**Exploring Workplace Learning for Teachers of Secondary Vocational School: A Grounded Theory Study**

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### Abstract

*Workplace learning is an essential means of professional development for vocational education teachers. School-enterprise cooperation enables teachers to be more directly involved in real-life production work and access emerging applied technologies, which is conducive to the sustainable professional development of vocational education teachers. This study* *explores how to enhance the professional practical competence of secondary vocational school teachers through workplace learning and improve their professional development. Thirteen secondary vocational school teachers were selected for in-depth interviews in Guangxi province. The interview data collected were coded and inductively analyzed using NVivo 12 software, using the grounded theory research methodology and resulting in a theoretical model of the factors influencing vocational education teachers' workplace learning. The main determinants of workplace learning for vocational education teachers include government, schools, enterprises, and teachers. The relationships among the four are closely linked and influenced by each other. The government should increase support for teachers' workplace learning. Schools should give preferential treatment to teachers who participate in enterprise practice. Enterprises should be clear about the benefits of teachers' participation in enterprise practice. Teachers should be clear about the necessity of engaging in workplace learning. This study provides a theoretical basis for the professional development pathways of secondary vocational school teachers by investigating workplace learning in the context of school-enterprise cooperation in Guangxi province.*

**Keywords:** Vocational Education Teachers; School-Enterprise Cooperation; Workplace Learning; Professional Development; Grounded Theory

### 1 Introduction

1.1 Research Background

Promoting the integration of production and education in vocational education and school-enterprise cooperation has been the focus of vocational education reform in China for a long time. The promulgation of the Implementation Plan for National Vocational Education Reform (The State Council of the People's Republic of China, 2019) put forward targeted reform initiatives to address the issues of industry-teaching integration and school-enterprise cooperation in vocational education in the new era.

Presently, the primary task of promoting the development of vocational education in China is to comprehensively improve the quality of the teaching force and optimize its quantity and inner structure. Enhancing the professional competence of the full-time teaching force in secondary vocational schools is the key to improving the quality of talent cultivation in secondary vocational schools and thus promoting the steady improvement of the quality of education in secondary vocational schools. Workplace learning is essential for individual vocational education teachers' professional development. Workplace learning in the context of school-enterprise cooperation enables teachers to participate more directly in actual production work and be in touch with the industry's cutting-edge technology, which is conducive to the sustainable professional development of vocational education teachers.

1.2 Research Problem

The research questions of this paper are as follows:

(1) What significant factors affect workplace learning for secondary vocational school teachers?

(2) What challenges do secondary vocational school teachers encounter in conducting workplace learning?

1.3 Research Gap

Scholars have emphasized the effectiveness of workplace learning as a way of adult learning and have studied it in conjunction with teachers' professional development. However, previous study's focus, mainly on teachers' learning in schools context or training-based workplaces through organizations, lacking school-enterprise cooperation context for teachers in workplace learning, still has certain limitations. This study focuses on exploring the problems faced by teachers in secondary vocational schools in enterprise workplace learning under the school-enterprise cooperation context.

1.4 Research Objectives

The research objectives of this study are as follows:

(1) To explore the main factors affecting the workplace learning of secondary vocational school teachers.

(2) To explore the challenges encountered by secondary vocational school teachers in conducting workplace learning.

**2 Literature Review**

2.1 School-Enterprise Cooperation Models in Vocational Education

Common secondary vocational schools in school-enterprise cooperation focus on the interaction between students and enterprises in China. Moreover, interaction between teachers and enterprises needs to be improved. School-enterprise cooperation at the teacher’s level, is mainly for teachers to participate in the actual production work of enterprises, to accumulate production experience, to better complete the practical teaching tasks, and to encourage teachers to participate in the production of enterprises to meet the needs of teachers' professional development.

Yuan Yanli (2017) pointed out three suggested countermeasures for establishing secondary school faculty in school-enterprise cooperation: Firstly, full-time teachers should be encouraged to take off work to exercise in enterprises. Secondly, a dynamic part-time teaching team should be established, and thirdly, supporting teachers' participation in enterprises' scientific research work and incentive mechanisms should be established.

