

International Schoolteachers' Competencies in China

ความสามารถเชิงศักยภาพของครูโรงเรียนนานาชาติในประเทศจีน

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Received: November 30, 2023

Revised: December 14, 2023

Accepted: December 15, 2023

Abstract

This survey research pattern was to establish an applicable competency for teachers in international schools in China for setting the points of human resource work and educational business. Data collection by Likert's 5-rating scale questionnaire, had collected from 404 teachers of 5 international schools in Beijing that were sampled by a-simple random sampling technique. Data were analyzed by descriptive statistics: frequency, percentage, mean, standard deviation, and Pearson Product Moment Correlation Coefficient. The results pointed out that teachers' competencies in international schools in China should compose of 4 competencies: 40 sub-competencies divided into 34 moderately important and 6 naturally important sub-competencies. Importantly, international schoolteachers should focus on teaching more than controlling the personal standards of the students.

Keywords: International Schools in China; Teachers' Competencies; Competency Mode; Schoolteachers

บทคัดย่อ

การวิจัยเชิงสำรวจนี้มีวัตถุประสงค์เพื่อศึกษาและเสริมสร้างความสามารถเชิงศักยภาพให้กับครูในโรงเรียนนานาชาติในประเทศจีน อันจะยังประโยชน์ต่อการพัฒนาครูให้กับงานทรัพยากรมนุษย์และโรงเรียน ซึ่งจัดอยู่ในประเภทธุรกิจการศึกษา จากการรวบรวมข้อมูลจากครูในโรงเรียนนานาชาติ 5 แห่งในครึ่งปีก่อน ซึ่งสุ่มมาด้วยเทคนิคการสุ่มตัวอย่าง อย่างง่ายจำนวน 404 คน ดำเนินการเก็บข้อมูลด้วยแบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับตามแนวคิดของลิเคอร์ท ข้อมูลที่รวบรวมได้ถูกนำมาวิเคราะห์ด้วยสถิติเชิงพรรณนา ได้แก่ จำนวน ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน ผลการวิจัยชี้ให้เห็นว่า ความสามารถเชิงศักยภาพของครูในโรงเรียนนานาชาติในประเทศจีนควรต้องประกอบด้วย 4 ด้าน จำแนกเป็น ความสามารถเชิงศักยภาพที่สำคัญในระดับมาตรฐาน 34 รายการ และระดับพื้นฐาน 6 รายการ ทั้งนี้ครูในโรงเรียนนานาชาติควรให้ความสำคัญกับความสามารถด้านการสอนมากกว่าการควบคุมมาตรฐานส่วนบุคคลของนักเรียน



Introduction

International schools in China found that most of these schools have been established, stabilized, and developed through the wave of international schools in the past decade (Blue Book of International School Development in China (Short Version), 2019). They are sprouting like “bamboo shoots after the rain” (Chinese idiom: 雨后春笋), vibrant and fast-growing, which makes the competition among international schools increasingly white-hot. (Lu Hongyan. 2003). The quality of teachers has become the soft power in the competition of international schools. The improvement of teacher quality is an important factor in ensuring the quality of teaching, and quality teacher resources are the backbone of the development of international schools, and the Core competitiveness of each international school, while the ability and quality of teachers also directly affect the success or failure, reputation, and development of international schools.

Besides, the recruitment system has become the most important part of the school’s recruitment process. Due to the increasing popularity of competency, school management and personnel departments are gradually realizing the importance of using competency models as a criterion for teacher recruitment, selection, and training, which not only achieves the goals of traditional recruitment but also finds teachers who are suitable for the future long-term development of the international school. Competency is also known as competency characteristics, in the document “Examining Competency

More Than Intelligence”.

