

Characteristics and Improvement of International High School Teaching Management

Shuhan Zhang^{1*}

¹RCF Experimental School, Beijing, 100101, China

Abstract. In the future, the demand for talents with international vision, innovation ability and cross-cultural communication ability is increasing. The expectations and requirements of society and families for international high schools have brought many challenges to the management of international high schools. This paper analyzes the main characteristics of international high school teaching management, and puts forward some suggestions from the aspects of cross-cultural communication, curriculum integration, refined management, and student development. In terms of Multicultural Conflict and integration, it should build a cross-cultural communication mechanism based on seeking common ground while preserving differences, and actively take systematic measures to deal with it. In terms of the complexity of the curriculum and teaching organization, it should upgrade the design according to the problems existing in the actual operation, and cooperate with the refined management to fully serve the development of students. In terms of the unity of opposites between rules and freedom in student management, it should apply culture to guide the internalization of rules to drive identity, and ensure the realization of goals by empowering students.

1 Introduction

A new round of scientific and technological revolution and industrial revolution is brewing and rising. The world is facing tremendous development and changes. Social informatization and cultural diversity are developing in depth. In the future, society will have an increasing demand for high-quality talents with international vision, innovation ability and cross-cultural communication ability. In the past two decades, the number of international schools in China has been growing. By 2024, China has 1106 international schools, ranking first in the world [1].

With the development of international schools, the state has also strengthened the management of its schools and teaching. In 2021, the regulations for the implementation of the law of the People's Republic of China on the promotion of privately run education (revised in 2021) and the notice on regulating public schools' establishment or participation in the establishment of private compulsory education schools (July 2021) were issued. The school running logic of China's International schools has shifted from the overall introduction of Western courses to the integration of China and the West, which poses challenges to

* Corresponding author: Zhangshuhan@rdfzcygj.cn

teaching management in many aspects, such as cross-cultural management, the construction and implementation of the integration of Chinese and Western courses, and the complexity of student management [2,3]. These challenges are not only related to the management efficiency of international schools, but also have an important impact on students' preparation for studying abroad and all-around development. Therefore, it is of great practical significance to study and summarize the characteristics of international high school teaching management and put forward improvement strategies.

This paper focuses on the theme of the characteristics and improvement of international high school teaching management. This paper summarizes the main characteristics of international high school teaching management on the basis of a comprehensive review of conventional teaching management, curriculum teaching, teacher development, student development, teaching quality monitoring and evaluation, teaching resources, and environmental management. Then it puts forward the improvement strategies from the aspects of cross-cultural communication, curriculum integration, refined management, and student development, so as to provide a reference for promoting the optimization of the teaching management level of international high schools.

2 Characteristics of international high school teaching management

2.1 Coexistence of multicultural conflict and integration

Because the teaching management of international high schools is a systematic project and culture has rich connotation, the mapping of multiculturalism in the field of teaching management is multidimensional, which is widely reflected in the management mechanism, teacher development, student development, quality evaluation, and other aspects.

First of all, from the perspective of management philosophy, there are great differences between Chinese and Western educational philosophies. China's educational philosophy focuses on unity and standardization, emphasizes collective consciousness, and pays attention to learning gains and results. Western education emphasizes personalized development, creative thinking, and critical thinking. This difference in concept level will not only be reflected in the system construction, but also cause differences in the communication between managers and teachers, teachers and students, and lead to collaboration barriers.

Secondly, the teachers of international high schools come from different countries and educational backgrounds. Some teachers of international high schools are not only from Europe and the United States, but also from South Asia, Southeast Asia, Africa and other regions. Their educational philosophy, work philosophy and recognition of the system are different, and it is impossible to adopt completely consistent ways and methods for their management. The differences in work rhythm and team cooperation costs caused by the composition of teachers will greatly affect the effectiveness of teaching management.

In addition, international high school students also have significant differences in educational background, academic foundation, region, and so on. There are both students from traditional public junior high schools and students trained by IB and other international education curriculum systems since childhood. Students' English levels vary. Some students' TOEFL scores have exceeded 100, while others have not been exposed to TOEFL learning. Even some high school students' sources are not limited to local areas, and some students come from other cities. These differences will make it difficult to determine the starting point of curriculum setting and teaching progress. The arrangement of the curriculum schedule, classroom allocation, and teacher allocation needs more refined management, and teachers

need to have the ability of differentiated teaching. Student management needs to pay more attention to students' sense of belonging and self positioning, and create an atmosphere of tolerance and respect and a more scientific evaluation system. These problems significantly increase the complexity of teaching management.

