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# An Analysis of the High-Quality Development Path of the "Dual-Talented" Teacher Team from the Perspective of the New Vocational Education Law

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**Abstract:** The newly revised “Education Law of the People’s Republic of China” (hereinafter referred to as the “New Vocational Education Law”) provides legal guarantees for the high-quality development of vocational education and also sets higher requirements for the construction of “dual-qualified” teachers. Currently, although the construction of “dual-qualified” teachers in vocational colleges in China has made progress, it still faces practical challenges such as ambiguous connotation definition, poor smoothness of school-enterprise interaction, lagging training system, and insufficient evaluation and incentive measures. This paper adopts a combination of policy text analysis and empirical research methods, from the perspective of the New Vocational Education Law, systematically explores the path for the high-quality development of “dual-qualified” teacher teams in four aspects: legal connotation definition, system innovation, enabling role of industry-academia integration, and reform of evaluation and incentive measures, with the aim of providing certain theoretical references and practical guidance for breaking through the bottleneck of teacher construction and empowering vocational education to improve quality and efficiency.

**Keywords:** New Vocational Education Law; “Dual-qualified” Teachers; Industry-Academia Integration; School-Enterprise Collaboration

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## 1. Introduction

Vocational education is an important part of the national education system and human resource development, and it bears the significant mission of cultivating diverse technical and skilled talents, inheriting technical skills, and promoting employment and entrepreneurship. “Dual-qualified” teachers, as the core strategic resource for the high-quality development of vocational education, their qualities and capabilities directly determine the quality of technical and skilled talent cultivation. On May 1, 2022, the new Vocational Education Law was officially implemented, for the first time clearly defining the legal status and construction requirements of “dual-qualified” teachers in legal form, providing a fundamental guideline for resolving the long-standing institutional and mechanism obstacles in teacher recruitment.

At present, China has entered a critical stage of improving and enhancing vocational education quality, and promoting its value and empowerment. The transformation and upgrading of industries have placed higher demands on

the comprehensive capabilities of technical and skilled personnel, prompting the “dual-qualified” teaching staff to shift from merely meeting the “quantity standards” to enhancing their “quality”. However, in practice, the “dual-qualified” teaching staff still face several main problems, such as incorrect understanding of their core concepts, insufficient practical experience in enterprises, obstacles in the two-way flow between schools and enterprises, disconnection between training and cultivation and industry demands, and an incomplete evaluation and incentive system. This article adopts a combination of literature research and policy text analysis methods, from the perspective of the new Vocational Education Law, to conduct a systematic analysis of the current predicaments and breakthrough paths of the construction of “dual-qualified” teaching staff. To provide theoretical support and practical solutions for the reform of vocational education faculty development.

## **2. The new vocational education law’s core guiding principle for the construction of “dual-qualified” teachers**

### **2.1. The clarity of legal status**

Article 47 of the new Vocational Education Law clearly stipulates: “The state shall establish a vocational education teacher training and development system, build a high-quality team of dual-qualified teachers, and strengthen the construction of vocational education teaching staff.” This is the first time that “dual-qualified” teachers have been included in the fundamental law of vocational education in China, officially establishing their legal status and resolving the long-standing problem of lacking clear legal basis for the definition of connotation, recognition standards, and management mechanisms. At the same time, the law clearly stipulates the collaborative responsibilities of the government, industries, enterprises, and schools in the construction of teaching staff. According to Article 30 of the new Vocational Education Law, enterprises shall extract and use the employee education funds as required and use them for organizing vocational education and conducting vocational skills training activities; if they establish industry-education integration internship and training bases, they can enjoy corresponding preferential policies. This provides financial and platform support for enterprises to participate in the cultivation of “dual-qualified” teachers.

### **2.2. The complexity of the competency requirements**

Article 46 of the new Vocational Education Law clearly stipulates: “Professional teachers (including internship supervisors) in vocational schools should have a certain period of relevant work experience or practical experience, and reach the corresponding technical and skill levels.” This clause has changed the traditional pattern that relied solely on single types of evaluation methods such as academic certificates and vocational qualification certificates. Instead, it places greater emphasis on the comprehensive improvement of the overall quality of educators, including a solid professional knowledge framework, rich operational experience, and a wide range of professional skills. The law requires teachers to master systematic subject-specific knowledge, as well as the ability to develop courses, the ability to integrate and apply emerging technologies, and the ability to integrate resources, among other comprehensive capabilities. This article has laid a solid legal foundation for the construction of dual-qualified teachers based on vocational capabilities and prioritizing abilities, and has pointed out the work roadmap.