Due to many reasons and due to the continuous changes around the globe, the accurate determination of successful teacher competencies is not an easy task to accomplish. Especially in the digital era, teaching competencies in China have evolved to encompass a range of skills and abilities that enable educators to effectively leverage technology and navigate the changing landscape of education. Reasonably, many international schools look favorably upon those teachers with Qualified Teacher Status (QTS) China concerns about OTS which is a legal requirement to teach in many English schools and is considered desirable for teachers in the majority of schools in England, with NQT year completed, who have at least two years of teaching experience in the curriculum that have trained in, and which is backed by the Department of Education (DfE) and UK Government. There is a great demand in Chinese cities for qualified teachers ready to commit to at least two years of work at one of the country’s 564 international schools. One of the significant requirements for teaching in China is a Post Graduate Certificate in Education (PGCE) (INTAEducation. 2023). Qualified Teacher Status (QTS) includes Having a Bachelor of Education (B.Ed.) degree, having a Postgraduate Certificate of Education (PGCE), and having enrolled in the School-Centre Initial Teacher Training (SCITT), or Being from a Graduate Teacher Program (GTP) or Being from Teach First. The NQT period is just like a bridge between your initial teacher training and the full teaching career. The NQT year

can be broken down into two main elements: Professional Development and Support Assessment against Teacher Standards. (Teachlambeth, 2023).

The teacher competency model in China becomes a set of identified teacher competency characteristics that characterize the work of a group of teachers to differentiate between high and mediocre performers. However, due to the lack of theoretical support for the competency model, the recruitment of teachers in international schools has problems: the recruiting interviewers, a lack of standardized selection processes and procedures for teachers, and a lack of induction and further training for newly recruited teachers. Moreover, in China, the teacher cultivation of international schools lacks national legal protection, lacks long-term planning for the construction of teaching staff, the narrow and single cultivation channel, imbalanced distribution of teachers, and the serious increasing utilitarianism of education.

To decrease the above problems and be globally competent with four virtuous cognitive and moral dispositions in the Chinese context, the competency of the schoolteachers especially in international schools, become one of the main points in China's education review. This research applies the concept of competency management to international schools and the competency-based model theory, aiming to explore and study the competency of teachers in international schools, not only focusing on the match between teachers and their positions, but also considering whether the teachers' attitudes, personalities, and values are in agreement and consistency with the values of the international school from the perspective of the international school based on the competency model and trying to build a model of competency of

teachers in international schools. Exceptionally, the researchers hope that this research results will help international schools in China and the teachers meet the balance way to drive the education for Chinese students completely. Especially to answer two research questions; How do qualifications frameworks and competency-based education relate? How is competency-based education seen in theory and practice in international schools in China.?

Research Objective

The research objective was to establish an applicable competency for teachers in international schools for setting the points of human resource work and educational business.

Literature Review

Currently, most of the research on teachers in international schools focuses on cultural conflict, cultural adaptability, and teacher motivation, but this research needs to study of building a competency model for teachers in international schools will have certain theoretical and practical significance.

The theoretical significance: At present, foreign research on competency has been relatively comprehensive and systematic research. Whether it is from the conceptual connotation of competency, characteristic elements, or for competency construction of systematic methods, steps, and so on have certain research results. China's research on competency started relatively late, and most of the research articles related to it apply to enterprises, various non-profit organizations, and institutions, and the number of related research articles is not only limited, but also the direction of the research focuses on the development of competency, the definition of

the connotation of competency, and the steps of competency modeling, such as the use of the process and methodology level. From a more subdivided point of view, there is not much research on teacher competence, and even less on the competence of international school teachers. This research attempts to add to the relatively empty field of research related to teacher competency in international schools.

So, the research would have practical significance, especially for the administration, this competency model can be used to provide measurable criteria and a basis for hiring, training, and assessment of teachers, etc. Schools can diagnose and analyze the competency of their teaching teams based on the model. Besides, the education administration can use this research result to understand the elements of competency needed by teachers and design a set of training programs and training objectives for the teachers in terms of their strengths and weaknesses in the teaching work as well as the areas that need to be improved. for the teachers themselves, this competency model can assist them in their career planning, which is conducive to helping them continue their studies and giving them guidance in the development of teachers' careers. Moreover, it can be used to scientifically evaluate the comprehensive quality of teachers, which is also closely related to optimizing the form of education and improving the quality of education. Finally, the school will also highlight its soft power in the competition among international schools, thus enhancing its competitiveness, which can also be used as an important evaluation index of the school's soft power.

In summary, literature reviewing can be summarized.

A competency model is a guideline developed by a Human Resource department that sets out the specific skills, knowledge, and behavioral requirements that enable an employee to perform their job successfully. Competency models define what performance success should look like within the organization for each job. The model is applied to recruitment practices, talent management, training, and performance assessment. (Jordan Heller. 2022).

