

# A Study on the Construction and Effectiveness Enhancement of Teaching Management Teams in Internationalized Senior High Schools

Fan Jiaoya

Shanghai North America International School, Shanghai, China, 201100

**Abstract:** *With the ongoing advancement of internationalization in basic education, teaching management teams have become the critical nexus linking curriculum implementation with educational quality assurance. Their professionalism and effectiveness are pivotal to the overall success of internationalized schooling. However, many international senior high schools in China still face issues such as unclear governance structures, limited functional differentiation, and insufficient teacher support systems, all of which constrain institutional development. This study focuses on the construction and performance enhancement of teaching management teams in internationalized high schools. It defines the roles and evaluative dimensions of such teams and analyzes their current construction logic and systemic challenges from the perspectives of educational leadership and organizational behavior theory. The paper further proposes a systematic approach to team building, encompassing structural optimization, talent integration, institutional synergy, and digital empowerment. Additionally, it explores pathways for sustained effectiveness through instructional coordination, teacher support, cross-cultural communication, and quality monitoring. The findings offer strategic insights and policy recommendations for improving the management of internationalized secondary education.*

**Keywords:** *Senior high school; internationalized education; teaching management; effectiveness enhancement*

## 1. Introduction

With the accelerating trend of global educational integration, the internationalization of senior high school education has emerged as a crucial direction in the reform of basic education in China. According to the 2023 White Paper on Internationalized Schools in China, as of December 2022, there were 1,243 internationalized schools or international divisions (including international programs) in Chinese mainland, marking a 23% increase since 2019. The total number of enrolled students reached approximately 520,000, reflecting a sustained and growing demand for international education. On the policy level, the Chinese government has actively supported this development. The Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools clearly encourage the introduction of high-quality international educational resources to promote cultural exchange and regulate the healthy development of cooperative educational ventures.

In this context, teaching management teams have become a central force in driving curriculum integration, fostering faculty collaboration, and enhancing instructional quality. They bear multiple responsibilities, including organizational coordination, implementation of academic standards, and facilitation of cultural adaptation. However, many schools still display significant weaknesses in constructing effective management systems. These issues are often manifested in poorly designed administrative structures, limited global perspectives, and inefficient operational mechanisms, all of which seriously hinder the effective implementation of international curricula and the holistic development of students' core competencies. In recent years, some domestic scholars have explored the construction of international curricula, teacher development, and evaluation systems. Nonetheless, comprehensive research on the systematic construction and performance enhancement of teaching management teams remains limited. In response to this gap, the present study focuses on the organizational logic of teaching management within internationalized high school settings. Drawing on theories of educational leadership and organizational behavior, it aims to analyze the structural characteristics, construction pathways, and optimization strategies of teaching management teams. Ultimately, this research seeks to provide both theoretical support and practical guidance for schools in

building high-performance instructional management systems that align with the evolving demands of internationalized education in China.

## **2. Theoretical Perspectives and Conceptual Definitions**

### ***2.1 Core Characteristics and Basic Models of Internationalized Schooling***

Internationalized schooling refers to the integration of global educational elements into curriculum systems, instructional languages, faculty structures, and management frameworks. It aims to cultivate students with cross-cultural adaptability and global competence. Its core features include curriculum diversification (e.g., IB, A-Level, AP), bilingual or fully English instruction, internationally trained faculty, and student-centered pedagogical approaches. The basic models generally fall into three categories: (1) public schools with international departments or Sino-foreign cooperative classes, (2) private international schools operating as independent legal entities, and (3) schools for expatriate children offering original foreign curricula. Although the forms of implementation vary, the essential goal remains the same—to integrate cross-cultural educational resources and enhance students' global adaptability and independent learning capabilities, thereby broadening their academic and developmental pathways<sup>[1]</sup>.

