

Original Paper

An Analysis of the Elements of Collaborative Education
between Professional Teachers and Ideological and Political
Teachers in Vocational Colleges from the Perspective of
Curriculum Ideological and Political Education

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Abstract

The collaborative education between professional teachers and ideological and political teachers in vocational colleges is aimed at fulfilling the fundamental task of fostering virtue through education. By integrating value-led guidance into the entire process of professional skills instruction through curriculum-based ideological and political education, it cultivates high-quality technical and skilled talents, thereby achieving the integration of ideological and political education with vocational skills training. At present, collaborative education faces challenges such as inconsistent conceptual understanding, inadequate mechanisms, and insufficient competencies. Therefore, vocational colleges need to make multifaceted efforts in terms of collaborative education concepts, institutional safeguards, and the capacity of educational subjects. These efforts should focus on continuously improving collaborative education mechanisms, enhancing collaborative education capabilities, and building collaborative education platforms.

Keywords

curriculum ideological and political education, vocational colleges, collaborative education

1. Introduction

Theoretically and logically speaking, cultivating morality through education is the fundamental task of education. Vocational colleges and universities should not only cultivate students' professional skills, but also attach great importance to their ideological and political literacy and professional ethics. The cooperative education of professional teachers and ideological and political teachers can integrate

ideological and political education into the whole teaching process of professional courses. In this way, while mastering professional knowledge and skills, students can also accept ideological and political influence, so as to form a correct worldview, outlook on life and values, and finally better complete the fundamental task of education and moral cultivation. Curriculum ideological and political education is an important innovative measure of ideological and political education in colleges and universities in the new era. It aims to integrate ideological and political education into various courses and realize the organic unity of knowledge transmission and value guidance. Vocational colleges and universities shoulder the important responsibility of cultivating high-quality technical and skilled talents for the society. Therefore, the ideological and political construction of the curriculum is of great significance to improving the quality of talent training in vocational colleges and universities. As the two core subjects of the ideological and political construction of the curriculum of vocational colleges and universities, professional teachers and ideological and political teachers are the key to achieving the goal of ideological and political education in the curriculum. The essence of collaboration between professional teachers and ideological and political teachers is the process of educational subjects achieving added value in educational goals through resource exchange, and the effectiveness of this collaboration depends on the degree of value consensus and resource complementarity.

In terms of practical needs, the Vocational Education Law clearly defines the goal of vocational education as “cultivating high-quality technical and skilled talents”, requiring the integrated development of ideological and political education and vocational skills training. For example, in medical education, it is not only necessary to teach medical technical skills, but also to integrate into the cultivation of medical morality, so as to form a closed loop from skill transfer to professional identity to value shaping. At the same time, with the rapid development of economy and society, vocational education is facing new opportunities and challenges. Vocational colleges and universities need to cultivate high-quality technical skills talents with innovative spirit, practical ability and good professional ethics to meet the talent needs of society. The collaborative education of professional teachers and ideological and political teachers can organically combine ideological and political education with vocational education. While cultivating students’ innovative spirit and practical ability, they also pay attention to the improvement of their professional ethics and professional literacy. This enables students to better adapt to the needs of vocational education and social development.

2. Current Problems in Collaborative Education between Professional Teachers and Ideological and Political Teachers

2.1 Inconsistent Collaborative Education Concepts

In terms of the concept of collaborative education, there are significant differences between professional teachers and ideological and political teachers, which constitutes a major obstacle to effective collaboration. For professional teachers, some people have a one-sided understanding of the ideological and political aspects of the curriculum. Focusing on the teaching tasks of their own

disciplines for a long time, they often believe that teaching professional knowledge and skills is the key standard for their core responsibilities and teaching results, while ideological and political education is regarded as the exclusive domain of ideological and political teachers. Curriculum ideological and political courses are not only an addition to professional courses. It requires the organic integration of ideological and political elements into all aspects of professional teaching to realize the coordination of knowledge transmission and value-led. However, many professional teachers have not fully mastered this principle, resulting in a lack of active awareness of collaborative education, and often neglect the guidance and shaping of students' values in the teaching process. This difference in concept hinders professional teachers and ideological and political teachers from forming a synergy in the pursuit of educational goals, thus weakening the overall effectiveness of collaborative education. Professional teachers take the improvement of students' professional ability as the primary goal, while ideological and political teachers are committed to cultivating students' ideological and moral qualities. The lack of consensus on the concept of education leads to the lack of system and coherence in the educational process, which makes it difficult to achieve comprehensive education.

