

# Research on Development Path of Internationalization of Teachers in Higher Vocational Colleges from the Perspective of "Double High-level Plan"

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**Abstract:** *The construction of "double high-level plan" puts forward new requirements for internationalization of higher vocational colleges, and internationalization level of teachers is an important guarantee for internationalization of higher vocational colleges. This paper analyzes current research status quo and existing problems of internationalization of teachers in higher vocational colleges, including weak sense of internationalization, lack of systematicness in internationalization of teachers, undiversified approach to internationalization of teachers and lack of incentive mechanism for internationalization of teachers, and puts forward development paths of internationalization of teachers in higher vocational colleges from the perspective of "double high-level plan": deeply understanding importance of internationalization of higher vocational teachers, establishing a correct concept of internationalization of higher vocational teachers, establishing a mechanism for internationalization of teachers, improving internationalization ability of teachers in higher vocational colleges through multiple channels and establishing internationalization incentive mechanism.*

**Keywords:** *Double high-level plan, Internationalization of teachers, Higher vocational colleges, Development path*

## 1. Introduction

In January 2019, the State Council issued *The National Vocational Education Reform Implementation Plan*, which proposed to "promote high-quality development of higher vocational education". In order to implement this plan, the Ministry of Education and the Ministry of Finance issued *The Opinions on the Implementation of the Construction Plan of High-level Higher Vocational Colleges and Majors with Chinese Characteristics* (hereinafter referred to as the "double high-level plan") in April, 2019, proposing to build a number of higher vocational colleges and major groups with Chinese characteristics and world-class level, and build an international brand of Chinese vocational education. This is another major project to improve quality of higher vocational education after the Ministry of Education launched the "National Demonstration Higher Vocational College Construction Plan" in 2006, marking that construction goal of China's higher vocational colleges has moved from "domestic leading" to "world level". As a national top-level design strategy, "double high-level plan" puts forward new driving requirements for construction of high-level higher vocational colleges and major groups with Chinese characteristics from the perspective of external governance. The "double high-level plan" and the "double first-class" construction of undergraduate universities will become two powerful "engines" to promote development of China's higher education. Building a high-level faculty is not only an important reform and development task of construction of "double high-level plan", but also the "first resource" of construction of "double high-level plan".

Teachers are one of the most important factors to ensure improvement of education and teaching quality in higher vocational colleges. A consensus has been reached in the educational circles to improve the quality of running schools and global competitiveness through internationalization of teachers. Under the background of construction of "double high-level plan", all higher vocational colleges have carried out relevant exploration and practice in construction of internationalization of teachers, and achieved some results. However, in general, international exchange and cooperation of higher vocational colleges in China started late, and internationalization level of higher vocational colleges is low due to influence of regional, policy preference, major characteristics, supporting platform, limited resources and other factors. Compared with the requirements put forward by construction of "double high-level plan", there is still a gap in internationalization of teachers. Therefore, under the background of "double high-level plan", it is of great significance to explore

development path and strategy of promoting internationalization of teachers in higher vocational colleges for cultivating high-quality technical and skilled talents and realizing high-quality development of higher vocational education.

## 2. Research status quo

At present, research on faculty construction under the background of "double high-level plan" mainly focuses on construction of "double qualified" teachers. Xiao Huaiqiu (2021) pointed out that "double qualified" teaching team and teachers' professional development in higher vocational colleges are unified and synchronized with construction of "double high-level plan". Under the background of "double high-level plan", how to build a high-quality "double qualified" teaching team and high-level "double qualified" teachers in line with development of vocational education is a major issue facing higher vocational education<sup>[1]</sup>. Zhou Pengpeng (2021) explored construction standard, training system and development mechanism of high-level team construction under the background of "double high-level plan"<sup>[2]</sup>. Li Guanyuan (2021) put forward six suggestions and countermeasures to re-examine value of "teachers with double qualifications", optimizing talent introduction mechanism, strengthening post professional training, improving information literacy ability, promoting the "double tutor" system and creating a new type of "three qualified" teachers. However, there are few studies on internationalization of teachers in higher vocational colleges under the current "double high-level plan"<sup>[3]</sup>. Wang Tiantian (2021) believes that internationalization of higher vocational teachers based on "double high-level plan" should deepen ideological understanding and establish a correct concept of internationalization of teachers, clarify ability and quality structure and formulate comprehensive and clear objectives for internationalization of teachers<sup>[4]</sup>. Han Ling (2021) believes that there are some problems in internationalization of teachers, such as unclear responsibilities, undiversified composition of teachers, weak sense of internationalization of teachers and so on<sup>[5]</sup>. The "double high-level plan" not only provides historical opportunities for internationalization of teachers, but also puts forward higher requirements. Under the background of "double high-level" construction, higher vocational colleges should take internationalization of local teachers and absorption of overseas high-quality teachers as path, jointly promote internationalization of teachers by government, enterprises and schools, improve assessment and evaluation system for construction of internationalization of teachers, and improve internationalization of teachers.