Yang Chu (2020) suggests that integrating production and education and school-enterprise cooperation is necessary for developing vocational schools. Secondary schools should make scientific planning in advance in school-enterprise cooperation. It should balance the ratio between theory and practice teaching. He suggested that theory and practice should be integrated: firstly, teachers should be organized to participate in enterprise practice and become excellent "dual-teacher" teachers; secondly, enterprises should be invited to carry out practical teaching in schools by technical experts or backbones; thirdly, schools should organize "dual-teacher" teachers and enterprises to prepare the "dual-teacher" teaching manual together with the "backbones" teachers. The third is to organize school "dual-teacher" teachers and enterprise technical experts to jointly write the curriculum and establish a good connection between theoretical courses and practical courses.

To sum up, the research on school-enterprise cooperation mainly focuses on the aspects of talent cultivation (for students) between schools and enterprises, or the cooperation between schools and enterprises in scientific research projects and technological research and development. There are very few research studies on teachers in the implementation of the specific aspects of school-enterprise cooperation.

2.2 Workplace Learning

Australian scholar Billett is a pioneer in the field of workplace learning research. According to Stephen Billett (1993), workplace learning involves participating in real-life situations and acquiring knowledge and skills from skilled colleagues, directly or indirectly. Mansfield, a British scholar, is more concerned with the efficacy of learning in terms of competence, and he is also more concerned with the exogenous outcomes of workplace learning. From the perspective of competence and skills, he defines the concept of workplace learning as "how learners learn to develop their work competence in a work situation." He pointed out that there are four types of skills that learners should possess in the actual workplace: technical skills, skills in managing tasks, skills in planning, decision-making, prioritizing, and solving emergencies, and role and environment skills. He also emphasized that professional skills should be completed in one workplace learning and should be a slow process from easy to difficult (R. Mansfield, 1991). The process of becoming an insider from a learner involves transitioning from passive learning to active participation and reflection in the workplace.

Luo Baofeng (2002) defines workplace learning as learning that occurs in an organizational setting, where learning is primarily a process of acquiring knowledge, skills, or experience. She proposed a series of essential concepts interrelated with workplace learning, such as experiential learning, informal learning, continuous learning, levels of learning, purpose of learning, obstacles to learning, and impact of learning. Scholar Wang Yijun (2012) believes that workplace learning is a special kind of informal learning. He thinks workplace learning is mainly purposeful informal learning, such as corporate training and team learning organized in the work context. At the same time, he also puts forward the effective evaluation model of workplace learning, identifies reasonable strategies for workplace learning, and advances the depth of workplace learning theory. Both scholars agree that workplace learning is a kind of informal learning process in a job.

Zeng Yuanyuan (2016) emphasized the significance of workplace learning for the professional development of vocational education teachers and clarified that workplace learning is a sufficient condition for enhancing teachers' professional development and a necessary path for vocational education teachers. Feng Bo (2021) analyzed the intrinsic and extrinsic factors of the current situation of secondary English teachers' learning in the workplace and elaborated on secondary English teachers' workplace learning from the four perspectives of learning goals, learning content, path selection, and support and guarantee in the workplace. Both scholars emphasized the importance of workplace learning in the professional development of vocational education teachers and conducted relevant research on the pathways of workplace learning.

Sun Zhe and Tong Wenjing (2022) analyzed the multifaceted factors that explore the actual occurrence of learning for school administrators from the perspectives of learning content, learning motivation, technological, organizational environment, and sociocultural environment in the theory of workplace learning, and then proposed that through the design of training programs pointing to the overall improvement of the school, attaching importance to the emotional experience of learners in the training, setting up the practice and reflection sessions of the training, and establishing a lasting learning community operation mechanism to improve the effectiveness of training. It makes use of the characteristics of workplace learning to optimize the training mechanism for teachers.

In summary, scholars have elaborated the concept of workplace learning from different perspectives. However, these studies focus mainly on teachers' training in workplace learning at schools or through organizations, which has certain limitations. This study regards workplace learning as learning in a specific context. Workplace learning is a practical process in which learners learn in the workplace context, according to their own learning needs and the influence of external factors, learn during the work process, and directly or indirectly acquire the required theories or skills through interactions with other people, to achieve the improvement of individuals and the achievement of organizational performance. This study focuses on workplace learning, which occurs due to the collaboration between schools and enterprises. Vocational education teachers integrate their learning with social work to enhance their practical teaching abilities and professional development. They continuously improve their skills by practicing in real-life enterprise situations, which helps them meet their ability needs for professional advancement. This process also contributes to the creation of a high-quality and professional teaching team in schools.