2.2 Imperfect Collaborative Education Mechanisms

The imperfection of the cooperative education mechanism between professional teachers and ideological and political teachers has become a major constraint on the in-depth development of collaborative education. Vocational colleges and universities have many shortcomings in establishing such mechanisms and lack a complete institutionalized support system. In terms of curriculum design, professional courses and ideological and political courses are often designed independently, lacking effective connection and collaborative planning. The professional curriculum system is usually based on the goal of professional talent training and technical skills requirements, emphasizing the cultivation of students' professional ability and practical operation ability. In contrast, the ideological and political curriculum follows the principles and requirements of ideological and political education, and pays attention to the systematic teaching and value guidance of ideological and political theory. This division of the curriculum leads to a lack of inherent coherence between the course contents, thus failing to form an organic educational whole. In the process of formulating teaching plans, there is a lack of a perfect communication and cooperation mechanism between professional teachers and ideological and political teachers. Each of them formulates teaching plans according to their own teaching tasks and course objectives, which makes it difficult to achieve the unity of teaching goals, contents and methods. Teaching evaluation mainly relies on students' scores in professional knowledge assessment, skill examination and ideological and political course tests as key indicators, and fails to be included in the comprehensive evaluation of teaching design, implementation and effect in the process of collaborative education. Such an evaluation system cannot accurately reflect the actual results of cooperative education between professional teachers and ideological and political teachers, and it is difficult to effectively motivate or guide collaboration, nor can it find and solve problems arising in the process of collaboration in time. In addition, in terms of teacher training and teaching research, the institutional

support and guidance for collaborative education are still insufficient. Teacher training programs usually focus on improving the teaching ability of professional courses and ideological and political courses respectively, and lack special modules aimed at cultivating the ability of collaborative education. This inadequacy hinders the improvement of collaborative education ability, the enhancement of experience summary ability, and the exploration of effective collaborative models and methods, thus affecting the sustainable development of collaborative education.

2.3 Insufficient Collaborative Education Capabilities

Professional teachers and ideological and political teachers have shown obvious shortcomings in the ability of collaborative education, which directly affects the actual effect of collaborative education. On the one hand, some professional teachers lack systematic ideological and political theoretical knowledge and the educational skills needed to carry out ideological and political teaching. The long-term focus on the teaching and scientific research of the discipline has limited their understanding of the theoretical framework and methodological skills of ideological and political education. Therefore, they cannot organically integrate ideological and political elements into the teaching of professional courses, resulting in the superficial implementation of ideological and political courses. On the other hand, ideological and political teachers' insufficient understanding of professional courses is another important manifestation of the limited ability of collaborative education. These teachers are mainly responsible for the teaching of ideological and political courses. They lack in-depth understanding of the teaching content, teaching methods and students' professional learning characteristics of professional courses. This difficulty makes it difficult for them to find the entry point and opportunity to organically integrate ideological and political theory with professional courses, which leads to the disconnection between ideological and political education and professional teaching, thus failing to achieve the expected effect of collaborative education. In addition, in the process of collaborative education, the lack of effective communication and collaboration ability of the two sides is also another key aspect of insufficient ability. The two sides undertake different teaching tasks, the daily interaction is limited, and there is a lack of collaborative mechanisms such as joint course preparation and team teaching and research. Therefore, when problems involving students' ideas and values arise in teaching, professional teachers and ideological and political teachers cannot communicate and coordinate in time, so it is difficult to form an educational synergy.

