

Research on the Construction of Structured Teacher Innovation Group in Higher Vocational Colleges and Universities under the Background of "Double-High Plan"

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Abstract: Under the background of the Double-high Plan at present, higher vocational colleges and universities, as the cradle of cultivating talents with high technical ability, are facing unprecedented opportunities and challenges. Establishing structured teachers' teaching innovation group is a powerful and important measure to accelerate the construction of vocational education "Double-High Plan" and the high-quality development of "double-teacher" teacher group. Structured teacher innovation group is an important force to promote education reform and improve education quality. How to establish a reasonable structure and strong innovation group has become the focus of higher vocational colleges and universities. The goal of this paper is to discuss the situation and problems of teacher innovation group construction in higher vocational colleges and universities under the background of "Double-High Plan" at present, and to propose corresponding countermeasures and suggestions, so as to provide useful references for related scopes.

Keywords: Double-high Plan; Higher Vocational Colleges and Universities; Structured Teacher Innovation Group; Countermeasures and Suggestions

1. Overview of the Background of the "Double-High Plan"

The Double-High Plan aims to establish a number of world-class higher vocational colleges and universities and special majors to enhance the international competitiveness of China's higher vocational education. This plan proposes higher requirements for the construction of teachers' group in higher vocational colleges and universities, which requires teachers to have advanced educational concepts, relatively high teaching level,

relatively strong scientific research ability and abundant practical experience.

The "Double-High Plan" is a major decision-making construction project of the State to establish a number of higher vocational schools and backbone majors (groups) that lead reform, support development, have Chinese characteristics and are of world level, and it is an important decision to push forward the modernization of China's education. The first batch of "Double-High Plan" construction list totals 197, of which 56 colleges and universities are under the construction of high-level schools (10 A-grade, 20 B-grade, and 26 C-grade), and 141 colleges and universities are under the construction of high-level major clusters (26 A-grade, 59 B-grade, and 56 C-grade). The "Double-High Plan" draws on the experience of the "double first-class" construction of colleges and universities, unifies quality standards on the scope of vocational education, pays attention to supporting a number of high-level institutions and high-level major groups at the national level, with national financial support, guiding the localities to enhance their investment, and leading the new round of reforms and construction by leading the localities with the localities. The new round of reform and construction will further improve the overall level of China's higher vocational education [1]. The significance of "Double-High Plan" for higher vocational schools is huge. For ordinary universities, since the 1980s, there are a series of high-intensity key construction projects investment, such as key discipline construction, "211" project, "985" project, "double first-class" construction and so on. However, for higher vocational schools, there was only the National Higher Vocational Demonstration (Backbone) School Program jointly implemented by the Ministry of Education and the Ministry of Finance in 2006. From the

perspective of implementation effectiveness, the project has well stimulated the local investment in higher vocational education, mobilized the momentum of reform and construction of higher vocational schools, raised the level of a batch of higher vocational schools, and improved the social influence of higher vocational education [2]. The implementation of "Double-High Plan" can be said "Long drought meets sweet dew", the implementation of the "national education development" put forward by 13th Five-Year Plan ".not only actively explore different types and levels of higher education first-class construction of the road requirements, but also fully embodies the "important design" of "Vocational education and general education are two different types of education, with the same important status" in "National Vocational Education Reform Implementation Program".

2. Connotation and Significance of Structured Teacher Innovation Group in Higher Vocational Colleges and Universities

Structured teacher innovation group refers to a group of teachers composed of teachers with different discipline background, different age levels and different levels of experience, motivated by innovation and aiming at improving the quality of education. Its characteristics include: complementary knowledge structure of group members, a good atmosphere of cooperation, and innovation consciousness and innovation ability [3].

2.1 Connotation of Structured Teacher Innovation Group Establishment in Higher Vocational Colleges and Universities

Structured teacher innovation group of higher vocational colleges and universities is a teaching group composed of a certain number of teachers, which improves the quality of education and teaching and scientific research and realizes the process of common development by means of conducting cooperation and innovation. The connotation of teacher innovation group construction in higher vocational colleges and universities mainly includes the following aspects.

2.1.1 Group members

Members of the innovation group of teachers in higher vocational colleges and universities should have certain professional quality and

innovation ability, be able to collaborate with each other, have the ability to cooperate with others, be able to actively take part in the group discussion and decision-making, and at the same time be able to communicate and coordinate effectively with the group members to complete the group's missions together [4]. Group members should also come from different discipline scopes, including engineering technology, business management, humanities and social sciences, etc., so as to realize interdisciplinary cooperation and knowledge complementary.

