings of the 2024 9th International Conference on Modern Management, Education and Social Sciences (MMET 2024)*, Advances in Social Science, Education and Humanities Research 880,

[https://doi.org/10.2991/978-2-38476-309-2\\_82](https://doi.org/10.2991/978-2-38476-309-2_82)

teachers, textbooks, and teaching methods[2]. This is the first time that the concept of "three educations" reform around teaching elements has emerged in the field of vocational education. In September 2020, the Ministry of Education and nine other departments issued the "Action Plan for Improving the Quality and Quality of Vocational Education (2020-2023)", which proposed the implementation of the "Three Education" reform campaign in vocational education, including improving the "dual teacher" quality of teachers, strengthening the construction of vocational education textbooks, and enhancing the quality of vocational education majors and curriculum teaching. The specific and clear tasks of the corresponding stage of the "Three Teachings" reform action have been carried out at the national level. In October 2021, the "Opinions on Promoting the High Quality Development of Modern Vocational Education" proposed to strengthen and deepen education and teaching reforms, mainly including strengthening the construction of a dual teacher teacher team, innovating teaching modes and methods, improving teaching content and textbooks, and perfecting the quality assurance system[3]. As an essential element of the "Three Teachings", teachers are the main body of textbook selection and construction, teaching method design and implementation[4]. The success of teacher work reform also determines the success or failure of textbook reform and teaching method reform[5]. Teacher reform is very important. This study will analyze the challenges faced by teacher reform in vocational colleges, then study and summarize the path of teacher reform in vocational colleges. I hope this study can provide reference and direction for the research on teacher reform in Chinese vocational colleges.

## **2 The Dilemmas Faced by the Reform of Vocational College Teachers**

### **2.1 Teachers Generally Lack Rich Business Experience and Practical Experience**

The majority of teachers in vocational colleges, especially higher vocational colleges, come from graduate students who have graduated from universities. Graduate students from universities have certain advantages in mastering professional theoretical knowledge, but often lack practical job experience. The professional knowledge acquired from universities and the knowledge discovered in research lack experience in industry and enterprise work scenarios, resulting in serious deficiencies in personal practical ability and the quality of solving practical problems in enterprises. The Ministry of Education has proposed a minimum of five years and six months of enterprise practice experience for vocational college teachers. However, most schools, due to heavy teaching tasks or insufficient rigor and standardization in the implementation of teacher enterprise practice management, have resulted in enterprise practice becoming mere formality and lacking effectiveness[6].

## **2.2 Teachers Lack Awareness and Ability to Carry Out Industry Education Integration and School Enterprise Cooperation in Running Schools**

The integration of industry and education and school enterprise cooperation is the basic mode of vocational education [7], which is the key to achieving high-quality teaching and cultivating high-quality workers and technical and skilled talents in vocational education. Vocational college teachers should have a strong awareness of industry education integration and school enterprise cooperation. They should be good at introducing more enterprise elements into the teaching implementation process, including job professional ability standards, job tasks, work technology and process specifications, production or service projects, and various business event handling. However, limited by the construction of the school enterprise cooperation system and mechanism, the willingness of enterprises to invest in education and teaching, and the inertia of traditional vocational education and teaching, the basic mode of integrating industry and education through school enterprise cooperation is difficult to fully implement in government led vocational colleges, which leads to difficulties in organizing and managing school enterprise cooperation and collaborative education.

## **2.3 The Ability of Teachers to Conduct Teaching Research and Reform Innovation is Not Strong**

The ability of teaching research and reform innovation is a key driving force for teachers to identify educational and teaching problems, explore problem-solving methods, and achieve breakthroughs in reform and innovation. It is also an important path to enhance the high-quality development goals of vocational education. However, according to incomplete statistics on 21 vocational colleges in China, more than 4/5 of the teachers do not have a comprehensive understanding of educational research methods, and over half of the teachers have not published any research papers on teaching reform. Due to the lack of systematic learning and guidance for vocational college teachers in conducting educational and teaching research and reform innovation, their ability to conduct teaching research and reform innovation is weak. Existing teaching reform research mainly focuses on exploring talent cultivation or curriculum teaching reform, or drawing on existing theories for application. There is a lack of theoretical breakthroughs, methodological innovation, and empirical science in vocational education teaching, making it difficult to produce high-quality educational and teaching results that have significant value for promoting the vocational education system.

