

From “Dual-Qualified” to “Craftsman-Type”: Construction of the Teacher Competency Framework and Tiered Cultivation System in Private Higher Vocational Colleges

Lei Yan, Shengming Liu

Chongqing Energy College, Chongqing 402260, China

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Facing the realistic dilemmas in teacher competency cultivation in private higher vocational colleges, this study adopts a qualitative analysis method to construct a tiered cultivation system from “dualqualified” to “craftsmantype” teachers. The research finds that admission mechanisms, growth support, training models, and evaluation incentives are highly beneficial to the transformation of the cultivation system. The conclusion is that through methods such as mechanism construction, support improvement, tiered cultivation, and diversified evaluation, a wellstructured tiered cultivation system can be reasonably established, which is expected to provide references for subsequent related research and practice.

Keywords: Teacher competency cultivation; Admission mechanism; Gradient growth; Tiered cultivation; Diversified evaluation

Online publication: October 20, 2026

1. Preface

In the cultivation of teacher competencies in higher vocational colleges, the “dualqualified” requirement demands a dual emphasis on both theoretical and practical qualifications, while the “craftsmantype” requires the integration of craftsmanship spirits—such as craftsmanship skills, craftsmanship mindset, and craftsmanship ethics—into cultivation based on the “dualqualified” foundation. Regarding the transition between the two, existing studies generally focus on teachers in public higher vocational colleges, with little attention to those in private institutions, and the resulting competency framework and tiered cultivation schemes are not well adapted to the operational characteristics of private higher vocational colleges ^[1]. On this basis, this paper takes the actual conditions of private higher vocational colleges as its starting point, aiming to construct a comprehensive framework for the tiered cultivation of “craftsmantype” teacher

competencies, so as to empower the transformation of the teaching staff in private higher vocational colleges from “dualqualified” to “craftsmantype.”

2. The capability framework and institutional advantages of teacher transformation in private higher vocational colleges

“Craftsman-type” teachers in private higher vocational colleges represent a higher tier than “dual-qualified” teachers. The cultivation of such teachers should take the organic integration of craftsmanship skills, craftsmanship spirit, and craftsmanship ethics as its core pursuit, with the craftsmanship spirit as the fundamental essence. A comprehensive capability framework should be established for them, endeavoring to practice and inherit the craftsmanship spirit—including upholding integrity while innovating and striving for excellence—as well as professional qualities such as professional identity and teaching ethics ^[2]. The foundational capabilities mainly encompass literacy and teaching, professional practice and technological innovation, enterprise practice and industry integration, and digital literacy and lifelong learning. Based on these four foundational capabilities, three cultivation levels—primary, intermediate, and advanced—are respectively set for “craftsman-type” teachers, forming a threetier growth pathway that empowers the shaping of craftsmanship ethics, the refinement of craftsmanship skills, and the inheritance of craftsmanship spirit, enabling ordinary “dual-qualified” teachers to progressively upgrade to “craftsman-type” teachers.

From the perspective of teacher transformation, private higher vocational colleges possess unique institutional advantages. First, these institutions tend to have flatter management hierarchies and shorter decisionmaking chains, allowing for rapid adjustments to faculty development systems and resource allocation. Second, they enjoy greater autonomy in personnel management, enabling them to moderately relax age and educational requirements during recruitment while placing greater emphasis on candidates’ practical skills ^[3]. Finally, their institutional adjustments are more flexible, facilitating the effective implementation of the reform separating evaluation from appointment, thereby making differentiated evaluation incentive schemes more compatible with “craftsman-type” teachers. If these institutional dividends are fully leveraged, they can effectively compensate for the faculty shortcomings of private higher vocational colleges and provide strong support for the transformation of the “dualqualified” teaching force into a “craftsman-type” teaching force.

3. Practical dilemmas in cultivating teacher capabilities in private higher vocational colleges

3.1. Vague identification criteria leading to a lack of goal orientation

In the process of upgrading “dualqualified” teachers to “craftsmantype” teachers in private higher vocational colleges, the lack of unified identification standards is the primary dilemma. The existing policy details for this transformation are relatively macrolevel, lacking targeted implementation guidelines at the institutional level. Meanwhile, faculty development in private higher vocational colleges tends to focus primarily on “dualqualified” evaluation, using only enterprise experience and professional qualification certificates as criteria, without incorporating craftsmanship spirit indicators. Different institutions also hold divergent understandings of “craftsmantype” teachers, making it difficult to establish a unified process for specialized identification. Due to the absence of craftsmanship capability indicators in recruitment and cultivation,

teachers find it difficult to identify their advancement pathways, often remaining at the “dualqualified” level without embodying the craftsmanship spirit, thus failing to achieve the transformation goal from “dualqualified” to “craftsmantype”^[4].

