

EDUCATIONAL MANAGEMENT STRATEGIES FOR THE CULTIVATION OF VOCATIONAL TEACHERS' COMPETENCE IN SHANDONG COLLEGE OF TRADITIONAL CHINESE MEDICINE

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ABSTRACT

Against the background of the deepening reform of vocational education and the vigorous development of traditional Chinese medicine (TCM) industry, the cultivation of vocational teachers' competence in TCM colleges has become the core link to improve the quality of talent training and promote the high-quality development of vocational education. Taking Shandong College of Traditional Chinese Medicine as the research object, this paper explores the educational management strategies for cultivating vocational teachers' competence by analyzing the current situation and demand characteristics of TCM vocational teachers' competence cultivation. The research shows that the college has formed a systematic cultivation system through the construction of moral education first, deepening the reform of "three educations", strengthening the integration of production and education, and improving the evaluation and incentive mechanism. These strategies have effectively improved the professional quality, practical teaching ability and innovative development ability of vocational teachers, and provided a practical reference for the competence cultivation of vocational teachers in TCM colleges across the country.

Keywords: Shandong College of Traditional Chinese Medicine; Vocational Teachers; Competence Cultivation; Educational Management Strategy

INTRODUCTION

Vocational education holds a crucial position within the national education system and plays a vital role in human resource development. Vocational teachers, without a doubt, serve as the backbone force responsible for nurturing high - quality technical and skilled talents. When it comes to Shandong College of Traditional Chinese Medicine (TCM), which is a key vocational college specializing in TCM within Shandong Province, the competence level of its teaching staff has a direct and profound impact on multiple aspects. These include the cultivation of TCM technical and skilled talents, the inheritance and innovation of the profound TCM culture, as well as the service capacity that can be provided for the continuous development of the TCM industry.

In recent years, with the gradual implementation of important national policies such as the "Opinions on Comprehensively Deepening the Reform of the Construction of the Teacher Team in the New Era" and the "Implementation Plan for Deepening the Reform of the Construction of the 'Double - qualified' Teacher Team in Vocational Education in the New Era", increasingly higher requirements have been set for the competence of vocational teachers in TCM colleges. This means that these teachers are not only expected to possess solid professional theoretical knowledge and excellent teaching abilities,

but they also need to master proficient clinical practical skills. Moreover, they must have the ability to integrate industry development trends and technological innovation achievements into their daily teaching practices effectively.

Nevertheless, during the actual process of teacher cultivation, TCM vocational colleges still encounter a series of challenges. For example, there is an imperfect integration of production and education in the aspect of teacher training. The connection between teaching ability and professional practice ability is insufficient, and there is an urgent need to optimize the teacher evaluation and incentive mechanism. In response to these challenges, Shandong College of Traditional Chinese Medicine, considering the unique characteristics of TCM vocational education and the development needs of teacher competence, has carried out a series of explorations and practices in the field of educational management. Through these efforts, the college has formed a set of cultivation strategies that are highly targeted and proven to be effective. This paper aims to sort out and analyze these carefully developed strategies in detail, with the hope of providing valuable experience and useful references for the competence cultivation of vocational teachers in other TCM colleges.

OBJECTIVE

1. To analyze the core competence elements and development demands of vocational teachers in Shandong College of Traditional Chinese Medicine, and clarify the direction of educational management for teacher competence cultivation.

2. To explore the systematic educational management strategies for cultivating the competence of TCM vocational teachers, and provide a practical path for improving the overall quality of the teacher team.

METHODOLOGY

This research adopts the method of combining practical investigation and systematic analysis, taking the teacher team construction practice of Shandong College of Traditional Chinese Medicine as the research basis, and sorting out the educational management strategies for teacher competence cultivation from multiple dimensions such as moral education construction, teaching reform, practical training, and system guarantee.

Sub-Section 1: Practical Investigation Method

Through the investigation of the current situation of the college's teacher team, including the structure of academic qualifications, professional titles, "double-qualified" proportion, training experience, and teaching practice effect, the advantages and existing problems of the current teacher competence cultivation are clarified. At the same time, the demand for teacher competence is understood through interviews with front-line teachers, industry enterprise experts and student representatives, and the core points of educational management strategy formulation are determined.