# **3 The Path of Vocational College Teacher Reform**

## **3.1 Improve the Construction and Reform of the Teacher Standard System**

The quality of work of vocational college teachers directly affects the effectiveness of education and teaching, as well as the quality of talent cultivation. Therefore, it is necessary to establish standardized standards and quality requirements for education and

teaching work[8]. The construction of a teacher work standard system aims to quantitatively evaluate teachers' abilities, clarify the path of quality improvement, judge the effectiveness of education and teaching, evaluate their contribution, and motivate teachers to pursue higher professional value. It realizes the career driving process of "setting direction - judging quality - evaluating contribution - promoting development", which is of great significance for the development of individual teachers and the improvement of school education and teaching work.

The evaluation system should cover dimensions such as ideological and moral values, professional knowledge and abilities, teaching theories and methods, research and development service capabilities, educational management and organizational capabilities, communication and collaboration capabilities, etc. Differentiated standards should be developed based on the growth stages of teachers, such as recruitment, junior, proficient to senior (or by professional title) quality standards, and promotion standards. At the same time, standards will be established around the assessment and evaluation system, including teacher ethics and style, "dual teacher" teachers, professional behavior, corporate practice, training and development, performance evaluation, and construction of teaching and research teams. Each institution can flexibly integrate standard content according to actual situations, such as strengthening teacher ethics and style or integrating them into daily assessments, to ensure the effectiveness and adaptability of the standard system..

### **3.2 Carry Out Teacher Quality and Ability Training Reform**

Build a systematic framework for teacher competency training, implement teacher development policies, deepen the reform of teacher team construction, comprehensively promote the improvement of teacher ethics and style, teaching and research, professional development, and social service capabilities. Regularly carry out ideological and moral education, and strengthen curriculum ideological and political practice. Continuously update teachers' professional knowledge and skills, keep up with new industry technologies, standards, and models, and enhance teaching adaptability. Incorporate vocational education policies, professional catalogs, and teaching standards into compulsory courses to enhance teachers' ability to implement policies and innovate teaching. At the same time, we will deepen the connotation of teacher professional construction, including the design of talent training programs, the construction of teaching systems, the innovation of talent training models, the design of practical training bases and teaching practices, scientific research and social services, the integration of industry and education, international cooperation, and the promotion of achievements, in order to comprehensively enhance the comprehensive quality and professional abilities of teachers.

### **3.3 Promote the Reform of the Teacher Evaluation System**

The esteem need in Maslow's hierarchy of needs theory represents an individual's need for internal value affirmation and external achievement recognition. Vocational colleges should not only provide economic rewards to teachers through performance and

achievement rewards, but also strengthen the individual honor awarding of teachers through advanced or excellent category selection, reflecting respect and recognition of teachers' work achievements from a spiritual perspective. Through advanced or excellent honors, teachers should be listed as exemplary models for promotion[9], driving all teachers to create a good atmosphere of contributing to the vocational education profession and pursuing value achievements.

The systematic design of vocational college teacher selection should include individual and group priority designs, and consider the overall consideration from the aspects of special priority and comprehensive priority. First of all, from the specific content of teaching work, teachers have performed well in classroom teaching, curriculum construction, textbook development, teaching plan preparation, teaching research and teaching reform, social training, transformation of scientific and technological achievements and other specific work. Those who can become the model of teachers in the whole school can set special priority honors, such as excellent teaching plans, model classrooms, exemplary individual in teaching research and teaching reform, etc. Special priority selection can accurately focus on the specific granularity of educational and teaching business, set up exemplary models for demonstration and promotion within the school, and guide teachers to observe and learn. Secondly, design priority honors from the perspective of relatively stable overall contributions to individual teachers, such as teaching advanced or outstanding individuals, teaching masters, teaching innovative individuals, and other honors.

### **3.4 Deepen the Reform of Teacher Professional and Technical Position Evaluation and Appointment**

For teachers, professional and technical positions, also known as professional titles, represent their status and achievements in professional and technical fields[10]. They are the main indicators of an individual's academic and technical level and professional ability, and are also the growth evaluation mechanism that teachers are most concerned about.