# 3 Methodology

This qualitative study uses semi-structured interviews and text analysis to generate data. This study focuses on the grounded theory research methodology developed by Anselm Strauss and Barney Glaser in 1967. The analysis's basic idea lies in using an inductive approach to construct a theoretical model by continuously analyzing and organizing the phenomenon while comparing it with the theoretical framework. The collection and analysis of information and the development of theory are related to and influence each other. Rooted theory uses coding as an analytical tool and consists of open, principal axis, and selective coding. This study uses open-ended questions and semi-structured in-depth interviews, during which the interviewees are encouraged to share their genuine inner thoughts, and the author maintains a participant's stance throughout, avoiding preconceived guidance and prompting. During the interview process, the consent of the interviewees was sought and the entire interview was recorded to avoid omitting crucial information and provide raw data for analysis.

In addition, the richness of the findings was enhanced from multiple perspectives by interviewing five staff members of the enterprises and analyzing the relevant policy texts on vocational education teacher training.

3.1 Research Tools

The author created a semi-structured interview guide by consolidating previous research. The interviews focused on two aspects: Firstly, what are the primary factors that influence secondary vocational school teachers to participate in workplace learning programs in enterprises? For instance, "What policies or welfare support do you hope the relevant departments can give to teachers when they are working in enterprises on a part-time basis?" Secondly, what are the challenges that secondary vocational school teachers face when they participate in workplace learning programs in enterprises? For example, "Have you encountered any difficulties in workplace learning in enterprises? Please describe a few specific incidents or situations."

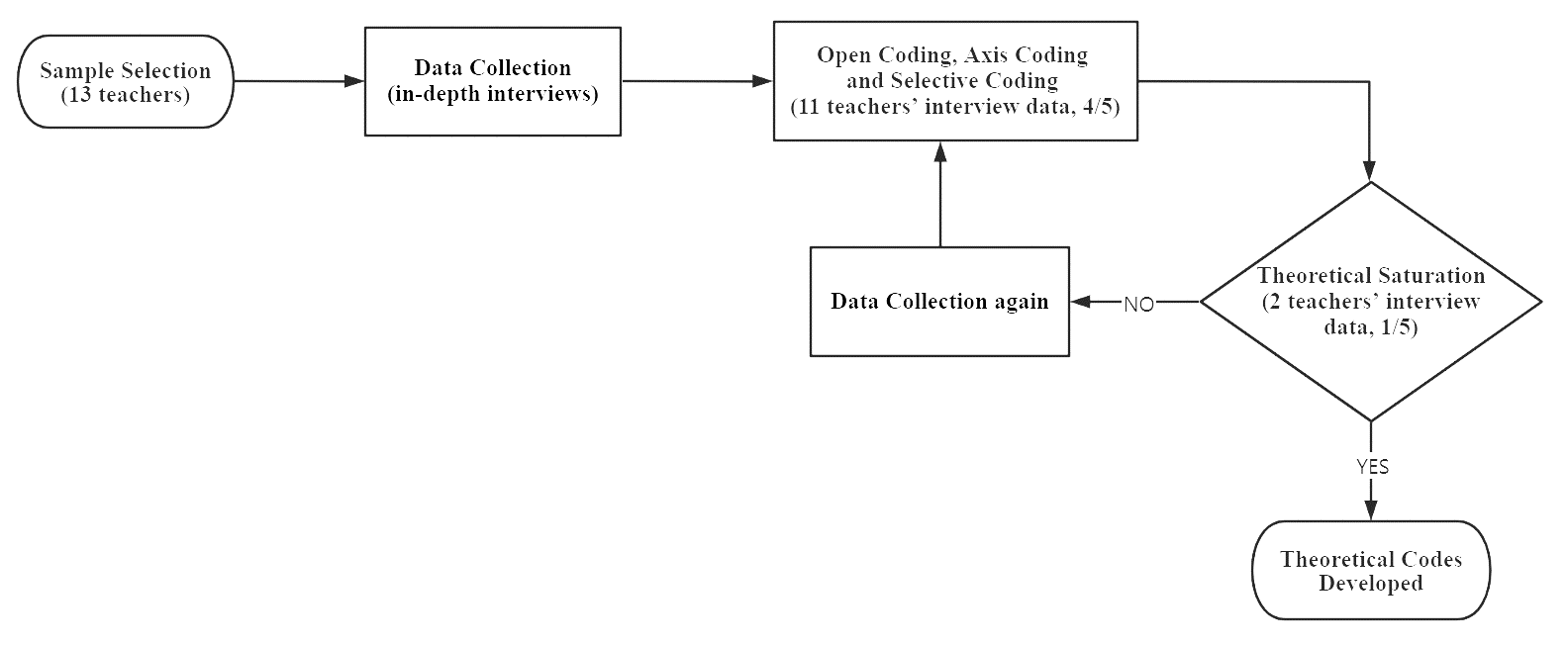
3.2 Sample Selection and Data Collection

Through convenience and standard sampling, 13 secondary vocational school teachers with three or more years of teaching experience were selected as the interview sample. Table 1 displays the schools and cities of the participants from Guangxi province.