3. Key Elements of Collaborative Education between Professional Teachers and Ideological and Political Teachers

3.1 Value Consensus: Fostering Shared Concepts and Awareness for Collaborative Education

First of all, it is very important to establish a common understanding of collaborative education. Professional course teachers and ideological and political teachers should form a consensus on collaborative education and fully understand its importance and necessity. Professional course teachers need to change their ideas, organically integrate ideological and political education into professional

course teaching, and actively cooperate with ideological and political teachers to jointly promote ideological and political education. Accordingly, ideological and political teachers should deeply understand the content and teaching objectives of professional courses, organically integrate ideological and political theories into the curriculum, and provide theoretical support and methodological guidance for the development of ideological and political education in the curriculum. Secondly, we should strengthen the awareness of cooperative education. Vocational colleges and universities can improve this awareness by organizing teacher training, special lectures, teaching seminars and other activities, so as to guide teachers to cultivate the concept of collaborative education and strengthen their sense of responsibility and mission. At the same time, colleges and universities should create an institutional atmosphere that encourages teachers to exchange and cooperate, and form a collective force to promote collaborative education.

3.2 Institutional Guarantee: Improving Collaborative Education Mechanisms and Systems

vocational colleges and universities should establish a clear mechanism for professional teachers and ideological and political teachers to educate people together, and clarify the respective responsibilities and tasks of both parties in the ideological and political implementation of the curriculum, so as to form an efficient collaborative work model. Colleges and universities should formulate work plans for collaborative education, clarify the goals, contents, methods and processes of collaborative education, and ensure its orderly progress. Secondly, it is necessary to improve the collaborative education system. Colleges and universities should optimize the institutional framework by establishing and improving the teacher training system, teaching evaluation system and teaching research system, and provide institutional guarantee for collaborative education. Collaborative education should be included in the teacher performance appraisal system, evaluate the performance of teachers in collaborative education, and motivate teachers to actively participate. In addition, schools should strengthen the management of collaborative education, strengthen guidance and supervision through the establishment and improvement of the management mechanism. We should regularly carry out the inspection and evaluation of collaborative education, find and solve problems in time, and promote the in-depth development of collaborative education.

3.3 Capacity Symbiosis: Enhancing Teachers' Collaborative Education Capabilities

The ideological and political ability of professional teachers should be improved. Vocational colleges and universities should strengthen relevant training through special training plans, lecture observation and teaching discussions, so as to enhance the understanding and teaching ability of professional teachers on the theory of ideological and political education. Professional teachers should take the initiative to learn ideological and political theoretical knowledge, master relevant teaching methods and skills, and be able to organically integrate ideological and political elements into the teaching of professional courses. Secondly, the professional ability of ideological and political teachers should be improved. They should strengthen professional course learning and deeply understand the course content and teaching objectives, so as to improve their professional literacy. Ideological and political

teachers should work closely with professional teachers to jointly promote ideological and political education in the curriculum, organically combine ideological and political theory with professional courses, and improve the quality and standards of education. Third, the ability of two types of teachers to cooperate should be cultivated. Schools can cultivate these abilities through team building activities, teaching seminars and lecture observation. Teachers should strengthen team spirit, strengthen communication and interaction, and jointly form a synergy of collaborative education.