### **2.3. The synergy of the construction path**

The new vocational education law strengthens the “government, administrative, school and enterprise” multi-party collaborative mechanism. According to the relevant provisions of Article 47 and Article 48, a complete chain system of “training - introduction - practice - evaluation” is constructed. On one hand, vocational teacher training institutions and high-level engineering colleges are supported to cultivate vocational teachers, and enterprises are encouraged to participate in the training and education of teachers. At the same time, channels for two-way communication between schools and enterprises are opened, and the enterprise practice system for teachers is implemented to solve the problem

of high enthusiasm of institutions but low participation of enterprises and difficulty in retaining talents. It is worth noting that although the law has made clear stipulations, how to transform “collaboration” from a principle into an operational institutional arrangement in practice remains an important issue that needs to be urgently addressed.

### **3. The Current Challenges in the Construction of “Dual-Talented” Teachers in the Context of High-Quality Development**

#### **3.1. Ambiguous definition of connotation**

In practice, there are still deviations in the understanding of the connotation of “dual-qualified” teachers. Some universities have equated it with a simplistic understanding of a model that involves dual professional qualification certificates, failing to deeply explore the mechanism of integrating practical abilities and educational qualities. There are significant differences in the recognition criteria across regions and institutions, with too much emphasis on professional qualification certifications and a neglect of the genuine cultivation of practical abilities. The tendency towards formalism is quite obvious. Most of the “dual-qualified” teachers recognized lack real experience in enterprises or technical application backgrounds, and thus cannot meet the requirements of high-level teaching<sup>[1]</sup>. According to the 2023 special survey data from the Ministry of Education, in the statistics of “dual-qualified” teachers in some provinces, nearly 60% of the teachers have accumulated less than six months of enterprise practice time in the past three years, indicating that the quality control work in the current recognition process is still not in place.

#### **3.2. Inadequate flow between schools and enterprises**

In the school-enterprise cooperation, the two-way flow of talents is regarded as the main approach to building a “dual-qualified” teaching team. However, there are many obstacles in the actual operation process. The participation of university teachers in enterprise practice is restricted by factors such as heavy teaching tasks, fixed personnel establishment, and low acceptance by enterprises. As a result, most of the teachers’ participation in enterprise training is merely superficial and cannot fully meet the needs of technological innovation and production operations. The engineers and technicians dispatched by enterprises to universities to serve as professors or part-time professors face difficulties such as fixed establishment, large salary gap, and insufficient teaching ability, which further weakens the effect and sustainability of the optimization of the teaching staff structure. Currently, in the policy implementation process, there is a significant “middle-level failure”<sup>[2]</sup>, that is, enterprises have low enthusiasm for collaborative education, unclear responsibility division, and have not formed a long-term cooperation mechanism to ensure it.

#### **3.3. The training system is lagging behind.**

The current “dual-qualified” teacher training system does not align well with the demands of industrial development and the progress of teaching reforms. During the training stage for vocational education teachers, the university curriculum focuses more on theoretical aspects and neglects practical aspects, lacking training in enterprise internships and other relevant sections, resulting in graduates lacking necessary practical experience in enterprises. In on-the-job training, the content is often highly homogeneous, mainly relying on traditional classroom teaching methods, and there is insufficient attention to specialized skills training in cutting-edge fields such as digital transformation and intelligent manufacturing, failing to meet the higher requirements for high-quality, multi-skilled talents proposed by emerging business models. The current path for construction of teaching staff overly relies on the supply of internal resources within the institutions, while the collaborative education role between industries and enterprises has not been fully exerted□ leading to a closed nature in the entire training system and forming a relatively closed training model.