**Table1:** Overview of Participants

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participant** | **Gender** | **Years of teaching experience** | **Major** | **City** |
| **Teacher A** | Male | 9 | Automobile | Nanning |
| **Teacher B** | Male | 7 | Computer | Nanning |
| **Teacher C** | Female | 3 | Tourism | Nanning |
| **Teacher D** | Male | 6 | Machinery | Liuzhou |
| **Teacher E** | Male | 4 | Automobile | Liuzhou |
| **Teacher F** | Female | 3 | Tourism | Guilin |
| **Teacher G** | Male | 4 | Automobile | Guilin |
| **Teacher H** | Male | 8 | Agriculture and Forestry | Guilin |
| **Teacher I** | Male | 5 | Tourism | Beihai |
| **Teacher J** | Female | 3 | Computer | Guigang |
| **Teacher K** | Male | 6 | Machinery, | Qinzhou |
| **Teacher L** | Male | 10 | Agriculture and Forestry | Baise |
| **Teacher M** | Female | 5 | Tourism | Hechi |

The one-on-one in-depth interviews were conducted with the interviewees in March 2023, and each session lasted for about 60 minutes to allow the interviewees to have sufficient time for reflection. After completing the research, the textual information was organised based on notes and recordings, and individuals were contacted regarding questionable content via phone and email. After confirmation, the Nvivo 12 software was utilized to code the interview data. Eleven interview transcripts were randomly selected for coding analysis and model construction, while the other two were used as theoretical saturation tests. Figure 1 below outlines the data collection and analysis process.



**Figure 1.** Data collection and analysis process

3.3 Analysis of Interview Data

The 11-interview data were analyzed using the research methodology of rooted theory, and the specific process included open coding, principal axis coding, and selective coding.

3.3.1 Open Coding

Open coding is the process of breaking down, comparing, conceptualizing, and categorizing the information collected at the beginning of the study. It is also a process of operationalizing a large amount of information based on certain principles, splitting it up, assigning concepts to it, and then reassembling it in a new way. The aim is to find the same or similar types in the collected primary data and to name these types to define the concepts and categories of the types. Conducting open coding consists of 3 steps: (1) conceptualization, that is, extracting the content from the original comments, splitting it into separate sentences, and refining the coding elements of these sentences to carry out the shift from generalized to refined language and form preliminary concepts. (2) concept classification, analyzing, screening, and optimizing the concepts, integrating concepts belonging to the same category of genera, and analyzing the connection between words to form concept clusters belonging to the same category. (3) categorization, further refining, abstracting, and naming the original concept clusters. The author utilized the free coding function of Nvivo12 to analyze the collected interview data in detail, word by word. This process was conducted without any preconceived notions or biases from the researcher, to form initial concepts from the raw data and to identify conceptual categories. A total of 154 reference points and concepts were identified, leading to 48 categories.

3.3.2 Spindle Coding

Main-axis coding aims to find the relevant logical relationships among the categories obtained in open coding. Through data analysis, it was found that the categories obtained in open coding are indeed intrinsically linked. Based on the connections and logic between the 48 categories, 11 main categories were summarized in this study.

3.3.3 Selective Coding

Selective coding is the continuation of axial coding through more abstract thinking. The purpose of selective coding is to generalize the core categories from the primary axial coding so that the other categories that have been proposed can be combined around the core categories to form a complete theoretical model.

3.3.4 Theoretical Saturation Test

In this study, theoretical saturation was tested by analyzing the interview data from the remaining one-fifth of the participants (two respondents). The coding process resulted in identifying certain lexical reference points that were found in the original material only after adding two additional interviews to the previous 11 interviews. After continuous analysis and comparison, no new concepts and categories that could influence the core categories were identified, which can be interpreted as the model having reached theoretical saturation. Table 2 outlines the conceptual categories of teacher workplace learning.