If the international schools in Beijing, China seem to be business-educational organizations. At least, teachers should have 4 competencies:

1. Core competencies: Core competencies include the baseline skills required by international schools: these are the basic things that teachers must fulfill. This will vary from international school to international school, as it depends on the values, philosophy, and goals of each international school in Beijing, but can include basic requirements like communication skills or teamwork. Most teacher jobs require a basic element of being able to work with other teachers and personnel to some degree. The goals of international schools are reflected in broad competencies that reflect the strength and uniqueness of the international schools. for international schools that specialize in international education, the core competency would be standardized education. Drilling down to a teacher's job within this type of international school, a core competency for a teacher could be standard specialization students.

2. Functional competencies: Functional competencies are job-specific skills (teaching) and behaviors that are unique for each role. Teachers in international schools, competency for international schools may be the ability to effectively handle students' complaints, whereas

competency for teachers may be the ability to analyze a specific aspect of educational data to prepare to teach. Functional competencies should describe what behaviors or skills need to be performed for the teachers to be performers in their positions competently.

3. Leadership competencies:

Leadership competencies are often used for supervisory, educational administration, and educational management-related roles, although can be applied to any job position that requires teachers to lead others. They include leadership skills and behaviors like decision-making abilities. However, the researchers reviewed the literature about the classification of competency found below.

Besides, the main theories that helped the researchers set the research framework are as below.

1. Classification of Competency Trait Models

1.1. Iceberg Model: McClelland (1973) proposed the “iceberg model”. The model focuses on the differences in people’s ability to perform work and is expressed in terms of the “part above the surface of the iceberg” that is easy to see and the “part below the surface of the iceberg” that is not easy to see.

McClelland distinguishes six components of competency, which are: specialized knowledge, professional skills, self-orientation, self-identity, characteristics, and motivators. It is the competency traits that distinguish good performers from average ones, and the combination of these competency traits is known as competency.

Spenser emphasized the “Iceberg Model of Competency Characteristics” from the perspective of competency characteristics. It vividly describes individual competency

as an iceberg, professional knowledge and professional skills belong to the exposed part of the iceberg, which is the basic competency of the employees, but it can’t differentiate the excellent and average competency, which is also called the basic competency characteristics (Threshold Competence).

Threshold Competence is very easy to measure and view accurately, and therefore very easy to emulate; that is to say, through scientific and systematic professional training, it is possible to acquire specialized skills and expertise. Internal motivation, social motivation, individual qualities, self-image, attitudinal values, etc. belong to the deeper traits hidden under the iceberg, called Differentiating Competence. This is the primary element that distinguishes outstanding performers from average performers; the more important the position, the more important these differentiating characteristics become. In contrast to specialized knowledge and expertise, Distinguishing Competence cannot be assessed through observation and measurement, nor can it be changed based on acquired learning and training.

1.2. Onion Model. Boyatzis (1982). creatively proposed a new model-competency characteristics of the onion model, showing the key factors of the composition of competency characteristics, and clarified the characteristics of each constituent factor can be accurately observed and measured.

The onion model is an analogy of the relational construct of competency traits as an onion, which is characterized by an expansion of the layers from the inside to the outside, with the most critical being the motivators, and then expanding outward to personality, self-image and attitudes and values, role orientation, mindset, professional knowledge, and

expertise. The more outward, the easier it is to shape and measure; the more inward, the harder it is to evaluate and acquire. Motivation is the internal driving force that pushes people to act to achieve their goals; personality is the individual's reflection, tendency, and characteristics of the external environment and all kinds of data and information; self-image is the person's cognition and critique of himself; role orientation is the moderate understanding of the social ideology or the work organization where he is working; attitude is the result of the synthesis and centralization of the person's self-image, attitudinal values and role orientation; and knowledge is the result of the objective performance of people in specific work. Knowledge is the content of knowledge and experience that people objectively show in specific work; Professional skills are the ability of people to use professional knowledge in specific work. The outermost layer of the "onion" model is knowledge and ability, which is equivalent to the part of the "iceberg model" that can be seen on the surface of the water; the innermost layer of the "onion" is motivation and personality, which is equivalent to the part of the "iceberg model" that can be seen on the surface of the water; and the innermost layer of the "onion" is motivation and personality. The inner layer of the onion, motivation, and personality is equivalent to the deepest part of the iceberg, and the middle layer of the onion, self-image, and role, is equivalent to the shallow part of

the iceberg.