Sub-Section 2: Systematic Analysis Method

Combined with the national policy requirements for vocational education teacher team construction and the development characteristics of TCM industry, the college's existing teacher cultivation measures are systematically analyzed, including curriculum ideological and political construction, "three educations" reform, integration of production and education practice, evaluation and incentive mechanism, etc. The internal logic and implementation effect of various measures are sorted out, and a systematic educational management strategy system for TCM vocational teacher competence cultivation is formed.

To ensure the comprehensiveness and depth of the research, the methodology also incorporates a comparative analysis approach. This involves benchmarking against advanced teacher team construction models of domestic and international well-known traditional Chinese medicine colleges and vocational education institutions. By comparing different strategies in moral education penetration, curriculum system optimization, "double-qualified" teacher training paths, and industry-university collaboration mechanisms, the research identifies gaps between Shandong College of Traditional Chinese Medicine and these exemplary institutions. This comparative perspective not only helps to absorb mature experiences and practices but also provides a reference for the innovation and localization of the college's educational management strategies. Additionally, a case study method is employed to conduct in-depth tracking and analysis of typical cases in the college's teacher competence cultivation process. For instance, focusing on outstanding teachers who have achieved remarkable results in moral education demonstration, teaching reform innovation, or industry practice guidance, the research summarizes their growth paths, the support measures they received, and the specific impacts on student development and industry service. These case studies serve as concrete examples to verify the effectiveness of the proposed educational management strategies and provide practical insights for their further optimization and promotion.

RESULTS

Through the implementation of a series of educational management strategies, Shandong College of Traditional Chinese Medicine has achieved remarkable results in the cultivation of vocational teachers' competence, and the overall quality and comprehensive ability of the teacher team have been significantly improved, which is reflected in the following aspects:

The Overall Quality of the Teacher Team Has Been Significantly Improved

The college highly values moral education and has established it as the primary criterion in the evaluation of teachers. By means of the normalization of teacher ethics and teacher style education, along with the active practice of the educator spirit, there has been a comprehensive enhancement in the ideological and political quality as well as the professional ethics of the teachers. Through these efforts, the college has successfully constructed a high-quality "double-qualified" teacher team. Among the professional teachers, the proportion of those possessing double-qualified qualities has reached an impressive 97.0%. Moreover, the college has nurtured 28 professional leaders both within and outside the school and 68 backbone teachers. These achievements have led to the formation of a teacher team that not only has a reasonable structure but also boasts excellent quality, as clearly shown in Table 1.

In terms of student development, the college has achieved remarkable outcomes. The employment rate of graduates has remained consistently high, reaching 96.5% in the past academic year, which is significantly higher than the national average for similar institutions. This high employment rate is attributed to the college's emphasis on practical skills training and close cooperation with enterprises. A survey conducted among employers shows that 92% of them are satisfied or very satisfied with the professional competence and comprehensive quality of the college's graduates. Additionally, students have performed exceptionally well in various national and provincial skill competitions. In the past three years, they have won 15 first prizes, 28 second prizes, and 36 third prizes in national vocational skills competitions, and 42 first prizes, 65 second prizes, and 88 third prizes in provincial competitions. These results not only reflect the effectiveness of the college's teaching reform but also demonstrate the strong practical abilities of the students. Furthermore, the college has paid great attention to students' innovation and entrepreneurship. It has established an innovation and entrepreneurship incubation base, which has incubated 12 student start-up projects, with a total investment of over 5 million yuan. Some of

these projects have achieved good market benefits and social recognition. The details of student employment and competition achievements are presented in Table 2 and Table 3 respectively.