4. Practical Pathways for Collaborative Education between Professional Teachers and Ideological and Political Teachers

4.1 Strengthening Top-level Design and Improving Collaborative Education Mechanisms

Vocational colleges and universities should promote the development of colleges and universities from an overall perspective, strengthen the top-level design from a strategic height, and establish a scientific and comprehensive collaborative education mechanism, so as to lay a solid institutional foundation for the cooperation between professional teachers and ideological and political teachers. Colleges and universities need to formulate specific and actionable collaborative education work plans, clarify the goals, and comprehensively cultivate students' comprehensive literacy, professional ethics and professional skills. At the same time, the collaborative education system should be established and improved, including the inclusion of the effectiveness of collaborative education in the evaluation system of teachers' performance appraisal to motivate teachers to actively participate, and regularly organize a communication and coordination mechanism for interdisciplinary and cross-departmental collaborative education seminars. In addition, we should actively build a diversified platform to promote the collaboration between professional teachers and ideological and political teachers. In addition to establishing a curriculum-based ideological and political education research center and teaching team, we can also create an online collaborative education and communication community, so that teachers can share experiences and exchange problems anytime and anywhere. These measures provide teachers with sufficient opportunities and space for cooperation, and promote the deep integration of the two types of teachers in terms of educational concepts and practice.

4.2 Enhancing Teacher Training and Improving Collaborative Education Capabilities

Vocational colleges and universities must take teacher training as the core link of collaborative education, and strive to comprehensively improve teachers' collaborative education ability. On the one hand, we should focus on strengthening the construction of collaborative education resources, integrate and utilize high-quality teaching resources in the school, such as teaching facilities and model course textbooks, and actively expand out-of-school resource channels to provide all-round support for collaborative education. On this basis, we should build a curriculum ideological and political teaching resource library, classify and sort out the ideological and political elements integrated into each professional course, form a model case library, and support corresponding teaching design, courseware and other resources. In addition, a teaching case library should also be developed, covering successful

collaborative education cases from different disciplinary backgrounds for teachers' reference. On the other hand, targeted training activities should be carried out to fully consider the differences between professional teachers and ideological and political teachers in terms of knowledge structure, teaching methods and educational focus. For professional teachers, we should strengthen ideological and political theory training and invite experts to hold special lectures on the latest theoretical achievements of educational policies. This will help professional teachers identify ideological and political elements based on the curriculum, master the methods and skills to integrate ideological and political education into professional teaching, and improve their educational awareness and teaching ability. For ideological and political teachers, training should focus on improving their professional ability by watching professional courses, so as to have a deeper understanding of the structure, content and teaching methods of various professional disciplines. This enables them to better combine ideological and political education with vocational training. At the same time, we should pay attention to cultivating teachers' collaborative ability through various forms of teaching seminars, and conduct in-depth exchanges and discussions on topics such as collaborative education curriculum design and teaching method innovation in these activities. The collision of ideas in these activities can stimulate new insights into collaborative education. The frequent interaction between teachers helps to form a strong synergy of collaborative education and jointly create a comprehensive and immersive educational environment for students.

4.3 Building Platforms and Constructing Collaborative Education Carriers

Vocational colleges and universities should attach great importance to the construction of a collaborative education platform, so as to build a broad stage for cooperation between professional teachers and ideological and political teachers. On the basis of the existing, the structure of the curriculum ideological and political research center should be further improved. These centers should regularly carry out theoretical research and practical exploration of curriculum ideology and politics, and group professional teachers with ideological and political teachers according to different disciplines, so as to realize the normalization of collaborative education. In addition to traditional platforms, new collaborative education carriers, such as online collaborative teaching scenarios, should also be actively developed to improve the attractiveness and effectiveness of education. In terms of resource construction, continuous investment is needed - not only to optimize existing resources, such as the teaching resource library and case library of curriculum thought and politics, but also to develop diversified teaching resources to meet the personalized needs of different teachers in the process of collaborative education. At the same time, various forms of collaborative education activities should be organized and carried out. Teaching seminars can be held regularly to discuss urgent and difficult issues in cooperative education in depth, so that teachers can share their experiences and challenges in teaching practice and seek solutions together. Teaching observation activities can be arranged to show the effective practice of excellent teachers in cooperative education classes, and provide demonstration and reference for other teachers. Teachers should be encouraged to actively participate in teaching

reform initiatives and explore innovative models and methods of cooperative education, so as to further enhance their enthusiasm and motivation. In the end, a positive institutional atmosphere should be created in the college and cooperative education should be widely participated in.

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