Beijing International Review of Education

Special Issue
Call for Papers

Special Issue Topic: [Professional Development of Vocational Education and Training (VET) Teachers on Industry 5.0]

Introduction

The rapid advancement of artificial intelligence (AI), big data, automation technologies, and the emergence of Industry 5.0, together with the global push for carbon neutrality and the growth of emerging industries, is fundamentally reshaping the nature of work and the competencies required in modern economies. These transformations have accelerated the renewal of occupational skills while driving vocational education and training (VET) systems to continuously adapt their talent development objectives, curriculum design, pedagogical approaches, and assessment practices. Against this backdrop, VET teachers, as key agents connecting industrial transformation with workforce development, are expected not only to master emerging technologies and evolving occupational competencies but also to foster human-centered, sustainable, and resilient learning environments aligned with the principles of Industry 5.0. Consequently, the professional development of VET teachers has become a strategic priority for enhancing the quality, relevance, and responsiveness of VET systems and for strengthening the synergy between education, industry, and sustainable societal development.

Compared with teachers in academic education, VET teachers must not only possess sound pedagogical skills, but must also continuously update their professional expertise, stay abreast of trends in industrial technology, and continually enhance their digital literacy, curriculum development capabilities, and skills in school-enterprise collaboration among other professional competencies in order to respond to the rapidly changing demands of vocational skills. In recent years, countries have successively promoted the development of professional standards for VET teachers, work-based learning schemes, digital teacher training and lifelong professional learning systems, with a view to strengthening teachers' ability to adapt to industrial transformation and technological innovation. However, in the face of rapid technological evolution within industry, the continuous emergence of new occupations and the digital transformation of education, further in-depth exploration is still required regarding how VET teachers can continuously enhance their professional capabilities, how they can effectively engage in professional learning, and which factors influence the sustainability and effectiveness of their professional development.

Nevertheless, existing research has largely focused on teacher training models, the enhancement of teaching competencies, or the analysis of educational policies.

There remains a lack of sufficient evidence regarding how VET teachers' professional development can respond to changing skills demands, how it can facilitate the flow of knowledge between education and industry, and how digital technologies, artificial intelligence and school-industry collaboration are reshaping teachers' professional learning processes. At the same time, differences across countries and regions in VET systems, teacher training mechanisms and models of industry engagement provide significant opportunities for comparative and transnational research.

Against this backdrop, this special issue, themed "Professional Development of VET Teachers in the Context of Rapidly Changing Skills Demands," welcomes contributions exploring the professional development trajectories, professional learning models and competence-building processes of VET teachers amidst industrial transformation, technological innovation and the digitalization of education, as well as the factors influencing their sustainable professional development. This special issue welcomes various research approaches, including qualitative, quantitative, mixed-methods, action research, case studies and policy analysis. We also encourage interdisciplinary research perspectives to deepen our understanding of VET teachers' professional development, and to provide new theoretical insights and empirical references for VET policy-making, reforms to teacher training systems and professional development practices.

Suggested Topics

- VET Teacher Education for Industry 5.0
- Professional competence development among VET teachers
- Development of digital literacy among VET teachers
- Training models for VET teachers
- Policies on VET teachers' professional development
- Competence development among VET teachers in the context of future skills
- Comparative studies of VET teachers' professional development across different countries or regions
- Occupational adaptation and career development of VET teachers

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Submission Guidelines

1. Abstract Submission: Authors are invited to submit an abstract of approximately 350 words to "jianhong.ye@bnu.edu.cn" by November 30, 2026.
2. Full Paper Submission: Full manuscripts must be submitted online via the Beijing International Review of Education manuscript submission system by March 31, 2027.
3. Submission Portal: https://mc.manuscriptcentral.com/bire

Important Dates

- Deadline for Abstract Submission: November 30, 2026
- Deadline for Full Paper Submission: March 31, 2027

Contact Information

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