Compared with the iceberg model, the onion model is essentially the same, emphasizing core or basic qualities, which can predict long-term performance. Comprehensively comparing the two, the onion model emphasizes the hierarchical relationship between intrinsic and extrinsic qualities and describes the relationship between qualities more profoundly and clearly than the iceberg model.

In the outermost part of the onion model are professional knowledge and professional skills, which are equivalent to the visible part of the iceberg model outside the water surface; the middle part of the model, self-image, and personality traits, are equivalent to the slightly shallower and invisible part of the iceberg underwater. In terms of the substance of their connotations, the iceberg model and the onion model are the same, focusing on key competency traits or basic characteristics. Long-term predictive analysis of a person's key job performance can be done by identifying and assessing their key characteristics. In contrast, the onion model highlights the interrelationship between the quality of intrinsic competencies and the hierarchy of manifested competencies.

Besides, the researchers reviewed Chinese research which supported this research especially about the teacher competency modeling in China. (in Table1)

Table 1*Research results on teacher competency modeling in China*

Researchers	Methodologies	Findings
Zhang Jie (2021)	Interview method, questionnaire method	A model of the factors influencing the teaching competence of elementary school generalist teachers was constructed with five dimensions of cognitive level, teaching resourcefulness, professional attitudes, personal motivation, and personality qualities, and five traits were included under each dimension.
Qu Wanlin (2019)	Open-ended questionnaire, BEI Statistics	Based on the results of the open-ended questionnaire survey and the BEI statistics, combined with the classification of competency traits of education practitioners by previous authors, 14 competency traits of secondary language teachers were finally retained.
Liu, Jingxia (2018)	Literature analysis, interview research	Seventeen competency qualities have been refined: tolerance for students, professional loyalty, human understanding, responsibility, teamwork, learning and comprehension, environmental adaptability, innovation, self-regulation, achievement orientation, and so on.
Zheng, Xin (2015)	Interview method, questionnaire method	The high school teacher competency trait model includes seven core factors such as: communication and cooperation, and sense of responsibility.
Guo, Zhengliang (2014)	Literature method, interview method, questionnaire method	The first-level indicators of competency of foreign teachers in colleges and universities include: knowledge, skills, self-concept, individual traits, individual motivation, and cross-cultural competency. Through continuous refinement and deletion of duplicated elements and unclearly expressed items, 20 elements of competency characteristics were finally formed.
Lv Jianhua (2012)	Interview method, questionnaire method	The Dictionary of Competency Qualities for Secondary School Teachers consists of 4 dimensions and 10 factors: personality traits, professional attitudes, and teacher-student relationships.
Yang Wenjun (2013)	Literature analysis, interview research	Elementary School Classroom Teacher Competency Characteristics Model: Includes 6 competency dimensions and 25 competency traits.
Cheng Peng (2009)	Behavioral Incident Interviews, Spotlight Interviews	A total of 24 competency trait entries were formed. They are teaching organization, communication skills, responsibility, initiative, etc.

Researchers	Methodologies	Findings
Hu Yanqin (2008)	Interview method, questionnaire method	6 Competency Dimensions, 40 Competency Elements.
Liu Liming. (2008)	Behavioral event method, questionnaire method	Competency characteristics of Shanghai high school teachers including 10 dimensions and 78 indicators were summarized. The dimensions were professional ethics, interpersonal insight, teaching art, professional skills, and psychological qualities.
Xu Jianping (2006)	Interview method, questionnaire method	Constructing a teacher competency modeling system that includes two parts: excellent teacher competency characteristics and competency characteristics common to teachers.

After combing through further research on the above teacher competency research literature, the researchers find that the current research on teacher competency has the following characteristics:

First, previous research on teacher competence is not only more in number, but also the depth and breadth of the research, as well as the involvement of the surface, is also gradually from wide to deep, not only empirical research and studied the status quo of teacher competence, but also involves the factors affecting the characteristics of competence.

Second, the construction of theoretical models is not only specific to the division of the teaching profession, such as school administrators, teaching staff, and counseling teachers, but also involves the construction of competency models for teachers in different types of colleges and Universities, junior colleges, high vocational schools, primary and secondary schools, and kindergartens according to the different levels of the school.