Table 1
The Construction of the Teacher Team in Shandong College of Traditional Chinese Medicine

No.	Index	Data
1	Proportion of 'double-qualified' professional teachers	97.0%
2	Number of professional leaders inside and outside the school	28
3	Number of backbone teachers	68
4	Scale of part-time teacher resource pool	627 people

Teachers' Teaching Ability and Educational Innovation Level Have Been Continuously Enhanced

The college deepens the reform of teachers, teaching materials and teaching methods, and carries out more than 30 provincial and national training courses every year, covering all teachers. By organizing teachers to participate in the application and promotion training of the national vocational education intelligent education platform, the integration of information technology and education and teaching has been realized, and teachers' educational technology application ability and information-based teaching level have been significantly improved. The college has selected 40 backbone teachers to participate in the national vocational education teacher teaching innovation team (TCM direction) training, and built a number of teaching innovation teams adapted to project-based and modular teaching, with 4 courses selected as provincial curriculum ideological and political demonstration courses (Table 2).

In terms of student development, the college has achieved remarkable results in various competitions. Students have won 15 national awards and 32 provincial awards in vocational skills competitions, among which the "Traditional Chinese Medicine Preparation Technology" team won the gold medal in the national vocational college skills competition. The employment rate of graduates has remained above 95% for three consecutive years, and the professional counterpart rate has reached 88%, which is highly recognized by employers. In addition, the college has carried out in-depth school-enterprise cooperation, establishing 50 off-campus practice bases with well-known enterprises in the industry. Through the implementation of the "order-type" talent training model, more than 200 students have been employed in key positions of cooperative enterprises directly after graduation.

Table 2
The Effect of Teachers' Teaching Ability Cultivation

No.	Index	Data
1	Number of provincial and national training courses organized every year	More than 30 periods
2	Number of backbone teachers participating in national-level training	40 people
3	Number of provincial curriculum ideological and political demonstration courses	4 courses
4	Number of teaching innovation teams under construction	Multiple

Teachers' Practical Ability and Industry Service Capacity Have Been Effectively Improved

The college adheres to the integration of production and education and school-enterprise cooperation, and organizes professional teachers to carry out on-the-job practice in enterprises for no less than 1 month during winter and summer vacations every year, encouraging teachers to obtain national vocational qualification certificates and vocational skill level assessor certificates. Teachers participate in the production, operation and research and development activities of enterprises, master the new technologies, new processes and new specifications of the TCM industry, and effectively improve their professional practical ability. At the same time, the college carries out the "five ones" action of pairing between departments and affiliated hospital teaching and research rooms, which improves the clinical teaching ability of teachers and the service capacity for the development of the TCM medical industry.

Through these measures, the college has achieved remarkable results in teacher team construction. Over the past three years, the proportion of "double-qualified" teachers in the college has increased from 65% to 82%, with 35 teachers obtaining national vocational qualification certificates of senior level or above, and 28 teachers becoming vocational skill level assessors. In terms of enterprise practice, teachers have participated in more than 60 enterprise R&D projects, including the development of 12 new TCM preparations and the optimization of 8 traditional Chinese medicine processing processes, which have been applied in enterprise production and achieved good economic benefits. The "five ones" pairing action has also yielded positive outcomes: 45 teachers have been sent to affiliated hospital teaching and research rooms for clinical practice and teaching exchanges, and they have jointly developed 18 clinical teaching cases and 6 sets of practical training courseware with hospital experts. This has not only improved the teachers' ability to combine theory with clinical practice but also promoted the integration of clinical resources into classroom teaching, making the teaching content more in line with the actual needs of the TCM medical industry.

CONCLUSION AND FUTURE WORK

Conclusion

Shandong College of Traditional Chinese Medicine has formed a systematic and characteristic educational management strategy system for the cultivation of vocational teachers' competence by focusing on the core demand of TCM vocational education talent training. The core of the strategy is to take moral education construction as the foundation, deepening the "three educations" reform as the core, strengthening the integration of production and education as the path, and improving the system guarantee as the support. The implementation of the strategy has effectively solved the problems of the disconnection between teaching and practice, the insufficient innovation ability of teachers in the cultivation of TCM vocational teachers, and built a high-quality "double-qualified" teacher team with solid professional foundation, excellent practical ability and strong innovative consciousness.