2.2 The complexity of the curriculum and teaching organization

International high school curriculum generally emphasizes integration, innovation and diversity. On the one hand, it is the national high school curriculum in China; on the other hand, it is the internationally accepted curriculum projects, such as IB, AP, A-level, etc. In recent years, the number of schools carrying out OSSD and DSE courses has gradually increased. Some international high schools also cooperate with foreign schools to introduce characteristic courses and extracurricular activities. In addition, they also offer academic English courses, entrance guidance courses and social practice activities. The school not only offers disciplines such as mathematics, advanced mathematics, physics, chemistry and biology, but also introduces multiple disciplines such as business, economics, information technology, computer science, psychology, music, art and design. The number of courses varies from more than ten to dozens, depending on the strength of the school. The deep logic of this curriculum is to build students' cross-cultural ability. The school emphasizes on casting the essence of Chinese and foreign education and developing international education with Chinese characteristics. Its goal is to cultivate world citizens with a Chinese heart and help students develop in an all-round way, and give full play to their advantages. However, curriculum integration often faces many difficulties, such as the contradiction of class hour allocation, the difference of knowledge points in the curriculum system, and the lack of language support for English learning [4]. These problems often lead to the lack of real integration of curriculum content.

In addition, the curriculum of international high school attaches great importance to the individualized cultivation of students, and students choose their own learning content according to their future orientation, interests, specialties and academic abilities. Taking an A-level course as an example, students choose 3 to 4 subjects they are good at from dozens of courses offered by the school for in-depth study. Different courses put forward higher requirements for teaching management. Schools need to establish a course selection guidance system, support teachers for diversified courses, and flexible shift teaching mode. In addition, due to the increased mobility of students, the concept of administrative class has been weakened, which has also brought new challenges to students' daily management, academic tracking, and communication between teachers and students. Hierarchical teaching may lead to the injury and self-labeling of students' self-esteem at the basic level. The non-uniform evaluation makes students' academic self-orientation unclear [5].

2.3 The unity of opposites between rules and freedom in student management

In order to cultivate students' ability to adapt to the highly autonomous life of studying abroad in the future, international high schools generally pay attention to cultivating students' autonomous learning ability and self-management ability. At the same time, it often formulates a relatively strict code of conduct and management system. Daily management includes code of conduct, classroom norms, accommodation regulations, attendance regulations, regulations on the use of electronic equipment and Internet, complaint process, etc. The accommodation regulations detail the work and rest time, code of conduct, leave and other details. The regulations on the use of electronic devices and the Internet clearly regulate the entry of mobile phones into the campus, and electronic devices are prohibited from

entertainment and playing games. A comprehensive and whole process management and control system has been formed.

The internal management logic of an international high school is to let students gradually move from semi-autonomy to autonomy, and let students gradually acquire the ability of self-discipline and self-motivation through the guidance of rules. By supporting students' Extracurricular courses and academic exploration time, allowing students to independently arrange their self-study time, and encouraging students to independently complete the core work of community activities, the school gradually guides students from being managed to being an independent manager. Some international high schools also combine student associations with elective courses. Teachers are only responsible for attendance and responding to students' requests for help. Core tasks such as activity planning and teaching are completed by students themselves. Another international high school has established a student self-management committee to allow students to participate in the decision-making and implementation of the school's daily affairs. The research on international high schools has confirmed that this management mode of empowering students is helpful to cultivate students' autonomy and promote their all-around development [6]. At the same time, the loose management and the lack of an evaluation system also easily lead to poor learning effect. How to improve students' recognition of rules, find a balance between abiding by rules and respecting autonomy, and really play a role in cultivating students' self-discipline and autonomy is still a problem that needs to be discussed in student management.

3 Suggestions on improving the teaching management of international high schools

3.1 Building a cross-cultural communication mechanism based on seeking common ground while preserving differences

In view of the coexistence of Multicultural Conflict and integration in the teaching management of international high schools, the focus is that school managers should fully understand the impact of cultural differences on management, actively build a cross-cultural communication mechanism based on the principle of seeking common ground while preserving differences, and actively take systematic measures to deal with it.

First, improve the communication channels and feedback mechanism from the system. The school should establish a clear, transparent and standardized communication process, and provide Chinese and English versions of important policies, work arrangements and meeting minutes to ensure the transmission of information. Establish an effective feedback platform to normalize the flow of information among students, teachers and school management, such as electronic feedback platforms, such as Questionnaire Star, Enterprise WeChat anonymous forms, entity comment boxes, regular forums, etc., to communicate frankly and timely on issues in teaching management. The management shall respond and handle the received opinions and suggestions in a timely manner.