Current scholars' research focuses on construction of "double qualified" teachers in higher vocational colleges under the background of "double high-level plan", focusing on how to build a high-level double qualified team with sufficient number, full-time and part-time combination and reasonable structure so as to reflect major characteristics of vocational colleges. There are a few studies on internationalization of teachers of higher vocational colleges under the background of "double high-level plan", mainly from macro perspective to explore importance of internationalization of teachers for construction of "double high-level plan" and there is not enough research on strategy of internationalization of teacher at micro level.

## 3. Current situation of internationalization of teachers in higher vocational colleges

Internationalization of teachers in higher vocational colleges lags behind due to various reasons. The proportion of teachers with overseas study and work experience in higher vocational colleges is relatively small, the investment in international training of teachers is very limited, the internationalization process is slow, and the construction system and mechanism have not been formed. From the aspect of internationalized training of teachers, there are some problems, such as few opportunities for teachers to participate in international exchanges and cooperation, weak overall internationalization awareness and ability of teachers, the structure of international teachers has not been formed, and the system and mechanism of internationalized construction of teachers in higher vocational colleges have not been formed. In terms of introduction of overseas high-level talents, compared with domestic first-class undergraduate universities, higher vocational colleges have no competitive edge in attracting overseas talents. The financial and material resources of domestic higher vocational colleges are limited, the material living conditions and treatment provided to overseas talents are not attractive, and the platform that can provide overseas excellent talents to carry out teaching and scientific research is limited, which makes it even harder to recruit them, not mention to retain them.

#### **4. Problems in internationalization of teachers in higher vocational colleges**

##### ***4.1 Weak sense of internationalization***

Improvement of internationalization is a comprehensive and systematic project, which includes not only international construction of hardware conditions such as school running conditions and teaching facilities, but also international development of software conditions such as campus culture and quality of teachers and students. Due to relatively short development history and weak foundation of internationalization, some higher vocational colleges may show signs of "much cry and little wool" when facing the clear tasks of internationalization in "double high-level plan". They sometimes do not possess sufficient sense of internationalization, and just try their best to complete relevant indicators according to the requirements of internationalization in "double high-level construction", resulting in lack of endogenous motivation for internationalization.

Internationalization needs cooperation from all departments in a college. However, due to weak awareness for internationalization of some leaders, it is difficult to carry out in-depth internationalization work for some higher vocational colleges. Professional colleges think that internationalization should be the task of School of International Education, and their job is to be part of it, instead of taking dominant position.

##### ***4.2 Lack of systematicness in internationalization of teachers***

The fundamental purpose of internationalization of higher vocational teachers is to cultivate a group of professional teachers with international competitiveness, so the focus of teachers' construction should be on the cultivation of teachers' abilities. However, many higher vocational colleges have a one-sided understanding of connotation of teachers' internationalization and regard holding several international seminars and lectures, developing several domestic and foreign teachers' exchange projects, hiring several foreign teachers and supporting a few teachers to obtain foreign academic degrees as symbolic achievements of internationalization, which not only leads to waste of resources, making internationalization of teachers superficial and lack of stamina, but also creates a false impression of internationalization of teachers' team among college teachers and students, which frustrates enthusiasm of teachers who participate in internationalization construction.

##### ***4.3 Undiversified approach to internationalization of teachers***

Generally speaking, current approaches to introduction of international teachers in higher vocational colleges are relatively undiversified, i.e., many higher vocational colleges are only limited to full-time employment, and lack of diversified international talent employment channels. The development platform of higher vocational colleges is relatively limited, and they lack competitive advantages in scientific research support and investment. It is difficult to attract world-renowned experts in diversified forms in the education market. In the employment of foreign talents, language teachers take the most part, and the number of professional foreign teachers is limited. The number of teachers in higher vocational colleges participating in international conferences in related fields is not enough, and those who carry out substantive international cooperation in scientific research and achieve influential results is limited.

##### ***4.4 Lack of incentive mechanism for internationalization of teachers***

Many higher vocational colleges just rely on the endogenous power of teachers to improve their internationalization level, and have not realized importance of establishing and improving incentive mechanism for the internationalization of teachers. With in-depth implementation of China's "double high-level plan", requirements for internationalization level of higher vocational education are also increasing, and construction of relevant incentive mechanism lags behind, which is not conducive to continuous promotion of internationalization construction of higher vocational teachers. Taking overseas training as an example, some higher vocational colleges lack a supervision mechanism in the process of arranging teachers' overseas training, fail to monitor progress of teachers' training abroad, and do not track and assess teachers' training results in time, resulting in some teachers only going abroad for overseas experience. In addition to improving their language ability and deepening their understanding of foreign culture, there is a lack of professional training results. It not only wastes human, material and financial resources of the school, but also sets a negative example for other

teachers.