### ***2.2 Composition and Functional Roles of Teaching Management Teams***

Teaching management teams serve as the operational core of a school's instructional system. Typically composed of positions such as academic vice principals, curriculum directors, subject heads, teaching and research coordinators, and program coordinators, these teams are responsible not only for maintaining routine academic order but also for curriculum planning, quality monitoring, faculty development, and instructional evaluation. In the context of internationalization, the team must also handle tasks such as integrating Chinese and Western curricula, facilitating cross-cultural instructional communication, and managing expatriate teachers. The operational logic is structured through functional division, hierarchical collaboration, and professional co-construction, with a strong emphasis on vertical leadership and horizontal coordination<sup>[2]</sup>. An effective teaching management team enables seamless articulation across different curriculum systems, enhances teaching quality, and improves student learning outcomes, thus becoming a critical organizational guarantee of successful internationalized education<sup>[3]</sup>.

### ***2.3 Analytical Dimensions and Evaluation Logic of Management Effectiveness***

Teaching management effectiveness refers to the actual operational outcomes and value-creating capacity of the management team. This includes multiple dimensions such as organizational synergy, curriculum execution, faculty support, and learning outcome assurance. Specifically, organizational synergy reflects the rationality of internal communication, resource allocation, and task distribution. Curriculum execution focuses on the alignment between instructional implementation and curricular objectives. Faculty support is measured through the effectiveness of professional development, teaching supervision, and feedback mechanisms. Finally, learning outcomes are evaluated based on students' academic performance, holistic competence development, and diverse pathways to international higher education. The evaluation logic should be built on a three-tier framework of "structure–process–outcome," ensuring that structural rationality, procedural soundness, and outcome visibility are equally considered. A traceable, feedback-driven, and adaptive evaluation mechanism is essential for continual improvement.

### ***2.4 Theoretical Foundations: Educational Leadership, Organizational Behavior, and Distributed Management***

The construction and effectiveness enhancement of teaching management teams must be grounded in systemic theories, particularly incorporating educational leadership, organizational behavior, and distributed management perspectives. Educational leadership theory emphasizes vision-building, policy design, and empowerment within leadership roles, highlighting reform through leadership. Organizational behavior theory focuses on individual behavior, team dynamics, and organizational culture as key factors influencing performance, providing a psychological and behavioral framework for understanding team operations. Distributed management advocates for shared leadership across

levels, promoting decentralized authority and professional responsibility to enhance organizational flexibility and systemic responsiveness. These three perspectives are mutually reinforcing and collectively form the theoretical foundation for constructing effective teaching management systems in internationalized high schools. They support a shift from traditional hierarchical models toward more collaborative, adaptive forms of educational governance<sup>[4]</sup>.

### **3. Construction Mechanisms of Teaching Management Teams**

#### ***3.1 Optimizing Management Structures and Functional Allocation***

Internationalized senior high schools face multiple challenges, including diverse curricula, multilingual instruction, and complex organizational processes. These challenges necessitate more sophisticated management structures. The traditional, singular model of academic administration is insufficient for navigating this complexity. A matrix structure oriented around “hierarchical differentiation and collaborative governance” is key to optimization. This includes establishing an academic leadership team led by a vice principal in charge of curriculum strategy and evaluation systems. Specialized roles such as curriculum directors and IB/A-Level coordinators should be assigned to ensure subject-specific leadership and execution<sup>[5]</sup>. Additionally, support units should be created—including teaching development centers, faculty evaluation offices, and international student affairs units—to ensure a closed-loop system of curriculum implementation and teacher development. Integrated operations across academic affairs, instructional research, and college counseling should be encouraged to avoid operational silos and establish a governance system characterized by aligned objectives, clear division of responsibilities, and streamlined processes.

#### ***3.2 Diversified Recruitment and Integration of Personnel***

The effectiveness of a teaching management team largely depends on the diversity and integration of its personnel. Internationalized schools should adopt diversified recruitment mechanisms to attract professionals with overseas study or teaching backgrounds, including local educators familiar with IB/A-Level systems, globally oriented administrators, and experienced foreign teachers. Partnerships with overseas universities can facilitate internship or exchange pipelines to build a talent pool of young educational leaders. However, successful team integration must extend beyond recruitment to focus on cultural adaptation and alignment of operational practices. Institutions should offer bilingual onboarding and policy orientation, implement a dual-support model of mentorship and peer partnership in the early stages, and establish cross-cultural dialogue forums to reconcile differences in educational philosophy and language. The ultimate goal is to create a collaborative, trust-based organizational culture in which diverse individuals are transformed into a cohesive, high-performing management community—enhancing both organizational resilience and cultural adaptability<sup>[6]</sup>.

