

Research on the Growth Patterns and Innovative Cultivation Models for Young Teachers in Vocational Education

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Abstract: Young teachers represent a vital force for the high-quality development of vocational education. The quality of their growth directly relates to the manifestation of vocational education's typological value, the effectiveness of technical and skilled talent cultivation, and the depth of industry-education integration. The practical and vocational nature of vocational education dictates that the growth of young teachers follows not only the general patterns of teacher professional development but also possesses unique characteristics aligned with industry and emphasized skills. This paper explains the core traits and growth patterns of young teachers in vocational education, analyzes existing problems in current cultivation models such as homogenization, detachment from practice, and insufficient collaboration. Integrating the typological positioning of vocational education and industrial development needs, it innovatively constructs a diversified, precise, and collaborative cultivation model, aiming to provide theoretical reference and practical pathways for promoting the rapid growth of young teachers in vocational education and solidifying the foundation of the teaching faculty.

Keywords: Vocational Education; Young Teachers; Growth Patterns; Cultivation Model; Dual-Qualification Teachers

0. Introduction

As vocational education enters a new stage of typological and standardized development, policies such as the National Implementation Plan for Vocational Education Reform and the Professional Standards for Vocational Education Teachers explicitly propose strengthening the construction of the vocational education teaching faculty and cultivating high-quality “dual-qualification” teachers. Young teachers, as the fresh blood in the faculty of vocational colleges, possess advantages such as quick adaptation to new concepts and strong innovative awareness. However, they simultaneously face shortcomings like weak practical teaching abilities, insufficient industrial literacy, and a lack of strong professional identity. The speed and quality of their growth often struggle to meet the dual demands of enhancing the quality and effectiveness of vocational education and industrial upgrading.

Currently, the cultivation of young teachers in vocational education often follows models used for general education teachers, lacking specificity and effectiveness, and failing to fully align with the typological characteristics of vocational education and the growth patterns of young teachers. In-depth exploration of the growth patterns of young teachers in vocational education and the innovation of scientifically suitable cultivation models to address cultivation challenges hold significant theoretical and practical importance for expanding the “dual-qualification” teaching force, improving the quality of vocational education teaching, and promoting the high-quality development of vocational education.

1. Core Traits and Growth Patterns of Young Teachers in Vocational Education

1.1 Core Traits

The traits of young teachers in vocational education reflect both the commonalities of the youth demographic and highlight the professional specificities of vocational education, primarily manifested in three aspects: First, unbalanced knowledge structure: Most young teachers possess solid theoretical knowledge but lack enterprise work experience and frontline job practical

skills, making it difficult to meet the teaching demands of “integrating work with study” in vocational education. Second, professional literacy needing improvement: Some young teachers have insufficient understanding of the typological value of vocational education, exhibit weak professional identity, and lack the craftsmanship spirit and educational commitment. Third, prominent developmental potential: Young teachers are active-minded, have strong learning abilities, can quickly adopt cutting-edge industrial technologies and new teaching models, and possess significant innovative potential and room for growth.

1.2 Growth Patterns

The growth of young teachers in vocational education is a gradual, multi-dimensional enhancement process. It follows the phased pattern of “Adaptation – Growth – Maturity – Leadership,” while also highlighting the unique pattern of “skill improvement coordinated with teaching ability, and industrial literacy advanced alongside educational competence.”

Adaptation Period (1–3 years): The core task is to complete role transition and adapt to vocational education teaching positions. During this stage, young teachers primarily focus on familiarizing themselves with teaching procedures, mastering teaching methods, and adapting to the campus culture. The emphasis is on improving classroom teaching organization skills, gradually shedding their student identity, and establishing a teacher’s professional awareness. However, significant shortcomings often remain in areas like practical teaching and teacher–student communication.

Growth Period (4–6 years): The core task is to address competency gaps and transition towards becoming “dual-qualification” teachers. During this stage, young teachers gradually clarify their personal development direction. The focus shifts to enhancing practical teaching abilities and industrial literacy. They actively participate in school–enterprise cooperation and skill training, attempting to integrate industrial technology with teaching content. Simultaneously, they begin engaging in teaching and research projects to improve their research and innovation capabilities.

Maturity Period (7–10 years): The core task is to develop a personal teaching style and achieve comprehensive development. By this stage, young teachers possess solid teaching abilities and strong practical skills. They can proficiently conduct teaching that integrates “post, course, competition, and certification,” forming a unique teaching style. They also achieve certain results in teaching research, scientific research, and industrial services, becoming the backbone of teaching and research within their institution.

Leadership Period (10+ years): The core task is to exert a demonstrative and leading role, contributing to industry development. At this stage, young teachers evolve into academic leaders or master craftsmen. They can not only guide the growth of younger teachers within the institution but also participate in enterprise technology research and development and industry standard formulation, promoting the deep integration of vocational education and industry. This achieves resonance between personal development and the advancement of vocational education and industry.