Vocational colleges should reform and improve professional title evaluation standards and establish indicator projects for scientifically evaluating teachers' abilities and qualities. The evaluation criteria take education and teaching performance, innovation and reform achievements, and the ability to solve practical problems in the industry as the core content of evaluation, and design indicators around the technical skills level, education and teaching ability, scientific research and innovation ability, professional (discipline) construction ability, social service ability, etc. that vocational college teachers should possess. The evaluation criteria should focus on increasing the proportion of evaluation of teaching effectiveness and teaching performance, and evaluate the performance level of teachers from the aspects of teaching quality evaluation, guiding students' skill competitions, guiding students' innovation and entrepreneurship, and employment development, with students' growth and development as the center. Standards should also strengthen the assessment of the application of innovative achievements, such as evaluating teachers' technical skills output, patent achievement transformation, decision-making scheme consultation, public service effectiveness, etc. Consider

providing a direct channel for teachers who have achieved significant and key breakthroughs or solved major engineering and technical problems, and made significant contributions to the development of various economic and social undertakings to apply for senior professional titles. Encourage teachers to deepen their professional fields and improve their contribution to serving the economy and society.

## 4 Conclusions

In short, as the core subject of education and teaching, teacher reform work is the main reform core of the three education reform work. Regardless of the stage of industrial economy and vocational education development, as well as the needs they face, vocational colleges should base themselves on the current situation, clearly define the problems faced by teacher reform work, study practical paths that are appropriate to the problems, fully tap into the value of human resources elements, and provide strategic channels and conditions for improving individual teacher abilities, cultivating professional talents, and promoting the development of national vocational education.

## Acknowledgment

This paper is supported by two funding projects: the Key Project of Shandong Province's Vocational Education Teaching Reform Research on "Research and Practice of Promoting 'Three Teaching Reforms' in Higher Vocational Colleges through Standardization Construction" (Project No.: 2021050) and the Shandong Provincial Education Society's "14th Five-Year Plan" Project for 2023: Research on the Construction of Digital New Form Curriculum Based on AI Knowledge Graph (Project No.: 2023LXY120).

## References

1. Ministry of Education.(2019) Notice on In-Depth Study and Implementation of the "National Vocational Education Reform Implementation Plan" . [http://www.moe.gov.cn/srcsite/A07/zcs\\_zhgg/201905/t20190517\\_382357.html](http://www.moe.gov.cn/srcsite/A07/zcs_zhgg/201905/t20190517_382357.html).
2. Ministry of Education and eight other departments. (2020) Notice on the Issuance of the "Vocational Education Quality Improvement and Excellence Cultivation Action Plan (2020-2023)". [http://www.moe.gov.cn/srcsite/A07/zcs\\_zhgg/202009/t20200929\\_492299.html](http://www.moe.gov.cn/srcsite/A07/zcs_zhgg/202009/t20200929_492299.html).
3. The General Office of the CPC Central Committee and the State Council.(2021) Opinions on Promoting the High-Quality Development of Modern Vocational Education. [https://www.gov.cn/gongbao/content/2021/content\\_5647348.htm](https://www.gov.cn/gongbao/content/2021/content_5647348.htm).
4. Jin, Z., & Zeng, S. (2023). Reform of "Three Teaching" based on the dual-subject cooperation of schools and enterprises: Logical relationship, internal mechanism, and practical direction. *Adult Education*, 43(05), 62-68.
5. Jia, W. (2023). Research on the reform of "Three Educations" in vocational colleges under the background of quality improvement and excellence cultivation. *Industry and Technology Forum*, 22(07), 202-203.

6. Chen, X., & Li, S. (2024). The practical dilemmas and breakthrough paths of enterprise practice for teachers in vocational colleges. *Journal of Nanning Vocational and Technical College*, 32(03), 80-86.
7. He, Z.(2024) Insight and Grasp of the Essential Connotation and Basic Laws of Industry-Education Integration. *Journal of China Vocational and Technical Education*, (15),25-29.
8. Hillage, J., & Pollard, E. (1998). *Work skills in Britain: The demand and supply of skills in the labour market* (Department for Education and Employment Research Report No. 5). London: Department for Education and Employment.
9. Liu, Z., & Zhang, M. (2024). The significance, current situation, and countermeasures of teacher evaluation reform in higher vocational colleges. *Industrial Technology and Vocational Education*, 22(01), 98-100.
10. Sakai, K. (2015). The recognition of professional titles for vocational school teachers in Japan: A case study of the accreditation system. *Journal of Vocational Education & Training*, 67(2), 149-163.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