**Table 2:** Conceptual categories of teacher workplace learning

|  |  |  |  |
| --- | --- | --- | --- |
| **Core conceptual categories** | **Main conceptual categories** | **Conceptual categories** | **Content** |
| **Current Status** | Development Model | Competition enhancement, path exploration | Teachers' current development patterns |
| Development Objectives | Defining needs, Expanding staff, Capturing markets | Teachers' current developmental goals |
| Teaching Mission | Complexity and diversity, Service Capability, Program guidance, Mastery of technology, Knowledge acquisition | The teacher's current teaching assignment |
| **Problem Analysis** | Professional Development | Skills instruction, Content mastery, Areas of expertise, Time allocation, Knowledge expansion, Professional competence | Problems in professional development |
| Enterprise Organization | Determination of direction, Working position research, Assessment methods, System construction | Problems in enterprise organization |
| External Influence | Influence of epidemic, Policy change | Impact of external Influences on teachers |
| School Management | School conditions, faculty strength, practical experience | Problems in school management |
| **Future Outlook** | Government Support | Certificate evaluation, Policy support, Expert testing, Financial support | Suggestions for the future of government |
| School Promotion | Promotion of exchanges, Incentives, Curricula, Practical integration, Organizational training | Future recommendations for schools |
| Teacher Development | Competition Leadership, Communication and Interaction, Development of Teaching Materials, Teaching Methods, Teaching Content, Competition Exercise, Expansion of Horizons, Enhancement of Competence, Keeping up with the times, Knowledge base | Suggestions for the future development of teacher |
| Enterprise Development | Robust system, Employment opportunities, Provision of equipment, School-enterprise cooperation | Suggestions for the future development of enterprise |

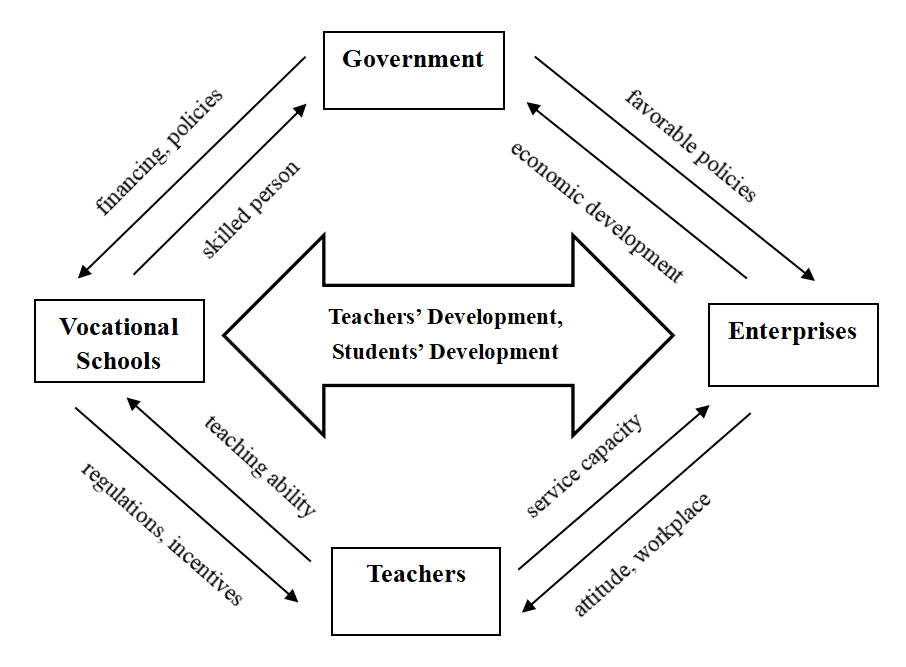
### 4 Results and Findings

4.1 Theoretical Model of Influential Factors on Secondary Vocational School Teachers' Workplace Learning

Conceptual categories were formed through the above analysis of the original interview data. Then, three selective codes of the current status quo, problem analysis, and future outlook of vocational teachers' workplace learning were summarized to conclude the main influencing factors about secondary vocational school teachers' workplace learning: government, schools, enterprises, and teachers.