## **5. Development path of internationalization of teachers in higher vocational colleges from the perspective of "double high-level plan"**

### ***5.1 Deeply understanding importance of internationalization of higher vocational teachers***

The implementation of "double high-level plan" is an important measure to implement the spirit of the National Education Conference and *The National Vocational Education Reform Implementation Plan*. It is the only way to drive continuous deepening reform of vocational education and achieve high-quality development. Improving the internationalization of higher vocational colleges is an important task of "double high-level plan", and internationalization of higher vocational teachers is a significant starting point for higher vocational colleges to improve internationalization level. Higher vocational colleges should view and understand internationalization of higher vocational teachers from the perspective of promoting high-quality development of China's economy and society, serving national strategy, and putting internationalization of higher vocational teachers in a more prominent position.

### ***5.2 Establishing a correct concept of internationalization of higher vocational teachers***

Decision-makers in higher vocational colleges should deeply understand connotation of internationalization of higher vocational teachers and establish a correct concept of internationalization. The profound reason for internationalization of higher vocational teachers lies in that teachers are the key factor in cultivation of high-quality talents. Internationalization of higher vocational teachers is an important guarantee for internationalization of cultivation of high-quality technical and skilled talents. The essence of internationalization construction of higher vocational teachers is to cultivate a team of teachers with high comprehensive quality, strong professional ability and high teaching level from an international perspective and gather global high-quality educational resources. The foothold is to cultivate international talents. In the process of carrying out internationalization of teachers, higher vocational colleges must deeply understand content of this work, focus on the central task of talent training to develop international projects and cooperation, and establish a correct concept of internationalization.

### ***5.3 Establishing a mechanism for internationalization of teachers***

Higher vocational colleges should establish corresponding mechanisms to guide teachers to actively participate in work related to internationalization to realize the goal of "everyone participating in internationalization". Because of their language advantages, English teachers have unique advantages in internationalized work. Higher vocational colleges should give full play to advantages of English teachers, set up various international construction teams to allow English teachers to participate in internationalization of colleges, which can not only improve enthusiasm of college teachers to fully integrate into internationalized work, but also improve their international vision, and lead internationalization of colleges. The important content of internationalized faculty is to establish a number of full-time and part-time work teams serving international exchange and cooperation of colleges in the form of project-based teams driven by specific tasks. According to internationalization of teachers, students, teaching, scientific research, education of foreign students, foreign affairs, foreign exchange and cooperation, different project-based work teams are established to finish relevant tasks, such as project contact, coordination and service by relying on full-time or part-time teams to assist implementation of internationalization indicators and tasks of professional colleges and other departments.

### ***5.4 Improving internationalization ability of teachers in higher vocational colleges through multiple channels***

Teachers' English in higher vocational colleges are relatively weak, and some teachers' English competency needs to be improved. English competency is a basic indicator of teachers' internationalization. Carrying out teachers' English training is a basic way to improve teachers' internationalization ability. At the same time, teachers' internationalization abilities in higher vocational colleges can be improved through strengthening cooperation with foreign colleges and international

enterprises, building a learning and exchange platform for teachers as well as improving cultivation of teachers' international cultural literacy.

Different vocational colleges have their own features and there may be no universal learning materials for their teachers to learn how to express their own features in English. Because of this, it is essential to compile an English book based on features of specific colleges to help teachers improve their oral English to contribute to internationalization of faculty.

### **5.5 Establishing and improving internationalization incentive mechanism**

Higher vocational colleges should incorporate every work of teachers' internationalization into their assessment and evaluation system, especially innovating teachers' evaluation mechanism. They should improve teachers' performance assessment indicators, focus on target management and effectiveness evaluation, and establish an assessment system integrating international ability evaluation, international literacy evaluation and international teaching contribution evaluation to reward the good and punish the bad. Teachers of higher vocational colleges are encouraged to actively participate in construction project of teacher internationalization and devote themselves to improvement of their own international literacy. Taking overseas training as an example, special personnel should be arranged to be responsible for professional development of training teachers, arrange basic training tasks and timely assessment so as to ensure effectiveness of training.

## **6. Conclusion**

For higher vocational colleges, "double high-level plan" is an important opportunity to upgrade them to a new level. By deeply participating in construction of "double high-level plan", higher vocational colleges can gradually improve internationalization of teachers and running level of schools, which is of great practical significance to improve quality of talent cultivation. Moreover, it can also improve social status and school competitiveness of higher vocational colleges, promote development of vocational education into a new high level, improve international influence of vocational education, and make vocational education with Chinese characteristics gradually take a place in international competition.

## **Acknowledgments**

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