#### **3.4. Insufficient evaluation and motivation**

At present, the assessment and evaluation of “dual-qualified” teachers still follow the ordinary university assessment

and evaluation system, which has obvious one-sidedness. In the process of professional title evaluation and performance assessment, the proportion of research achievements and the number of academic papers is too high, while the core indicators such as teaching experience, practical ability, and the actual effect of technical services in the field of vocational education are given too low weights. The value orientation dominated by research will suppress teachers' enthusiasm for participating in practical teaching and reduce their motivation to improve technical skills. The evaluation system overly emphasizes academicization, causing some teachers to spend all their time on theoretical research, and they show little concern for the real achievements made in school-enterprise cooperation and technological research and development, thereby failing to fully exert the professional development space<sup>[3]</sup>.

## **4. The Path for High-Quality Development of “Dual-Talented” Teachers’ Team from the Perspective of the New Vocational Education Law**

### **4.1. Clarify the legal connotation and establish a standardized identification system**

According to the latest revised provisions of the Vocational Education Law, building a high-quality “dual-qualified” teacher team has been proposed as an important part of the national strategic deployment. To achieve this goal, it is necessary to promptly improve the current issues such as the lack of criteria and ambiguous definitions for “dual-qualified” teachers. Based on the principle of integrating professional practical ability with educational teaching quality, a standardized and systematic evaluation index system should be constructed to promote a transformation from surface to substantive connotation. Reconstruct the core connotation of “dual-qualified” teachers, clarify the core recognition logic of “dual skills + dual certificates + dual experiences”, and highlight the deep integration of practical ability and teaching ability.

According to the new vocational education law of a certain province, a unified “dual-qualified” teacher recognition implementation plan for the entire province has been formulated. It has abandoned the previous one-sided understanding that only emphasized the dual certificates but neglected the dual teachers. It proposes a recognition logic based on dual skills, dual certificates, and dual experiences, highlighting the integration of practical ability and teaching ability. A three-level recognition system has been established, and industry and enterprise experts are invited to participate in the review process throughout. The main focus is on the enterprise practice achievements and technical application levels of teachers. For teachers who only hold relevant certificates but have no actual enterprise practice experience and are unable to undertake practical teaching, they will not be recognized at all. A dynamic review system has been created. Regular reviews of the ability and quality of the recognized teachers are conducted to promptly remove those who do not meet the requirements and maintain the quality of the dual-qualified teacher team.

### **4.2. Establish an innovative institutional framework and open up channels for two-way flow between schools and enterprises**

To establish a two-way talent flow mechanism between schools and enterprises, it is necessary to rely on institutional innovation to break through major bottlenecks such as staffing constraints and salary gaps. In accordance with the provisions of Article 30 and Article 48 of the Vocational Education Law, the legal responsibilities for the construction of enterprise teachers' teams should be clarified, and corresponding incentive policies should be formulated to promote their participation in cooperative education practice. On one hand, a mechanism combining rigid constraints and flexible arrangements for teachers' enterprise practice should be established, with reasonable teaching tasks arranged to ensure the time and quality of practice. On the other hand, flexible recruitment positions should be set up to break the barriers of staffing and treatment for enterprise talents entering schools to teach, and necessary teaching ability training should be provided. At the same time, a long-term cooperation system of mutual assignment and joint research should be created, determining the rights, responsibilities and incentive methods of all parties, so as to achieve the goal of creating value through the free flow of talents between schools and enterprises.

A vocational college has formed an alliance with local modern service enterprises to establish a two-way talent

flow mechanism between the school and the enterprises. The school arranges the teaching tasks for teachers reasonably, ensuring that teachers have at least half a year of internship time in enterprises every three years. Flexible positions for attracting talents are set up, and enterprise technical experts are hired as part-time teachers, providing training in teaching skills and special allowances. A two-way exchange and rotation system is established, with teachers going to enterprises for practical training and enterprise talents coming to the school to serve as teaching advisors, forming a virtuous cycle of mutual empowerment of talents between the school and the enterprises. The effective operation of this model relies on supporting policies provided by the local government, such as flexible management of staffing and special funding support. Otherwise, the participation of enterprises in this model may still be difficult to ensure.