On the one hand, the government's policy direction guides the development of schools and enterprises; the relevant regulations of schools and the attitude of enterprises to participate in the program determine whether teachers can carry out workplace learning through school-enterprise cooperation; the personal factors such as teachers' attitude and concept of learning determine whether teachers can be effectively promoted in workplace learning; on the other hand, the effect of teachers' learning in the workplace determines their ability to serve the enterprises and their teaching ability in schools. On the other hand, the effectiveness of teachers' learning in the workplace determines their ability to serve enterprises and teach in schools. When teachers' ability to serve enterprises is enhanced, enterprises will be more willing to participate in school-enterprise cooperation; when the school's faculty is enhanced, the school's operating conditions will be more robust, and the various specialties will be better developed to send more excellent graduates to enterprises, thus promoting the high-quality development of the national vocational education industry and the economy. Therefore, the subjects in the theoretical model of influencing factors on secondary vocational school teachers' workplace learning constructed in this study interact, as shown in Figure 2.

**Figure 2.** Theoretical model of influential factors on vocational schoolteachers’ workplace learning



4.2 Difficulties Encountered by Secondary Vocational School Teachers during Workplace Learning in Enterprises

4.2.1 Difficulty in Implementing Government Policies

In recent years, as the state attaches more and more importance to the construction of vocational education teacher teams, the state has issued a series of targeted or relevant documents about the construction of vocational education teacher teams. Guangxi province has also issued relevant documents to respond to the state's call and strengthen the construction of vocational education teachers in the region. Promoting these policies could be more satisfactory because there are no specific implementation guidelines at the national level, and governments have taken no relevant supporting measures at all levels. For example, the Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era, issued by the State Council in January 2018, explicitly requires that conditional places of study and formulate the norms of staffing for secondary vocational schools and explore the experience of practicing in the industry and enterprises as a necessary condition for recognizing the ability to teach education and obtaining the qualification of teachers of professional courses. However, the word 'conditional' is vaguely defined and generalized, and the specific conditions required have yet to be clearly expressed. Currently, the qualification of 'dual-teacher' teachers in many places still does not include the experience of practicing in individual enterprises as a necessary condition; in July of the same year, Guangxi province issued a policy on implementing the "dual-teacher" program. In July 2018, Guangxi province issued the Implementing Opinions on Comprehensively Deepening the Reform of Teacher Construction in the New Era to implement national policies, stating that the implementation of teacher training for all teachers, the implementation of a five-year cycle of not less than 360 hours of schooling, and the promotion of lifelong learning and professional development of teachers. However, it is clear from the analysis of the interview materials that there are few opportunities for enterprise practice in many secondary schools at present, and the participation rate of teachers is low, especially since the opportunities for training or practice of professional competence are even fewer. It shows that the policies introduced by the state have been put on hold due to various factors and cannot be implemented in each school, which also inevitably includes the problem of tilted educational resources.

*Teacher E: Mainly network learning because of the epidemic, resulting in much training that can only be carried out online but also participation in offline classrooms, teacher training, and teaching ability training, but more professional training is needed. I just went to the neighbourhood of some automotive repair stores to do research, mainly to understand the direction of the development of the enterprise and to carry out what kind of business and what kind of skills are needed, which is equivalent to doing job demand research and cannot be regarded as training.*

4.2.2 Lack of Attention for Schools

In the interviews, many young teachers say they need more professional advancement opportunities, and their training is focused on classroom teacher work or teaching skills. They all hope the assessment criteria for title evaluation and job promotion can improve. With a sound management system, teachers' passion for their work is significantly affected, inhibiting their motivation for professional development and making it easier for them to improve their professional competence. According to the interview data, schools need to pay more attention to teachers' professional competence and make plans for professional competence improvement. Secondary schools are more concerned about the teaching tasks they accomplish and how the students in the class work but need to pay more attention to teachers' professional development needs and build a good platform for teachers to pursue progress. Secondary school curriculum and teaching tasks are complicated, and the school management is busy coping with various inspections and evaluations and the construction of campus school spirit, failing to focus on teachers' development planning. Taking care of teachers' burnout is also tricky, resulting in a lack of positive measures to improve teachers' professional competence. In general, the school's professional development plan for individual teachers still needs to be improved.