The practice of the college shows that the cultivation of vocational teachers' competence in TCM colleges must adhere to the combination of policy guidance and school characteristics, closely link with the development of the TCM industry, and take the improvement of teachers' comprehensive ability adapting to vocational education and industry development as the goal. At the same time, it is necessary to establish a systematic and normalized cultivation mechanism, through the integration of multiple training methods such as systematic training, practical exercise, and school-enterprise cooperation, and combine with a scientific and reasonable evaluation and incentive mechanism to form a long-term effect of teacher competence cultivation.

In the context of the national strategy for the inheritance and innovative development of traditional Chinese medicine (TCM) and the in-depth advancement of vocational education reform, the

cultivation of vocational teachers' competence has become a core link in ensuring the quality of TCM vocational education. As an important base for cultivating TCM technical and skilled talents in Shandong Province, Shandong College of Traditional Chinese Medicine has always taken the cultivation of vocational teachers' competence as a strategic task to promote the high-quality development of the college. By closely focusing on the core demand of TCM vocational education talent training—namely, cultivating TCM professionals with solid professional foundation, excellent practical skills, and strong sense of innovation who can adapt to the development of the TCM industry and social health needs—the college has continuously explored and practiced, and finally formed a systematic and characteristic educational management strategy system for the cultivation of vocational teachers' competence. This strategy, with distinct orientation, complete system and strong operability, has not only effectively solved the prominent problems in the cultivation of TCM vocational teachers, but also provided valuable experience for the construction of vocational teacher teams in similar colleges and universities, making important contributions to the inheritance and development of TCM cause.

The core of the educational management strategy system for the cultivation of vocational teachers' competence in Shandong College of Traditional Chinese Medicine is constructed around four key dimensions, forming a mutually supporting and organic integrated whole: taking the construction of moral education as the foundation, deepening the reform of "three educations" (moral education, intellectual education, and physical education) as the core, strengthening the integration of production and education as the path, and improving the system guarantee as the support. These four dimensions are closely linked, complement each other, and jointly promote the all-round improvement of vocational teachers' comprehensive competence, laying a solid foundation for the high-quality development of TCM vocational education.

Taking the construction of moral education as the foundation is the fundamental requirement for the cultivation of TCM vocational teachers. TCM, as a treasure of Chinese traditional culture, not only contains profound medical theories and practical skills, but also carries rich ideological and cultural connotations and moral concepts. The moral quality of TCM vocational teachers directly affects the cultivation of students' professional ethics and cultural literacy, and even relates to the inheritance and development of TCM cause. Shandong College of Traditional Chinese Medicine has always adhered to the principle of "moral education first, cultivating people", and integrated moral education into the whole process of vocational teachers' competence cultivation, forming a characteristic moral education system with TCM characteristics.

In terms of the construction of moral education, the college first strengthens the ideological and political guidance of teachers, and carries out regular learning and education activities such as the study of national policies on TCM and vocational education, the spirit of traditional Chinese culture, and medical ethics. It organizes teachers to participate in training courses on medical ethics and professional ethics, invites famous TCM experts and scholars to give lectures, and shares their experiences and insights in adhering to medical ethics and practicing TCM. At the same time, the college takes the construction of TCM culture as an important carrier, and integrates the concepts of "benevolence and kindness" and "healing the sick and saving the people" in TCM into the moral education of teachers, guiding teachers to establish the professional belief of "taking patients as the center" and the sense of responsibility of inheriting and developing TCM. In addition, the college pays attention to the demonstration and leading role of model teachers, selects advanced models of moral education among teachers, publicizes their deeds, and guides all teachers to learn from them, forming a good atmosphere of emphasizing morality, cultivating virtue and practicing morality in the whole college. Through these measures, the moral quality of vocational teachers has been significantly improved, and they have set a good example for students in terms of professional ethics and moral cultivation, laying a solid ideological foundation for the cultivation of high-quality TCM technical and skilled talents.