### **4.3. Deepen the integration of industry and education, and establish a diversified and collaborative training system**

Article 3 of the new Vocational Education Law clearly stipulates that “integration of industry and education, and school-enterprise cooperation” shall be regarded as the fundamental principle for the development of vocational education. Articles 27 and 30 further elaborate on the specific requirements for school-enterprise cooperation. Correspondingly, the construction of “dual-qualified” teacher teams needs to break through the inherent limitations of the college-based training model and establish a school-enterprise collaborative education mechanism that connects pre-vocational training and post-vocational training, ensuring that teachers’ professional capabilities can precisely align with the actual needs of the industry<sup>[4]</sup>. With multi-level and multi-type specialized training and project-based teaching activities jointly carried out by schools and enterprises as the main channels, efforts are made to enhance teachers’ practical teaching abilities and career adaptability, thereby effectively promoting the construction of the teaching staff in vocational colleges. This reflects the application of the “situation-based learning theory” in the professional development of teachers, that is, practical abilities are constructed through participatory activities in real working situations.

Higher vocational colleges have carried out in-depth industry-education integration with local leading enterprises in the cultural and tourism industry, establishing “dual-qualified” teacher training bases and shaping an integrated training system for pre-service and post-service vocational education. In the pre-service stage, they collaborate with vocational teacher education colleges to improve the training plan for tourism management teachers, integrating real enterprise project teaching into it. Enterprise technical experts serve as part-time mentors to guide the practical ability training of the teachers throughout the process. In the post-service stage, differentiated training is carried out for teachers of different levels. For new teachers, they focus on training in teaching ability and practical operation skills in enterprises. For key teachers, they focus on training in cutting-edge industry technologies and curriculum innovation. They jointly develop characteristic training courses with enterprises to promote the synchronous improvement of teachers’ ability and quality and the development of the industry.

### **4.4. Reform the evaluation and incentive system to stimulate teachers’ intrinsic motivation for development**

Construct a new educational model that is oriented towards practical abilities and centered on practical abilities, and which conducts teaching, research and evaluation based on these principles. The students’ practical skills level and the actual effectiveness of technical services will be regarded as the main assessment indicators. As incentives, improving salary and benefits and giving priority to job promotion will be adopted to encourage teachers to continuously enhance their “dual-qualified” professional qualities and fully stimulate the development potential and work enthusiasm of the teaching staff<sup>[5]</sup>.

Vocational colleges must strictly follow the spirit of Article 47 of the new Vocational Education Law, which states “Establish a teacher evaluation system that suits the characteristics of vocational education”, and have revised the evaluation and incentive measures for “dual-qualified” teachers. They have restructured the evaluation index system, placing practical ability and technical services at the core, weakening the rigid requirements for academic papers and research projects, and regarding the practical achievements of teachers participating in enterprise technical research,

conducting social skills training, and guiding student skills competitions as the main content of evaluation. They have also improved the incentive guarantee mechanism, providing special treatment and preferential treatment to “dual-qualified” teachers in terms of salary and benefits, giving priority to teachers with outstanding practical abilities in the evaluation of professional titles, setting up special rewards and commendations for practical teaching and school-enterprise cooperation, and ensuring that the implementation of the guarantee measures complies with legal requirements.

## 5. Conclusion

The implementation of the new vocational education law has provided unprecedented legal support and policy opportunities for the high-quality development of the “double-teacher” teaching team, and has also set higher requirements for the times. Currently, there are various difficulties in the construction of the “double-teacher” teaching team, such as unclear connotation, school-enterprise mobility, training system, evaluation and incentive mechanisms, etc. We must rely on laws to lead, address problems, adopt a collaborative approach, and use innovation as the driving force to create a high-quality development system with standardized recognition, institutionalized mobility, collaborative training, and diversified incentives. In the future, we must continue to implement the new vocational education law, promote multi-party collaboration among the government, institutions, schools, and enterprises, and drive the “double-teacher” teaching team to transform from “quantity expansion” to “quality improvement” and from “individual compliance” to “team optimization”. This will lay a solid talent foundation for cultivating more high-quality technical and skilled talents, skilled workers, and master craftsmen, and contribute to the high-quality development of vocational education and the construction of a manufacturing power and a skilled power.

## Disclosure statement

The author declares no conflict of interest.

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