3.2. High faculty mobility deterring investment in transformation

Teachers in private higher vocational colleges generally receive lower salaries, development opportunities, and social recognition compared with their counterparts in public institutions, resulting in high mobility rates that hinder the longterm cultivation of “craftsmantype” teachers. Key young and middleaged teachers who have demonstrated potential for craftsmanship development are prone to jobhopping to public institutions or enterprises^[5]. Considering that some teachers in private higher vocational colleges regard their positions merely as transitional, they lack longterm commitment to skill refinement and professional deepening, and are unwilling to actively participate in technical problemsolving and enterprise practice. Moreover, the cultivation cycle for “craftsmantype” teachers is lengthy, requires substantial investment, and suffers from high attrition rates, further dampening the enthusiasm of private higher vocational colleges for such cultivation.

3.3. Incomplete training system constraining craftsmanship capability development

At present, the primary sources of teachers in private higher vocational colleges are industry hires and university graduates. The former possess rich practical experience but exhibit certain deficiencies in teaching or digital capabilities; the latter have solid theoretical foundations but lack industrial practice experience. Constraints in training resource supply and funding, coupled with the limited allocation of provinciallevel and nationallevel training quotas for private institutions, significantly restrict the cultivation of “craftsmantype” teacher capabilities. In practice, schoolbased training is predominantly lecturebased, while the quality of industry training varies considerably, and there are evident gaps in the design of tiered and categorized training systems. Teachers’ heavy daily teaching loads also impede the smooth implementation of immersive enterprise practice activities, resulting in insufficient participation in technological transformation. Furthermore, the existing training systems in private higher vocational colleges generally focus on foundational “dualqualified” capability development, lacking advanced training content such as industrial problemsolving, technology transfer, and craftsmanship spirit refinement, thereby failing to provide adequate support for teachers’ advancement to the “craftsmantype” level^[6].

3.4. Mismatch between evaluation and incentives reducing intrinsic motivation for transformation

The existing assessment and incentive systems in private higher vocational colleges are generally aligned with the previous “dualqualified” teacher cultivation model, but are not effectively adapted to the current needs of “craftsmantype” teacher development, thus hindering the holistic cultivation of their comprehensive capabilities. In terms of assessment, the indicators primarily emphasize traditional teaching capacity development content such as class hours and publications, while assigning relatively low weight to technology transfer, service delivery, and the practice of craftsmanship spirit—or even excluding soft competencies such as craftsmanship spirit and ethics from the evaluation framework. From an evaluation perspective, the “craftsmantype” teacher evaluation track is not independent but is identical to that of ordinary “dualqualified” teachers, meaning that contributions such as enterprise service and technical problemsolving

by “craftsman-type” teachers are not institutionally recognized ^[7]. Moreover, the incentive mechanisms for “craftsman-type” teachers in private higher vocational colleges remain relatively simplistic, with insufficient preferential treatment in compensation, promotion, and honors. The professional title review process remains constrained by traditional mechanisms, making it difficult for the contributions of “craftsman-type” teachers to be effectively rewarded. This, in turn, reduces their motivation for skill refinement and industrial practice, and may even cause them to remain content with the status quo of “dual-qualified” teacher development.

4. Construction of a gradient cultivation system for “craftsman-type” teachers in private vocational colleges

4.1. Building a precise access mechanism and establishing clear criteria for teacher certification

To successfully overcome the dilemma of ambiguous transformation objectives caused by unclear certification criteria, private vocational colleges should start from the entry point and establish a “craftsman-oriented” competency direction for teachers. First, a set of internal institutional rules should be formulated for the certification of “craftsman-type” teachers, establishing certification indicators at primary, intermediate, and advanced levels. Craftsmanship skills (jiangshu), craftsmanship spirit (jiangxin), and craftsmanship ethics (jiangde) should be incorporated into the teacher competency evaluation system, distinguishing these certification indicators from the existing “dual-qualified” (shuangshixing) criteria, so that enterprise service outcomes, technological innovation, and craftsmanship spirit become mandatory evaluation benchmarks. Second, the sources of teaching staff should be expanded through multiple channels, including enterprise recruitment, open recruitment, and flexible employment. For technical backbone personnel from enterprises, age and educational background requirements may be appropriately relaxed during recruitment, with emphasis placed on evaluating their project experience and practical operation capabilities. For open recruitment, young teachers’ understanding of the craftsmanship spirit and their industrial practice ability should be prioritized in the assessment. Flexible recruitment should target industry master craftsmen, inviting them to serve as industry professors. Finally, craftsmanship competency indicators should be embedded in job descriptions, and positions should be reasonably established according to actual needs ^[8]. Only in this way can a positive orientation be established at the source for the transformation of teachers from “dual-qualified” to “craftsman-type,” creating favorable conditions for subsequent talent gradient development.