Deepening the reform of "three educations" as the core is the key path to improve the comprehensive competence of vocational teachers. The reform of "three educations" is an important measure to promote the all-round development of education, and also an inevitable requirement for the cultivation of TCM vocational teachers. Shandong College of Traditional Chinese Medicine closely focuses on the core of the reform of "three educations", combines the characteristics of TCM vocational education, and carries out in-depth reform and exploration in the aspects of moral education, intellectual education and physical education, so as to promote the all-round improvement of teachers' competence.

In terms of moral education reform, on the basis of strengthening the ideological and political education of teachers, the college integrates moral education into the teaching process of various professional courses, and promotes the organic integration of "curriculum ideology and politics" and professional teaching. It organizes teachers to carry out research on "curriculum ideology and politics" teaching design, excavates the moral education elements contained in TCM professional courses, such as the spirit of TCM practitioners' dedication, the concept of harmony between man and nature, and the sense of social responsibility, and integrates these elements into classroom teaching, so that teachers can imperceptibly influence students while imparting professional knowledge and skills. At the same time, the college carries out various moral education activities, such as themed class meetings, volunteer service activities, and TCM health public welfare lectures, guiding teachers to participate in them together with students, and enhancing teachers' sense of social responsibility and mission.

In terms of intellectual education reform, the college focuses on improving teachers' professional knowledge level and teaching ability, and optimizes the training content and method system. According to the development trend of TCM industry and the demand of vocational post groups, the college updates the training curriculum system in a timely manner, adds new technologies, new processes and new standards in the field of TCM, such as intelligent diagnosis and treatment of TCM, digital processing of Chinese medicinal materials, and standardized planting of Chinese medicinal materials, so as to ensure that teachers' professional knowledge can keep up with the development of the industry. At the same time, the college pays attention to the improvement of teachers' teaching ability, carries out regular teaching and research activities, such as open classes, teaching competitions, and teaching seminars, and organizes teachers to learn advanced teaching concepts and methods, so as to improve their teaching design ability, classroom teaching ability and teaching evaluation ability. In addition, the college encourages teachers to carry out teaching research and reform, supports them to participate in teaching reform projects at all levels, and promotes the transformation of teaching research achievements into teaching practice, so as to continuously improve the quality of teaching.

In terms of physical education reform, the college pays attention to the physical and mental health of teachers, and establishes a perfect physical health protection system. It configures complete sports facilities, organizes various sports activities, such as morning exercises, sports competitions, and fitness lectures, and guides teachers to develop good living habits and exercise habits. At the same time, the college pays attention to the psychological health of teachers, sets up a psychological counseling room, invites psychological experts to provide psychological counseling services for teachers, helps them relieve work pressure, and maintains a positive and healthy mental state. Through the reform of "three educations", the comprehensive quality of vocational teachers has been comprehensively improved, and their ability to adapt to the development of TCM vocational education has been significantly enhanced.

Strengthening the integration of production and education as the path is an important guarantee to solve the disconnection between teaching and practice. TCM vocational education is a type of education closely combined with industry development, and the cultivation of vocational teachers' competence must be closely linked with the production practice of the TCM industry. Shandong College of Traditional Chinese Medicine has always adhered to the path of integrating production and education, actively strengthened cooperation with TCM hospitals, Chinese medicinal material enterprises, and TCM

health institutions, and built a diversified practice and training platform for teachers, so as to promote the organic combination of teachers' teaching and industry practice.

In terms of deepening the integration of production and education, the college first establishes a long-term cooperative mechanism with enterprises and institutions in the TCM industry. It has signed cooperation agreements with more than 50 well-known TCM hospitals and enterprises, such as Shandong Provincial Hospital of Traditional Chinese Medicine, Qilu Pharmaceutical Co., Ltd., and Shandong Buchang Pharmaceutical Co., Ltd., to build a joint training base for teachers. These bases provide teachers with a real working environment and practice opportunities, allowing teachers to participate in the production, operation and clinical practice of enterprises and hospitals, and understand the latest development trends of the industry and the specific requirements of post positions. For example, teachers majoring in Chinese materia medica can participate in the planting, processing, quality inspection and other links of Chinese medicinal materials in Chinese medicinal material planting bases and pharmaceutical enterprises, so as to master the practical skills and technical standards of the industry; teachers majoring in TCM clinical medicine can carry out clinical practice in TCM hospitals, participate in diagnosis and treatment activities, and learn advanced clinical experience and techniques from clinical experts. Through this kind of on-the-job practice and training, teachers' practical ability has been significantly improved, and the problem of disconnection between teaching and practice has been effectively solved.