Thirdly, from the point of view of research methods and research tools used in previous studies, it is the appropriate research tools

that can help researchers get scientific research results. In the process of competency research, researchers in China have already had a certain degree of maturity in competency research methods as well as research tools.

Fourthly, most researchers draw their conclusions based on the experience and research results of others and then combine them with their own further research, but they are also mixed with many subjective discourses. At the same time, the researchers can find that most of the studies cannot analyze the competency characteristics that teachers in international schools should have, and a large amount of literature ultimately focuses on the competency characteristics of excellent teachers in China's public schools.

Moreover, research findings on the construction of a competency model for teachers in China: First, in past studies, scholars have covered all levels and types of teachers in public schools in terms of scale and scope.

Second, the research approach of domestic studies in terms of qualitative and empirical research has gradually moved towards integrality.

Finally, with the continuous development and growth of private schools and the further development of the internationalization of education, the construction of the teacher competency model in China will gradually develop from theory to actual practice of education operation and management.

To summarize, the researchers found that the research on teacher competency in China mainly focuses on subject teacher competency and the competency of teachers in public primary and secondary schools in China, but the current attention to teacher competency in international schools is far from enough, and there is no standard methodology in the industry to study the competency of teachers in international schools. In the same context, it can be expensive and ambitious to instill global competency in schoolteachers in China on a school-wide, district-wide, or nationwide level. It may be more feasible for individual teachers to address their global competency deficit and take the necessary steps to improve teachers' traits and competencies. All are needed to become truly globally competent teachers.

The goal of this study is to make up for the insufficiency and limitations of research in this area and to provide a measurement tool for the subsequent standardized, scientific, and efficient evaluation of teacher competency in International schools. On the one hand, it provides a reference for International schools in terms of recruitment, grading, and whether it matches the school's

needs, and on the other hand, it also provides a judgmental standard for current teachers and teachers who will enter international schools to evaluate their own competence, grading, and suitability to work in international schools, etc. In addition, it also throws light on more researchers and scholars focusing on the competence of teachers in international schools in the following years. Subject knowledge, teaching ability, cross-cultural ability, self-development, attitudes and values, and personal traits. All lead to the research framework, next topic.

Research Framework

The researchers find that the current research on teacher competency has the following characteristics:

1. The previous research on teacher competence is not only more in number but also involves the factors affecting the characteristics of competence.
2. The construction of theoretical models divides the teaching profession.
3. From the point of view of research methods and research tools used in previous studies, it is the appropriate research tools that can help researchers get scientific research results. In the process of competency research, researchers in China have already had a certain degree of maturity in competency research methods as well as research tools. So, the research framework of this research was as below.

Then, the research frame was as Figure 1

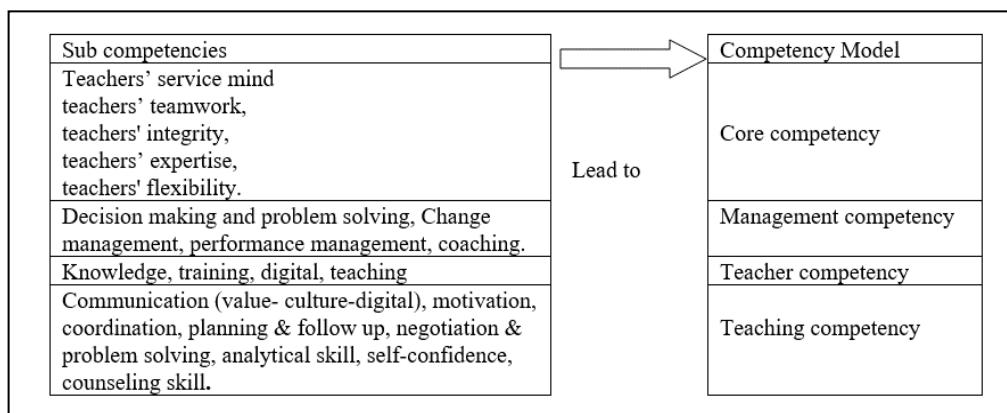


Figure 1 Research Framework

Research Methodology

This research is applied research that aims at solving specific problems or addressing practical issues in real-world contexts of International schools in China and is a descriptive research type to involves describing and documenting a phenomenon, often without manipulating variables. It aims to provide a detailed understanding of the situation of International schools in China. Then the research had used the survey research pattern to design this research procedure