2.1.2 Group Objectives

The innovation group of teachers in higher vocational colleges and universities should have clear objectives of educational innovation and improving teaching quality, and the group members should make joint efforts to improve the learning effect and comprehensive quality of students by means of innovative teaching approaches and means, and cultivate more high-quality talents with innovative spirit and practical ability. They should actively take part in education and teaching reform, explore new education concepts and teaching pattern, promote and apply advanced education technology, promote the innovative development of education in higher vocational colleges and universities, and contribute to the development of higher vocational colleges and universities and the cultivation of talents.

2.1.3 Group cooperation

Teachers in higher vocational colleges and universities should set up a good cooperative relationship among the members of the innovation group, support each other, solve problems together, and realize the group's objectives [5]. There should be a good cooperation mechanism between group members, including regular meetings, communication and collaboration, to guarantee that information sharing and cooperation between group members goes smoothly.

2.1.4 Innovation ability

The innovation group of teachers in higher vocational colleges and universities should have certain innovation ability, be able to continuously explore and innovate, have the ability of independent thinking and problem solving, be able to keenly find out problems in education and teaching and try to propose new solutions, try new teaching methodologies and technologies, and continuously explore and

innovate to improve the quality of education and teaching and the level of scientific research.

2.2 The Significance of Structured Teacher Innovation Group Establishment in Higher Vocational Colleges and Universities

Teacher innovation group establishment in higher vocational colleges and universities has the following significance.

2.2.1 Improve the quality of education and teaching

The construction of innovative groups of teachers in higher vocational colleges and universities can promote the cooperation and communication among teachers, improve the professional quality and teaching level of teachers, so as to improve the quality of education and teaching.

2.2.2 Improve the level of scientific research

The construction of innovation group of teachers in higher vocational colleges and universities can promote the scientific research cooperation among teachers, improve the scientific research ability and level of teachers, so as to improve the scientific research level of higher vocational colleges and universities [6].

2.2.3 Promote teachers' individual development

Teachers' innovation group establishment in higher vocational colleges and universities can provide teachers with more development opportunities and platforms, and promote teachers' personal growth and development.

2.2.4 Enhance the competitiveness of higher vocational colleges and universities

The construction of teacher innovation group in higher vocational colleges and universities can enhance the comprehensive strength and competitiveness of higher vocational colleges and universities, attract more excellent talents, and improve the social reputation and influence of higher vocational colleges and universities [7].

3. Status and Problems of Structured Teacher Innovation Group Establishment in Higher Vocational Colleges and Universities

The construction of structured teacher innovation group in higher vocational colleges and universities is an important direction for the development of vocational education at present, but there are still some problems in the actual construction process. First of all,

there are difficulties in group establishment. How to reasonably match the personnel and set up a group structure with complementary advantages is an important problem facing the construction of innovation group. In reality, many groups often have a single professional background, large differences in teaching experience and skill levels, poor communication and collaboration and other problems, which affect the efficiency and innovation ability of the group. Secondly, the concept and ability of innovation need to be improved. Influenced by the traditional education concept and system, lots of teachers tend to be satisfied with the status quo and lack of innovative consciousness. At the same time, some teachers are skeptical about innovation, worrying that innovation will bring uncertainty and risk, thus affecting the quality and effect of teaching. It is necessary to enhance the cultivation of teachers' innovative concepts and improve their innovative ability in order to better deal with the challenges of teaching. There is also a shortage of training and retraining. In reality, many groups lack targeted training programs, which prevents teachers from updating their knowledge and improving their skills. Even though some groups have developed cultivating programs, the content of the cultivating does not match the actual needs of the teachers, leading to poor cultivating results. It is necessary to enhance the relevance and effectiveness of cultivating to improve the teaching level and ability of teachers [8]. Finally, the assessment criteria and guarantee mechanism also need to be further improved. Currently, the assessment criterion for the teacher teaching innovation group is not clear enough, and the related guarantee mechanism is not sound enough, which needs to set up a perfect assessment criterion and guarantee mechanism to provide better support and guarantee for the group construction. To sum up, the construction of structured teacher innovation group in higher vocational colleges and universities is a complex systematic project, which needs to start from many aspects in order to promote the innovative development of vocational education and teaching.