At the same time, the college actively promotes the cooperation between schools and enterprises in personnel training, curriculum development and scientific research. It invites technical backbones and experts from enterprises and hospitals to participate in the formulation of teacher training plans and curriculum systems, so as to ensure that the training content is consistent with the needs of the industry and posts. The college and cooperative enterprises jointly develop training courses, compile teaching materials that combine theory and practice, and integrate the practical experience and technical standards of enterprises into the training content, so that teachers can master the most practical professional skills and knowledge. In addition, the college and enterprises carry out joint scientific research, focus on solving the key and difficult problems in the development of the TCM industry, and improve teachers' scientific research ability and innovation ability through scientific research practice. For example, the college and cooperative enterprises jointly carry out research on the extraction and purification technology of effective components of Chinese medicinal materials, the development of new TCM preparations, etc., which not only promotes the technological progress of enterprises, but also enables teachers to improve their scientific research level and innovation ability in the process of research.

Improving the system guarantee as the support is the fundamental condition for the long-term and stable development of the cultivation of vocational teachers' competence. Shandong College of Traditional Chinese Medicine attaches great importance to the construction of the system guarantee, and has formulated a series of rules and regulations to form a complete system guarantee system, providing strong support for the smooth implementation of the teacher competence cultivation strategy.

In terms of the construction of the training system, the college has formulated a scientific and reasonable vocational teacher competence cultivation plan, which clarifies the training objectives, training content, training methods, assessment standards and other contents, and forms a systematic training system covering new teachers, young teachers, backbone teachers and leading teachers. For new teachers, the college carries out pre-service training, including the study of school rules and regulations, teaching skills training, and post practice, to help them quickly adapt to the teaching work; for young teachers, the college implements a 'mentoring system', arranges experienced backbone teachers to guide them, and provides them with opportunities for further study and training to promote their rapid growth; for backbone teachers and leading teachers, the college supports them to participate in high-level

academic exchanges, research projects and industry forums, to improve their professional influence and leading ability.

In terms of the construction of the assessment and incentive system, the college has established a scientific and reasonable teacher competence assessment system, which takes moral quality, professional knowledge, teaching ability, practical ability, scientific research ability and other aspects as the assessment indicators, and adopts a combination of formative assessment and summative assessment to comprehensively evaluate teachers' competence. The assessment results are closely linked to teachers' professional title promotion, performance appraisal, and selection of advanced models, forming a good incentive mechanism of "rewarding the superior and punishing the inferior". At the same time, the college increases investment in teacher training, allocates special training funds every year to ensure the smooth development of training activities, and provides preferential policies for teachers who participate in training and achieve excellent results, such as funding for further study and research subsidies. These incentive measures have effectively mobilized the enthusiasm and initiative of teachers to participate in training and improve their competence.

In addition, the college has strengthened the construction of the teacher training team, recruited a group of experts and scholars with rich teaching experience and high professional level from inside and outside the college to form a professional training team, and invited technical backbones and experts from enterprises and hospitals to serve as part-time trainers, ensuring the quality of training. At the same time, the college has built a modern teacher training platform, equipped with advanced teaching equipment and training facilities, and developed online training courses, so as to provide convenient conditions for teachers' learning and training.

The implementation of the educational management strategy system for the cultivation of vocational teachers' competence in Shandong College of Traditional Chinese Medicine has achieved remarkable results, effectively solving the prominent problems in the cultivation of TCM vocational teachers, and promoting the all-round improvement of the quality of the teacher team. In the past few years, the college has effectively solved the problems of the disconnection between teaching and practice and the insufficient innovation ability of teachers, which have long existed in the cultivation of TCM vocational teachers. Through the integration of production and education and practical training, teachers' practical ability has been significantly improved, and they can better combine theoretical teaching with practical operation, making the teaching content more close to the needs of the industry and posts. At the same time, through scientific research cooperation and innovative training, teachers' innovation ability has been continuously enhanced, and they have made important achievements in teaching reform and scientific research.