Second, strengthen cross-cultural training and learning. Training can take the form of combining formal courses with cultural activities. On the basis of establishing cross-cultural cognition, campus activities such as festival celebrations and cultural exhibition weeks can be used to enhance emotional connection, cultural understanding and cultural tolerance. In teaching, it should use global issues as a fulcrum to guide students to discuss and use the knowledge of different cultures and value systems, deconstruct problems and solve specific problems, and develop the ability to adapt to the multicultural environment in the future [7].

3.2 Upgrade the design of systems, tools and humanistic care

In view of the complexity of the curriculum and teaching organization, schools should strengthen the research of curriculum integration and improve the corresponding student service system to ensure that the curriculum fully serves the development of students.

In terms of curriculum integration, it seeks to integrate the common and interlinked core values, knowledge and abilities in domestic and international courses, such as the common pursuit of fairness, social justice, caring, personal and social responsibility, the attention to global issues such as climate change, poverty and inequality, war and peace, and the cultivation of critical thinking, innovative thinking and scientific inquiry methods [8]. This is the basis of curriculum integration. On the basis of the above cognition, under the concept of inclusiveness and inclusiveness, guided by the educational and curriculum objectives, it carried out the idea and practice of integrated curriculum, upgraded the bifurcated and dual track curriculum model, and trained teachers professionally to ensure the implementation of the curriculum [9]. Specifically, it should clarify the correspondence, complement and deletion relationship between domestic courses and international courses through systematic comparison, so as to avoid simple superposition. Or plan the talent training system according to the students' development direction. It can refer to the IB international education curriculum concept, emphasize the mother tongue and cultural identity, and increases the general humanities and social sciences courses.

In terms of teaching organization, in view of the fragmentation of daily management, difficulties in academic tracking and difficulties in understanding between teachers and students caused by the course selection system, shift system and hierarchical teaching in international high schools, it should improve the actual effect on the basis of the current system design, information system tools and humanistic care. Further refine the work of course selection guidance, attendance evaluation and promotion support. Such as improving the scientific rigor and usability of the course selection platform. Refined management of students' dynamic assessment, the use of attendance and evaluation electronic information systems, and teachers' rapid attendance and marking of students' classroom performance through apps or teaching terminals to form digital files [10]. Increase effective management measures to improve students' participation and learning effect. For example, on the basis of the current provision of guidance for further education, it should set up tutors to focus only on guidance for further education, and expand it to be responsible for academic planning, course selection guidance, emotional attention, regular contact with parents, etc. For students with learning difficulties, timely provide personalized support. This comprehensive and personalized guidance can effectively improve the running efficiency, learning effect, and development quality.

3.3 Using culture to lead internalization rules to drive identity

In view of the contradiction between the school management rules and the cultivation of students' autonomous learning ability and self-management ability, the school can use the way of campus culture construction to transform the rules from external coercion to internal identification, so as to ensure the realization of students' self-management and self-development goals.

From the perspective of students' participation, it can delegate the right to formulate rules to encourage students' independent management, such as discussing and revising class conventions or dormitory rules, so that students can become partners in teaching management rather than passive recipients. The rules formulated by students' participation have a higher degree of recognition. It can also immerse yourself in courses and activities, such as designing "rules and freedom" debate competitions in class meetings and moral education

classes. When students understand that rules are the boundary and guarantee of self-development, they will change from passive obedience to active identification and realize freedom under rules.

4 Conclusion

This paper makes a systematic study on the characteristics and improvement of international high school teaching management, and summarizes the three major characteristics of the coexistence of Multicultural Conflict and integration in international high school teaching management, the complexity of curriculum and teaching organization, and the unity of opposites between rules and freedom in student management. These characteristics are not only the preparation and support of international high schools for students to apply for studying abroad and adapt to the life of studying abroad in the future, but also the problems that need to be solved in the actual operation of the school.

In view of the above characteristics, this paper puts forward three suggestions for improvement: in terms of Multicultural Conflict and integration, it should build a cross-cultural communication mechanism based on seeking common ground while reserving differences, and actively take systematic measures in terms of system and training. In terms of the complexity of the curriculum and teaching organization, the school has been designed in terms of system, tools and humanistic care, but there are still many problems in the actual operation. It is necessary to upgrade the design according to the problems, and cooperate with the refined management, so as to fully serve the development of students. In terms of the unity of opposites between rules and freedom in student management, it should apply cultural guidance to internalize rules to drive identity, strengthen student participation, and ensure the realization of students' self-management goals by empowering students and enhancing internal identity.

Future research can be further deepened in the following directions: first, conduct quantitative data analysis and use empirical research to verify the effectiveness of international high school teaching management. The second is to pay attention to the adaptability performance of international high school students in University, and study the relationship between high school teaching management practice and university learning adaptation effect through questionnaires, fieldwork and other methods. With the development of international high schools, the connotation and extension of international high school teaching management will also continue to develop, which needs continuous attention and research.

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