Research population, Samples, and Sampling Technique

China in 2020 had over 535 “privately run international schools” teaching over 450,000 students. Most of them are bilingual schools and many are affected by rules announced last year that restrict the involvement of for-profit companies and require the use of the state curriculum up to at least the students’ ninth year of education. China also has 113 International schools that are only allowed to teach foreign nationals and that have around 99,000 pupils, according to NewSchool Insight. Such schools have not been affected by the regulatory crackdown but are suffering badly from the shortage of foreign

teachers. The development of a new concept of “transition capital”, a teacher is as being a mixture of both an isolated “global educational precariat” and a member of a privileged “global middle class”, with much agency. Turnover offers an accumulation of resilience through experiences, which is in turn empowering and advantageous in the long run.

In the research, the researchers focused on Beijing, there are 4 locations of International schools: Beijing Chaoyang, Beijing Hai Dian, Beijing da xing, and Beijing shun yi. Their names are Daystar Academy, Keystone Academy, Beijing Royal School, DeHong International Chinese School, International Department of Renmin University High School, International Department of Beijing University of Foreign Chinese, Beijing World Youth Academy, and KaiWen Academy, HD Beijing School.

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The reasons why International schools in Beijing can be the representative of China. The reasons are as follows:

1. International schools in Beijing usually adopt internationalized education systems and curricula, such as the International Baccalaureate (IB) curriculum and the American high school curriculum, which are widely recognized and accepted worldwide. This enables these schools to provide high-quality education that fosters students' global perspectives, cross-cultural communication skills, and innovative thinking.

2. International schools in Beijing can provide students with a multicultural learning environment for developing their international awareness and inclusive thinking to support China's politics, economics, and culture.

3. International schools in Beijing have teachers who have rich teaching experience and cross-cultural backgrounds and have a high reputation in the field of international education.

4. International schools in Beijing place a strong emphasis on both academic achievement and whole-person development, offering a variety of extracurricular activities and community service programs to help students develop leadership skills and a sense of social responsibility.

The researchers designed the sample size by Krejcie and Morgan's table (1970), at 95% confidence, the samples were 384. However, International schoolteachers were willing to present their views to 404 teachers. After that, the researchers selected them by simple random sampling technique.

To collect data from 404 samples, the researchers designed to use the 5-rating scale questionnaire to question their views about the important competencies.

Research Techniques and Instruments

Methods/ techniques/ instruments and targets for this research were.

APP (iFLYTEK hear): A Chinese technology company specializing in artificial intelligence (AI), speech recognition, natural language processing, and related technologies. One of the notable applications is the "iFLYTEK Voice Input" app, which is often referred to as the "iFLYTEK hear" app in English. This app was used for interviewing eight teachers from eight International schools in Beijing.

While behavioral questionnaire, it was used for collecting data that be specific information about teachers' views to understand the actions, thoughts, emotions, and motivations that were involved in the behavior under investigation. Specific closed-ended questions: used to seek to understand the context in which the behavior occurred, including environmental factors, emotions, triggers, actions taken, decisions made, and the thought processes of any relevant background information.

Data Collection

The researchers designed sample size under the probability principle. The 404 teachers, most of whom are female (267 teachers or 66.10%) and Chinese people (342 teachers or 84.70%). Educational degree is undergraduate (242 teachers or 59.90%) the most, and they have teaching experience of 5-10 years (135 teachers or 33.40%) and more than 10 years (109 teachers or 27.00%) orderly in elementary schools at Beijing Chaoyang (107 teachers or 26.50%), Beijing Hai Dian (106 teachers or 26.20%), Beijing da Xing (98 teachers or 24.30%), and Beijing Shun Yi (93 teachers or 23.00%), orderly. To better investigate the competency profiles of teachers

in International schools and to better investigate the competency characteristics of teachers in

bilingual schools. All details were in the Table 2.

Table 2

Basic Data from 404 teachers, representatives. (Conts.)