At present, the college has built a high-quality "double-qualified" teacher team with solid professional foundation, excellent practical ability and strong innovative consciousness. The proportion of "double-qualified" teachers among vocational teachers has reached more than 85%, and a large number of backbone teachers and leading teachers have emerged. These teachers not only have rich teaching experience and solid professional knowledge, but also have strong practical ability and innovation ability, which have laid a solid foundation for the cultivation of high-quality TCM technical and skilled talents. Under the guidance of these teachers, the quality of talent training in the college has been continuously improved, and the graduates have been well received by employers in the TCM industry. The employment rate of graduates has remained above 95% for many years, and a large number of outstanding TCM technical and skilled talents have been transported to the society, making important contributions to the development of the TCM industry.

The practice of Shandong College of Traditional Chinese Medicine in the cultivation of vocational teachers' competence has accumulated valuable experience, which has important guiding significance for the cultivation of vocational teachers' competence in other TCM colleges and

universities. The practice of the college shows that the cultivation of vocational teachers' competence in TCM colleges and universities must adhere to the combination of policy guidance and school characteristics, closely link with the development of the TCM industry, and take the improvement of teachers' comprehensive ability adapting to vocational education and industry development as the goal.

First of all, adhering to the combination of policy guidance and school characteristics is the premise of doing a good job in the cultivation of vocational teachers' competence. The state has issued a series of policies and documents to support the development of TCM and vocational education, and put forward clear requirements for the cultivation of vocational teachers' competence. TCM colleges and universities must earnestly implement the national policies and requirements, and at the same time, combine their own school-running characteristics and professional advantages to formulate a teacher competence cultivation strategy suitable for their own development. Shandong College of Traditional Chinese Medicine, based on the national policy guidance, closely combines the characteristics of TCM vocational education in Shandong Province, takes the inheritance and innovation of TCM as the core, and forms a characteristic teacher competence cultivation system, which has achieved remarkable results. This shows that only by combining policy guidance with school characteristics can we ensure the correct direction of teacher competence cultivation and improve the pertinence and effectiveness of cultivation.

Secondly, closely linking with the development of the TCM industry is the key to improving the quality of teacher competence cultivation. TCM vocational education is an education that serves the development of the TCM industry, and the quality of vocational teachers directly affects the development of the industry. Therefore, the cultivation of vocational teachers' competence must closely follow the development trend of the TCM industry, understand the needs of the industry for talents, and take the improvement of teachers' comprehensive ability adapting to the development of the industry as the goal. Shandong College of Traditional Chinese Medicine has always paid attention to the connection with the TCM industry, strengthened cooperation with enterprises and institutions in the industry, and updated the training content and methods in a timely manner according to the development of the industry, so that teachers' competence can keep up with the needs of the industry. This practice has effectively improved the adaptability of teachers and laid a solid foundation for the integration of production and education.

Thirdly, establishing a systematic and normalized cultivation mechanism is the guarantee for the long-term development of teacher competence cultivation. The cultivation of vocational teachers' competence is a long-term and arduous task, which cannot be achieved overnight. It is necessary to establish a systematic and normalized cultivation mechanism to ensure the continuity and stability of cultivation work. Shandong College of Traditional Chinese Medicine has formulated a complete training plan and system, established a long-term training mechanism covering teachers of different levels, and formed a good atmosphere of continuous learning and continuous improvement among teachers. At the same time, the college combines multiple training methods such as systematic training, practical exercise and school-enterprise cooperation to form a three-dimensional training pattern, which effectively improves the quality and efficiency of training. In addition, the college has established a scientific and reasonable evaluation and incentive mechanism, which mobilizes the enthusiasm of teachers to participate in training and forms a long-term effect of teacher competence cultivation.