4.2. Improving gradient growth support mechanisms to reduce teacher mobility risks

In light of concerns regarding the high mobility and substantial training investment associated with “craftsman-type” teachers, private vocational colleges should establish well-defined growth pathways for them based on the three developmental stages: primary, intermediate, and advanced. Specifically, 1–3 years should be devoted to cultivating novice teachers in craftsmanship ethics, 4–7 years to honing the skills of core teachers, and 8 years or more to passing on the craftsmanship spirit of senior teachers. This provides teachers with a clear and predictable career progression. At the same time, a close link should be established between teachers’ craftsmanship grades and their compensation, with tiered allowances for specialized positions to front-load the benefits of advancement, making “craftsman-type” positions more attractive and further reducing the risk of talent turnover. A comprehensive craftsmanship growth portfolio should be maintained for each teacher, documenting their skills enhancement, enterprise practice, and outcomes of knowledge transfer. A contractual training mechanism should be vigorously promoted, signing agreements

with key core teachers regarding service periods, which not only prevents the loss of trained talent but also achieves a sound balance between the institution's investment in talent development and teachers' personal growth. Finally, greater efforts should be made to publicize and recognize "craftsman-type" teachers within the institution, further strengthening their sense of professional belonging, gradually eliminating the mentality of short-term transitional employment, and providing long-term sustainable support for gradient cultivation.

4.3. Implementing stratified cultivation models and strengthening capacity-building platforms

To address the issue of a nominal "craftsman-type" training system, private vocational colleges should establish stratified training models that provide an organic platform for developing teachers' practical competencies. For newly recruited teachers, an initiation into the craftsmanship spirit should be provided through a university-enterprise dual-mentor system, offering one month or more of enterprise-based orientation training to consolidate their foundational teaching skills, thereby developing them into primary-level "craftsman-type" teachers. For junior teachers, immersive enterprise practice of two months or more should be arranged to ensure they can propose technical improvement plans and participate in the construction of digital teaching resources or teaching competitions, facilitating a smooth transition from primary to intermediate levels. For core teachers, training should be tilted toward industry or teaching-research project resources, providing human resource support for outcomes commercialization, patent applications, and technical problem-solving, thereby fully leveraging their capabilities in social services and curriculum development ^[9]. For senior teachers, private vocational colleges should reasonably establish master workshops for them, inviting them to actively participate in the construction of industry colleges and undertake horizontal research projects, so as to fully realize their role in mentoring and guiding younger faculty. Such measures can further optimize the training supply for "craftsman-type" teachers in private vocational colleges and effectively fill the gaps in cultivating the competencies of high-level craftsmen.

4.4. Innovating diversified evaluation and incentive mechanisms to activate intrinsic motivation for transformation

In the cultivation of teachers in private vocational colleges, to achieve a rational transformation from "dual-qualified" to "craftsman-type," institutions should fully leverage their flexible institutional advantages and rationally reform the evaluation and incentive systems, thereby stimulating teachers' intrinsic motivation to make this transition. To this end, private vocational colleges should first establish a comprehensive specialized evaluation system for "craftsman-type" teachers, fully incorporating craftsmanship spirit dimensions such as skills, spirit, and ethics into the system, while further increasing the weight of indicators such as outcomes commercialization, technical services, and the transmission of craftsmanship spirit ^[10]. This approach can reasonably moderate the rigid constraints of paper publication requirements under previous evaluation models and effectively implement the separation of evaluation and appointment mechanisms. Second, a fast-track channel for professional title review should be established for teachers with outstanding achievements in technical breakthroughs or solving enterprise technical challenges, to meet the career advancement needs of "craftsman-type" teachers in private vocational colleges. Third, a comprehensive incentive system for "craftsman-type" teachers should be constructed across three dimensions: material, spiritual, and developmental. The basic directions and methods of incentives are presented in **Table 1**.