#### ***3.3 Aligning Institutional Regulations with Local and International Standards***

Internationalized senior high schools operate at the intersection of national education policy and global curriculum standards. Their governance systems must comply with local regulatory frameworks while accommodating the logic of international curriculum implementation. A dual-track strategy is recommended: retain the core components of local regulations, such as moral education, university admissions guidance, and campus safety protocols, while adopting flexible international governance practices like instructional observation, learner competency assessments, and teacher development feedback loops. Implementation should follow a three-step model of “policy interpretation, institutional translation, and contextual adjustment,” translating international norms into feasible school-specific practices. A bilingual policy handbook should be established to clearly define roles, responsibilities, and procedural norms, minimizing miscommunication and ensuring executional coherence across cultural lines. Institutional integration is not merely a technical alignment but a deep fusion of management culture and educational philosophy. Through continuous dialogue, shared cultural development, and dynamic evaluation, schools can cultivate a governance ecosystem that balances regulatory rigidity with institutional flexibility and bridges the local-global divide—thereby providing standardized, stable, and adaptive support for teaching management teams.

### ***3.4 Technology-Supported Operational Systems for Management Teams***

Digitalization is a key driver for enhancing the effectiveness of teaching management, especially within internationalized schools where operational complexity, multidimensional data needs, and cross-time-zone communication are commonplace. Schools should develop integrated teaching management platforms that unify academic scheduling, curriculum coordination, evaluation systems, and teacher development modules, enabling a fully online, closed-loop management process. At the instructional level, digital tools such as smart scheduling systems, shared resource libraries, and progress tracking platforms can help standardize and visualize curriculum delivery. In terms of teacher support, a “teacher development dashboard” can be introduced to track participation in professional learning, classroom engagement, and student feedback, allowing for personalized development plans. On the evaluation side, big data analytics and visual dashboards can support real-time monitoring of KPIs, enabling administrators to adjust resource allocation and teaching strategies efficiently. To facilitate collaboration among geographically dispersed team members, platforms like Teams, Slack, and Notion should be adopted, with multilingual and multi-role communication protocols. These tools ensure real-time interaction, transparent operations, and strategic alignment, forming a digital management ecosystem marked by intelligent decision-making, collaborative efficiency, and adaptive responsiveness<sup>[7]</sup>.

## **4. Key Pathways to Enhancing Management Effectiveness**

### ***4.1 Coordinated Optimization of Instructional Operations***

In internationalized senior high schools, the coordination efficiency of instructional operations directly determines both the implementation quality of curricula and the sustainability of educational outcomes. International curricula such as IB and A-Level emphasize modular design and interdisciplinary integration. Without systematic oversight, management teams may face fragmented scheduling, inconsistent evaluation standards, and disrupted teaching continuity. To achieve effective coordination, it is essential to adopt a triadic operational structure that aligns curriculum planning, academic affairs, and instructional research, based on a logic of goal alignment, process closure, and information transparency. Curriculum directors define instructional frameworks and learning objectives; academic coordinators manage timelines and resources; department heads and teaching teams execute and adjust instruction accordingly. Regular meetings and real-time feedback mechanisms must be institutionalized to identify and resolve issues at their source. Furthermore, interdisciplinary collaboration should be promoted—such as aligning TOK with subject instruction or embedding project-based learning (PBL) into the curriculum—to enhance systemic cohesion and instructional integration. A curriculum coordination committee can be established to regularly review progress, resource needs, and student feedback, thereby enabling a forward-looking, process-intervening, and results-oriented management cycle. Through institutionalized collaboration and systematic alignment, an internally driven instructional dynamic can be formed, significantly enhancing the management team's control and support over the teaching ecosystem.