4. Countermeasures and Suggestions for Teachers' Innovation Group Establishment in Higher Vocational Colleges and

Universities

The following countermeasures and suggestions can be adopted to address the problems in the construction of innovative group of teachers in higher vocational colleges and universities.

4.1 Set Up Cooperative Innovation Mechanism

The construction of innovation group needs to enhance the inter-school synergy and in-depth cooperation between schools and enterprises, and promote the "dual" education [9]. In accordance with the professional scope, a number of innovation group project institutions, innovation group cultivating base, as well as research institutes, stable cooperative enterprises and industry-teaching fusion training base to set up a collaborative community, set up a collaborative working mechanism, formulate a working constitution, set up an organizational structure, clear division of labor among the members, enhance personnel exchanges, research cooperation, resource sharing, group establishment, teacher cultivating, teaching reform and other aspects of collaborative innovation. It should give full play to the demonstration leading and radiation driving role of the collaborative community of national innovation group project institutions, actively absorb the participation of provincial and school-level innovation groups on the same professional scope, form a collaborative network of innovation groups on the professional scope, promote the optimal allocation of resources, and promote the professional teaching reform.

4.2 Enhance the Cultivation of Innovative Concepts

Teachers' innovative concepts should be enhanced by means of a variety of approaches and means, such as organizing academic exchanges and seminars on a regular basis, encouraging teachers to take part in a variety of innovative projects and practical activities, and inviting experts and scholars from the industry to hold lectures and guidance. At the same time, teachers should be encouraged to actively explore new teaching patterns and approaches, paying attention to cultivating students' innovative consciousness and practical ability.

4.3 Formulate Targeted Cultivating Plans

Targeted cultivating programs should be formulated in accordance with the actual needs of teachers and group establishment needs. The cultivating content should include educational and teaching skills, practical and operational skills, group cooperation skills and so on. At the same time, should focus on the cultivating effect of the assessment and feedback, timely adjustment of the cultivating program to improve the quality and effectiveness of cultivating.

4.4 Perfect Assessment Criteria and Guarantee Mechanisms

A perfect assessment criteria and guarantee mechanism should be set up to provide support and guarantee for the construction of teachers' innovation groups. The assessment criteria should include group establishment objectives, selection criteria of group members, supervision and assessment in the process of project implementation, assessment of project results, etc. At the same time, corresponding guarantee mechanisms should be set up, such as providing space, equipment, and other facilities. At the same time, corresponding guarantee mechanisms should be set up, such as the provision of venues, equipment, funds and other aspects of support, to provide a favorable environment and conditions for the construction of teacher innovation groups.

4.5 Play the Leading Role of Scientific Research

Teachers should be encouraged to actively implement scientific research activities and improve their academic level and innovation ability by means of the research and practice of scientific research projects. At the same time, research results should be transformed into actual teaching resources and practical experience to promote the improvement of teaching quality and level.

4.6 Enhance Group Culture Establishment

Attention should be paid to group culture establishment, to create a positive, united and cooperative group atmosphere. By means of regular organization of cultural activities, group development training and other means to enhance the communication and collaboration between group members. At the same time, teachers should be encouraged to

actively take part in group establishment activities to enhance their sense of belonging and honor.

To sum up, the construction of innovative groups of teachers in higher vocational colleges and universities needs to start from many aspects, and promote the innovative development of vocational education and teaching by means of conducting the establishment of collaborative innovation mechanism, the strengthening of innovation concept cultivation, the formulation of targeted cultivating programs, the improvement of assessment criteria and safeguard mechanisms, the leading role of scientific research, and the strengthening of the group's cultural construction and other aspects of the efforts.

5. Conclusions

Teacher innovation group establishment in higher vocational colleges and universities institutions is an important path to improve the quality of education and teaching and scientific research in higher vocational colleges and universities institutions, and also a key factor to enhance the comprehensive strength and competitiveness of higher vocational colleges and universities institutions. Higher vocational colleges and universities should pay more attention to and support the construction of teachers' innovation group, clarify the group's objectives and tasks, set up an effective management mechanism, create an atmosphere of innovation culture, enhance the support of funds and resources, enhance the training and cultivation of teachers, and set up an incentive mechanism, so as to continuously improve the innovation ability and efficiency of the teachers' innovation group, and to make greater contributions to the development of higher vocational colleges and universities and the cultivation of talents.

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