Table 1. Basic incentive directions and methods

No.	Incentive Dimension	Incentive Direction	Incentive Method
1	Material Dimension	Social service and technology transfer achievement incentives	Set up a special incentive fund
2	Spiritual Dimension	Identity recognition, professional honor, etc.	Grant honorary titles such as technical expert or master teacher
3	Development Dimension	Open up career advancement channels for talents	Priority access to project application qualifications or training opportunities

Finally, the grades of “craftsmantype” teachers should be subject to dynamic review, abandoning the traditional lifelong system. Evaluation indicators should be continuously optimized based on the opinions of university and enterprise experts, so that teachers’ practical efforts can be truly translated into tangible benefits, thereby ensuring the effective operation of the gradient cultivation system.

5. Conclusion

In summary, based on the actual operational status of private vocational colleges, this study systematically analyzes the inherent transformation logic of teacher cultivation from “dualqualified” to “craftsmantype.” Taking the craftsmanship spirit as the core, it has constructed a comprehensive framework for cultivating “craftsmantype” teachers and established growth pathways at three stages—primary, intermediate, and advanced—to address dilemmas such as the lack of standards, teacher instability, nominal training, and insufficient incentives in the existing cultivation system. The findings indicate that private vocational colleges can leverage their advantages in flexible management models and independent employment authority, and implement measures from multiple aspects, including precise access mechanism construction, gradient growth support improvement, stratified training models, and diversified evaluation innovations, to provide impetus for the transformation of the teaching staff from “dualqualified” to “craftsmantype,” thereby meeting the needs of upgrading teachers’ competencies. In the future, private vocational colleges may collaborate with local education authorities to introduce supporting cultivation and support policies for “craftsmantype” teachers, and further integrate the cultivation chain through universityenterprise cooperation, so as to achieve continuous improvement of the “craftsmantype” teacher cultivation system.

Funding

Project Name: 2024 Chongqing Vocational Education Teaching Reform Research Project, Research on the Mechanism for Building a “Craftsman-Oriented” Teaching Staff in Private Higher Vocational Colleges: A Case Study of Chongqing Energy College (Project No. Z2241467); 2024 Chongqing Energy College “14th Five-Year Plan” Educational Science Research Project, Research on the Mechanism for Building a “Craftsman-Oriented” Teaching Staff in Higher Vocational Colleges.

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Luo QL, Lai SJ, 2026, The Internal Mechanism and Practical Path of Cultivating “CraftsmanType” Teachers in Higher Vocational Colleges Based on the “Investing in People” Concept. *Education and Vocation*, 2026(7): 70–78.
- [2] Ran ML, Jiang XL, Zhang RY, 2026, Innovative Research on the Education Mechanism of CraftsmanType Teachers in Higher Vocational Colleges under the Background of IndustryEducation Integration. *Journal of Suzhou Vocational Technical College*, 2026(2): 64–69.
- [3] Guo D, Feng MM, Bao Y, 2026, Stage Evolution and Effective Paths of Professional Growth of “CraftsmanType” Vocational Education Teachers. *Vocational Education Communication*, 2026(5): 23–30.
- [4] Jiang L, 2026, Connotation, Dilemmas and Strategies for Cultivating “CraftsmanType” Vocational Teachers from the Perspective of IndustryEducation Integration. *Journal of Zhejiang Business Technology Institute*, 2026(1): 52–55 + 77.
- [5] Zhuang Y, Lyu JR, 2025, Real Obstacles and Breakthrough Paths in Cultivating CraftsmanType Teachers in Vocational Colleges. *Education Teaching Forum*, 2025(26): 45–48.
- [6] Hong Y, 2024, Analysis on the Cultivation Path of CraftsmanType Teachers in Higher Vocational Colleges under the “Double High Plan” Background. *Textile and Apparel Education*, 38(2): 79–83.
- [7] Ning Y, Cheng P, Wan YJ, 2026, Research and Practice on Improving Teaching Ability of Higher Vocational Teachers with “One Heart, DualQualified, Three Dimensions, Four Elements” Based on Teaching Ability Competition. *Journal of Hubei Open Vocational College*, 39(7): 188–189 + 192.
- [8] Peng QW, 2026, Research on the Cultivation Path of DualQualified Quality of Higher Vocational Teachers under the Background of IndustryEducation Integration. *Science and Education Guide*, 2026(12): 20–23.
- [9] Li GQ. 2026, Constrained Creation: A Structural Theoretical Interpretation of Teacher Agency in DualTeacher Classrooms. *Educational Science Exploration*, 44(4): 4–12.
- [10] Luo HL, Luo LS, Ke J, et al., 2025, Research on the Cultivation System of HighLevel DoubleQualified and DoubleCapable Teacher Teams in Economics and Management under the Background of IndustryEducation Integration. *China Educational Technology and Equipment*, 2025(16): 65–68.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.