### ***4.2 Support Systems and Incentive Mechanisms for Teacher Development***

Teachers are the core agents of improved teaching management effectiveness, and one of the management team's primary responsibilities is to build a sustainable, structured support system that enables continuous professional growth. In internationalized school environments, educators face frequent curriculum changes, diverse instructional strategies, and heterogeneous student backgrounds, necessitating targeted support from management. A three-phase development model—training, observation, and feedback—should be implemented. This includes curriculum-specific and cultural training during onboarding, followed by peer observation, demo teaching, and mentoring, and concluding with structured evaluations and tailored improvement suggestions. A multi-level incentive system should also be developed, covering compensation, promotion opportunities, research recognition, and international exchange programs to foster a strong sense of professional identity and sustained motivation. For greater precision, schools can implement individual development plans and digital “growth portfolios” to systematically track and evaluate teacher progress. Additionally, school-based research platforms should be created to encourage teacher participation in curriculum innovation, action research, and lesson study. Only by cultivating a development ecosystem driven by growth and reinforced by incentives can management effectiveness be elevated at both the individual

and collective levels<sup>[8]</sup>.

#### ***4.3 Communication and Cultural Integration within the Management Team***

As the central hub for institutional coordination, the communication efficacy and cultural integration capacity of the teaching management team directly influence the stability of school operations and the cohesion of staff. In an international context, management teams often comprise local and foreign administrators, department heads across disciplines, and multilingual staff. Without efficient communication systems and cultural mediation pathways, the risk of fragmented information, misaligned objectives, and internal conflicts increases substantially. To address this, clearly defined communication hierarchies and feedback mechanisms must be established—such as regular management meetings, cross-functional coordination forms, and bilingual operation manuals—to ensure structured and symmetrical information flow. Informal channels should also be cultivated through leadership salons, intercultural team-building events, and staff dialogue forums to foster empathy-based and cooperative work environments. In terms of cultural integration, the boundaries between Chinese and Western management philosophies should be explicitly identified and constructively bridged, enabling a hybrid culture that blends Chinese executional efficiency with Western educational values. Tools such as cultural mapping can be applied to compare perspectives on authority, evaluation, and communication styles, guiding behavioral norms and team dynamics. Management personnel should also develop cultural sensitivity, conflict resolution skills, and multilingual communication capabilities to ensure institutional resilience and authentic cross-cultural governance.

#### ***4.4 Data-Driven Evaluation and Feedback Mechanisms for Teaching Quality***

Evaluation of teaching quality is a vital tool for ongoing instructional improvement and evidence-based decision-making. Internationalized high school curricula emphasize formative development and diverse assessments, requiring management teams to construct evaluation systems that combine quantitative analysis with qualitative insight. In practice, evaluation should be conducted across three dimensions: (1) classroom data, including completion rates, attendance, homework submission, and engagement; (2) academic data, such as test scores, project evaluations, and standardized exam results; and (3) behavioral data, including psychological status, learning attitudes, and extracurricular participation. By integrating instructional management platforms and data visualization tools, schools can ensure the comprehensive, accurate, and timely analysis of multi-dimensional data. A tiered feedback mechanism—comprising monthly reviews, interim summaries, and annual audits—should be established to deliver results to both subject teams and individual teachers, forming a dynamic loop of problem detection, goal refinement, and action implementation. To enhance accuracy and foresight, a specialized role for data analysts may be introduced to identify trends, uncover risks, and deliver strategic insights through regular reports. A “traffic light” early-warning system for instructional quality can also be developed to flag performance indicators and guide targeted improvements. This shift from static evaluation to proactive, data-driven regulation enhances both managerial precision and pedagogical foresight.

### **5. Conclusion**

In the context of deepening global educational integration, internationalized senior high schools are placing increasingly high demands on the competence and structure of their teaching management teams. This study systematically examined the pathways for constructing such teams from the perspectives of organizational architecture, talent integration, institutional design, and digital empowerment. It also proposed a framework for enhancing management effectiveness centered on instructional coordination, teacher support, cultural integration, and data-driven evaluation. The findings suggest that only by establishing a management system that is professional, collaborative, and culturally adaptive can schools effectively implement international curricula and ensure sustained improvement in educational quality. Looking ahead, schools should continue to refine their management mechanisms and innovate governance models to promote the contextualized and in-depth development of internationalized education within local educational ecosystems.

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