*Teacher C: New teachers like us who have just gone to the school have to be class teachers. The discipline of secondary students is on the low side, and the daily management work is complicated, so much time is spent on managing students. The school has many requirements for classroom teacher positions, so it is sometimes overwhelming to improve one's professional ability.*

4.2.3 Inactive Participation of Enterprises

Industry enterprises are both, the demand side and the supplier of vocational education (Yang Dongping, 2020). However, industry enterprises participating in developing vocational schools need more motivation, and the school-enterprise cooperation level is shallow in Guangxi Province. Enterprise participation in vocational schools and colleges to run the entry and exit mechanism could be better; lack of investment in secondary vocational education and enough incentives, which makes it an essential beneficiary of the enterprise, failed to share the corresponding cost of secondary vocational education effectively. The following factors have also contributed to the lack of motivation for enterprises to participate: the state has formulated relevant policies to encourage enterprises to participate in school-enterprise cooperation, but there is a lack of support at the local level, so enterprises are not well compensated for their participation in vocational training, and the effect of school-enterprise cooperation is significantly reduced due to the lack of incentives for its implementation. Some enterprises feel that education is the business of schools and they have no obligation to participate; some profit-seeking enterprises feel that they have yet to gain any benefits from school-enterprise cooperation. Enterprises feel that teachers will not work in their enterprises after the practice and do not bring actual benefits to the enterprises. Instead, they will also make the enterprises work to a certain extent. Hence, the enterprises need a solid willingness to accept secondary vocational school teachers for posting and part-time exercises.

Through interviews with enterprise staff, it can be understood that enterprises in the production of technical standards, implementation of norms, and work efficiency are more stringent. Teachers participating in the enterprise part-time, because of identity, ability, and other factors, not quite able to adapt to the management requirements of the enterprise, its own practical production experience is challenging to support the completion of the enterprise's production standards. This leads to the normal production of the enterprise being affected, which increases the cost of the enterprise.

*Teacher L: Enterprises are not willing to go to practice. They also have to specialize in arranging masters to teach us. Some of our work may also lead to the enterprise's master rework, which adds much trouble. Now, we cultivate students who did not say that they graduated from the designated to go to work in which enterprise, so very often, the enterprise feels their effort could be more pleasing to the eye.*

4.2.4 Teachers’ Motivation is Not Strong

The Vocational Education Act, which has been in force since May 2022, emphasizes that "vocational education is a type of education on an equal footing with general education". The scale of secondary school enrollment is expanding yearly under the coordination of national policies. The strength and number of teachers in vocational colleges and schools remained a bottleneck in developing vocational education (Yang Dongping, 2020). There is a severe shortage of teachers, making it challenging to meet the needs of vocational colleges to expand the scale of operation. Most of the teachers interviewed said they are responsible for more classroom teaching and student management, and it is difficult for them to plan their professional development. Their interest in teaching has gradually weakened, which makes it easy for them to get burned out of their profession.

*Teacher D: The courses taught by teachers are relatively homogenized, and a teacher is responsible for teaching only one or two courses a semester, while I am teaching only one course this semester. If the number of courses increases, the pressure on teachers to prepare and teach will also increase accordingly. The current school practice is that a teacher only teaches one or two specialized courses per semester, and a specialized course is taught in four to five classes, so the overall development is limited to a certain extent and only when a new course is needed, will it be temporary to learn to cope with the teaching task.*

### 5 Conclusion

Under the trend of the lifelong education concept and the reform environment of vocational education vigorously promoted by the government, professional teachers' professional development and learning in secondary schools have new requirements. However, there are many dilemmas in the professional learning of vocational education teachers, such as over-processing, few learning channels, and poor practicality. Based on the influencing factors of workplace learning of vocational education teachers, this paper proposes relevant strategies for secondary vocational school teachers to participate in enterprise practice exercises and professional ability enhancement.

5.1 Government Should Increase Support for Teachers' Workplace Learning

First, the government should increase the funding for teachers to participate in enterprise practice so that secondary vocational school teachers can get more protection in workplace learning and solve teachers' economic concerns. The government’s policy for secondary vocational school teachers to participate in professional learning is providing a certain amount of subsidies. However, this subsidy can only be regarded as a little living allowance, allowing the teachers to participate in basic food and accommodation enterprise practice. However, it is challenging to meet the economic needs of the teachers, which has led to some teachers' participation in the practice of the enterprise and loss of enthusiasm for professional learning.