2. Existing Problems in the Cultivation Models for Young Teachers in Vocational Education

2.1 Homogenized Cultivation Models, Lacking Specificity

Currently, most vocational colleges employ standardized cultivation models for young teachers borrowed from general education, lacking consideration for the typological characteristics of vocational education and the individual differences among young teachers. The cultivation content emphasizes general knowledge like theoretical teaching methods and educational policies, while neglecting core vocational education needs such as practical skills, cutting-edge industrial technologies, and professional literacy. Cultivation methods primarily rely on centralized training and special lectures, presenting a singular form that fails to conduct precise cultivation based on the young teachers’ knowledge structure, growth stage, and developmental needs, resulting in

poor cultivation outcomes.

2.2 Weak Practical Cultivation, Insufficient Industry–Education Collaboration

Practical teaching ability is a core competency for vocational education teachers. However, a tendency of “emphasizing theory over practice” exists in the current cultivation of young teachers. On one hand, institutions lack well-established practical cultivation mechanisms. There are no mandatory requirements for young teachers to gain practical experience in enterprises, nor are there. On the other hand, the school–enterprise collaborative cultivation mechanism is imperfect. Enterprises show low enthusiasm for participating in the cultivation of young teachers, due to a lack of effective incentive policies, making it difficult to provide high-quality practical positions and technical guidance. Consequently, the improvement of young teachers’ practical skills is slow, and they struggle to adapt to the demands of job-aligned teaching.

2.3 Imperfect Cultivation System, Lacking Long-term Sustainability

The cultivation of young teachers often lacks systematic planning, mostly consisting of short-term training, without constructing a long-term cultivation system covering all growth stages. During the cultivation process, there is a lack of scientific growth assessment mechanisms, making it difficult to accurately identify the growth and developmental needs of young teachers and to timely optimize cultivation plans. Simultaneously, the absence of results in low motivation among young teachers to participate in training, practice, and teaching research. Furthermore, unclear career progression paths constrain the long-term development of young teachers.

3. Innovative Pathways for Cultivation Models of Young Teachers in Vocational Education

3.1 Base on Growth Patterns to Construct a Precise Cultivation System

Integrate the “four-stage” growth pattern of young teachers to construct a phased, differentiated, and precise cultivation system. The Adaptation Period should focus on pre-service training, concentrating on teaching procedures, teaching norms, and professional awareness to help young teachers quickly adapt to their positions. The Growth Period should emphasize “dual-qualification” competency cultivation, offering programs such as practical skill training and industrial to address gaps in practice and industrial literacy. The Maturity Period should focus on, supporting young teachers in conducting teaching reforms and technology research and development to form their personal teaching style. The Leadership Period should focus on cultivating leadership capabilities, supporting young teachers’ participation in industry standard formulation and mentorship programs to. Simultaneously, based on individual differences among young teachers, develop personalized growth plans to enhance the specificity of cultivation.

3.2 Deepen Industry–Education Collaboration to Innovate Practical Cultivation Models

Centered on cultivating “dual-qualification” teachers, promote school–enterprise collaborative practical cultivation. First, establish a school–enterprise collaborative cultivation mechanism, clarifying the responsibilities of the institution and the enterprise. The institution is responsible for cultivating teaching ability, while the enterprise is responsible for cultivating practical skills and industrial literacy. Co-construct practical teaching bases and industrial platforms. Second, implement a dual-track model of “enterprise on-the-job training + on-campus teaching practice.” Mandate that young teachers periodically undertake on-the-job training at partner enterprises, participating in enterprise production and technology research and development to enhance practical skills. Third, improve incentive policies for enterprise participation. Offer support such as tax reductions and subsidies to enterprises involved in cultivating young teachers to attract their deep participation throughout the entire cultivation process.

3.3 Perfect the Mentorship Mechanism to Strengthen Targeted Support

Optimize the mentorship mechanism by constructing a “dual-mentor” support model, assigning each young teacher both an on-campus teaching mentor and an enterprise technical mentor. The on-campus teaching mentor is responsible for guiding classroom teaching, teaching research, and scientific research, helping young teachers improve their teaching abilities. The enterprise technical mentor is responsible for guiding practical skills and industrial technology, assisting young teachers in addressing gaps in industrial literacy. Furthermore, establish scientific mentor selection and assessment mechanisms, linking the effectiveness of mentorship to the mentors’ performance evaluation, recognition, and professional title promotion. Clearly define the content and objectives of mentorship to enhance its.

4. Conclusion

The growth of young teachers in vocational education is a process encompassing both universality and specificity. Their growth patterns follow the common logic of teacher professional development while also highlighting the unique requirements of vocational education to align with industry and emphasize skills. Currently, cultivation models for young teachers in vocational education still face problems such as homogenization, weak practical focus, and insufficient collaboration, making it difficult to meet the dual demands of young teacher growth and the high-quality development of vocational education. In the future, it is necessary to base efforts on the growth patterns of young teachers, closely adhere to the typological positioning of vocational education, and innovate diversified and collaborative cultivation models by constructing a precise cultivation system, deepening industry-education collaborative practice, perfecting the mentorship mechanism, and. This will promote the rapid growth of young teachers into high-quality “dual-qualification” teachers, solidify the foundation of the vocational education teaching faculty, and provide robust for vocational education to empower industrial upgrading and contribute to the construction of a skilled society.

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