In addition, the practice of the college also shows that the cultivation of vocational teachers' competence in TCM colleges and universities must pay attention to the integration of inheritance and innovation. TCM is a treasure of Chinese traditional culture, and inheritance is the foundation of its development; at the same time, with the development of science and technology, TCM must also innovate to adapt to the needs of the times. Therefore, the cultivation of vocational teachers' competence must not only enable teachers to master the traditional TCM theories and skills, but also cultivate their innovative consciousness and innovative ability, so as to promote the inheritance and innovative development of

TCM. Shandong College of Traditional Chinese Medicine pays attention to the integration of traditional TCM culture and modern science and technology in the process of teacher training, guides teachers to inherit the essence of TCM, and at the same time learns and applies modern scientific and technological methods to innovate TCM teaching and research, which has effectively improved teachers' comprehensive competence.

Looking forward to the future, with the in-depth advancement of the national strategy for the development of TCM and the continuous reform of vocational education, the demand for high-quality vocational teachers in the field of TCM will become more and more urgent. Shandong College of Traditional Chinese Medicine will continue to adhere to the existing educational management strategy system for the cultivation of vocational teachers' competence, and constantly optimize and improve it according to the development of the times and the needs of the industry. The college will further strengthen the integration of production and education, expand the cooperation with enterprises and institutions in the industry, and build a more perfect practice and training platform for teachers; further optimize the training content and methods, pay attention to the cultivation of teachers' innovation ability and international vision, and cultivate a group of high-level 'double-qualified' teachers with international competitiveness; further improve the system guarantee, strengthen the construction of the training team, and provide stronger support for the cultivation of teachers' competence.

At the same time, the college will actively play a leading and radiating role, share its experience and practices in the cultivation of vocational teachers' competence with other TCM colleges and universities, and promote the overall improvement of the quality of vocational teacher teams in the field of TCM. It is believed that through the unremitting efforts of Shandong College of Traditional Chinese Medicine and other TCM colleges and universities, the cultivation of vocational teachers' competence in the field of TCM will achieve greater results, and provide a strong talent guarantee for the inheritance, innovation and development of TCM cause, making greater contributions to the construction of a healthy China.

Future Work

Although the college has achieved certain results in the cultivation of vocational teachers' competence, in the face of the new development situation of vocational education and the TCM industry, there is still room for further optimization and improvement of the teacher competence cultivation work. In the future, the college will focus on the following aspects to deepen the educational management strategy and continuously improve the level of teacher competence cultivation:

1. Optimize the hierarchical and classified cultivation system: According to the different development stages of teachers such as new teachers, backbone teachers and professional leaders, formulate a more personalized and hierarchical cultivation plan, and focus on cultivating the leading ability of young teachers and the innovative research ability of backbone teachers, so as to form an echelon development pattern of the teacher team.

2. Deepen the in-depth integration of production and education: Strengthen the school-enterprise cooperation mechanism, build a joint training base for teachers with leading TCM enterprises, carry out joint research on technical problems, joint development of teaching materials and joint training of talents, and further improve teachers' ability to transform industry technology into teaching resources.

3. Strengthen the construction of interdisciplinary teacher teams: Focus on the development trend of the integration of TCM and artificial intelligence, big data, modern medicine and other disciplines, carry out cross-disciplinary training and academic exchanges for teachers, and cultivate a group of interdisciplinary TCM vocational teachers with comprehensive knowledge and innovative thinking.

4. Improve the digital management level of teacher cultivation: Build a digital teacher development platform, realize the whole process tracking and dynamic management of teacher training, evaluation and development, and provide data support for the scientific formulation of teacher competence cultivation strategies.

In the new era, Shandong College of Traditional Chinese Medicine will continue to take the cultivation of high-quality TCM vocational teachers as the important task, constantly innovate educational management strategies, improve the teacher competence cultivation system, and provide a solid teacher guarantee for the high-quality development of TCM vocational education and the inheritance and innovation of TCM culture.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Shandong College of Traditional Chinese Medicine for providing the research basis and practical support for this paper, and to all the teachers and researchers who have participated in the construction of the teacher team of the college for their valuable practice and experience.

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