Secondly, the government should incorporate the requirement of the length of teachers' participation in enterprise practice into the recognition standard of primary and intermediate "dual-teacher". In Guangxi secondary vocational school "dual-teacher" identification standards, only in the identification of senior "dual-teacher" in the prerequisites of "in the past five years have a cumulative total of not less than six months in the enterprise or production and service line of the professional practice experience" requirements. In the past five years, "a total of not less than six months of professional practice experience in enterprises or production and service lines in the past five years" is only required. These practical experiences should be what new teachers need to improve, and new teachers need to improve their professional practical skills and production experience through participating in enterprise practice. Therefore, incorporating the requirement of the length of participation in enterprise practice into the criteria for the recognition of junior and intermediate "double-teacher-type" teachers will enable new teachers to improve effectively in their professional development. Therefore, incorporating the requirement of hours of participation in enterprise practice into the criteria for the recognition of junior and intermediate "dual-teachers" will enable new teachers to be effectively promoted in professional development.

5.2 Schools Should Give Preferential Treatment to Teachers Participate in Enterprise Practice

Establishing incentive mechanisms to promote teachers' professional development and motivate secondary vocational school teachers to participate in workplace learning is necessary. This requires schools to reform and innovate the current assessment mechanism of vocational education. The first and foremost consideration is that the assessment mechanism of secondary vocational schools should highlight the unique qualities of secondary vocational teachers. The educational goal of secondary vocational education teachers is to cultivate junior and intermediate technical talents, significantly different from ordinary secondary school teachers. Secondly, the evaluation criteria must align with the teaching profession's specificity to meet its development needs and enhance its value. Therefore, for secondary vocational schools, it is necessary to carry out a comprehensive assessment based on the particular characteristics of vocational education teachers and formulate evaluation standards for teachers of different levels. Schools should set up a scientific assessment and evaluation system based on the performance and achievements of teachers' participation in work and study and according to the characteristics of school development. External evaluation and collective evaluation are combined to evaluate teachers' educational work and practical achievements in an all-around way and minimize unnecessary evaluations. Finally, secondary vocational schools should take the length and results of teachers' participation in enterprise practice as a bonus condition for teachers' title evaluation and set up special funds for travel subsidies and living subsidies for teachers participating in enterprise practice.

5.3 Enterprises Should Be Clear about the Benefits Teachers' Participation in Enterprise Practices

First, enterprises need to eliminate stubborn ways of thinking and recognize the public welfare and productive nature of vocational education. The unique economic benefits and values embedded in vocational education can bring practical benefits to enterprises and positive value orientation to society. In this sense, schools and enterprises are in a mutually beneficial and symbiotic relationship. Through the cooperation between schools and enterprises, the mutual supplementation of resources is realized to maximize the interests of both sides.

Secondly, enterprises should be aware of the responsibility of sharing the cost of education and share the cost of education according to the corresponding principles to realize the basic principle of "benefit sharing". While benefiting from vocational education, enterprises must realize that training vocational education teachers is a shared responsibility, even though they have already paid the corresponding education costs (for vocational education students). Therefore, enterprises should provide venues and measures to support teacher training. Thirdly, rather than focusing on immediate benefits, enterprises should plan a strategic approach to sustainable development, set long-term development goals, fully understand the responsibility of vocational education, and see it as an opportunity to gain economic benefits.

5.4 Teachers Should Be Clear about the Necessity to Engage in Workplace Learning

First of all, secondary vocational school teachers should establish the consciousness of lifelong learning. In modern society, learning and life have long been integrated. The teacher's primary responsibility is to teach and have a sense of independent learning. For teachers, the skilful talents they cultivate directly serve the social production and construction, and the teacher is no longer a pure educator's identity but a contractor's identity as a learner. Therefore, teachers should change their concepts, make learning a habit daily, and consider improving professional skills a responsibility. Establishing the consciousness of "lifelong learning" is conducive to teachers' self-development and can give full play to their educational value and subtly set a model for students.

Secondly, secondary vocational school teachers s should develop a view of independent learning. When teachers participate in enterprise practice, their intrinsic drive for independent learning impacts learning efficiency and motivation. The learning process in the enterprise workplace begins with trivial matters. Over time, teachers' ability improves and gradually adapts to the production work of the enterprise so that they can be fully engaged in it. In the whole working process, teachers should change some of their previous behaviours in the teaching process according to the production requirements to actively adapt to the enterprise production process. Without behavioral change, there may be a decline in teachers' autonomy and their capacity to integrate their original knowledge and experience with the demands of enterprise production. Therefore, secondary vocational school teachers should form a correct view of independent learning and active participation in workplace learning activities in enterprise practice to plan their learning content, reflect on their shortcomings, and then enhance their operational skills.

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