Basic Data		Frequency	Percentage
Gender	male	137	33.90
	female	267	66.10
Nationality	Chinese	342	84.70
	foreigner	62	15.30
Educational Degree	undergraduate	242	59.90
	Master	134	33.20
	doctor	28	6.90
Teaching Experience	1-3 years	54	13.40
	3-5 years	106	26.20
	5-10 years	135	33.40
	More than 10 years	109	27.00
Teaching Level	elementary school	278	68.80
	secondary school	126	31.20
Location of the schools	Beijing Chaoyang	107	26.50
	Beijing Hai Dian	106	26.20
	Beijing da xing	98	24.30
	Beijing shun yi	93	23.00

Statistical Analysis

The researchers collected data from 40- sub-variables. For interpretation, the researchers used the criteria for interpretation of the competency model as below.

1.00-1.80 = Not at all important.

1.81-2.60 = Low importance.

2.61-3.40 = Neutral.

3.41-4.20 = Moderately important.

4.21-5.00 = Extremely important.

So, the researchers used descriptive statistics for analyzing data: frequency, percentage, mean, standard deviation, Pearson' product Moment Correlation Coefficient

Research Results

To establish an applicable competency for teachers in International schools, this research pointed at the four competencies aspects: core competency, management competency, teacher competency, and teaching competency. They were tested by 404 schoolteachers and found that all 4 competencies cannot be deleted. They are important competencies that have a high reliability of 94.90%. If each competency has been deleted, the confidence percentage will be decreased.

Inter-item correlation and Cronbach's Alpha if Item deleted pointed that an applicable

competency for teachers in International schools in China should consist of 4 competencies: core competency, management competency, teacher competency, and teaching competency. Besides, the researchers tested to delete each

competency, and the result showed that all 4 competencies cannot be deleted. They are important competencies that have a high reliability of 94.90%. If each competency has been deleted, the confidence percentage will be decreased. (Table 3)

Table 3
Competency Model's Components

Competency Model	Mean	SD	Corrected Item-Total	Cronbach's Alpha
			Correlation	if Item Deleted
Core competency	3.47	.796	.845	.943
Management competency	3.47	.822	.850	.942
Teacher competency	3.47	.744	.897	.927
Teaching competency	3.45	.725	.924	.920
Cronbach's Alpha = 0.949			N of Items = 4	

Besides, the researchers tested the 4-component correlation, it found that at 0.01 statistically significant, the Core competency correlated with management competency equaled 0.746. The Core competency correlated with teacher competency equaled 0.828. The Core competency correlated with teaching competency

equaled 0.836. The management competency correlated with teacher competency equaled 0.814. The management competency correlated with teaching competency equaled 0.861. Teacher competency correlated with teaching competency equaled 0.878. (Table 4)

Table 4
Correlation of each competency

	Correlation of	Competency			
		4 competencies	Core	Management	Teacher
Core competency	Pearson Correlation	1	.746**	.828**	.836**
	Sig. (2-tailed)		.000	.000	.000
Management competency	Pearson Correlation		1	.814**	.861**
	Sig. (2-tailed)			.000	.000
Teacher competency	Pearson Correlation			1	.878**
	Sig. (2-tailed)				.000
Teaching competency	Pearson Correlation				1
	Sig. (2-tailed)	.000	.000	.000	.000
N		404	404	404	404

**. Correlation is significant at the 0.01 level (2-tailed).

All 4 competencies are important for international schoolteachers in China, especially the teacher competency. But for the Core competency consists of the service mind of the teacher, teachers' teamwork, teachers' integrity, teachers' expertise, and teachers' flexibility. Especially, the service mind of the teacher which

points to pressure on students such as to reach a high standard requires students, to strive for success, to treat students' problems and conflicts fairly, or to pay attention to the learning habits of students in the classroom, all sub-competences they are just in the neutral important level. (Table 5)

Table 5

Conclusion Table for competency model of international schools' teachers

4 competencies of		Number (%)	
Competency model	No. of sub-competences	moderately important level	neutral level
Core competency	7 (100%)	5 (71.42%)	2 (28.58%)
Management competency	6 (100%)	5 (83.33%)	1 (16.67%)
Teacher competency	14 (100%)	14 (100%)	-
Teaching competency	13 (100%)	11 (84.61%)	2 (15.39%)

This meant that International school teachers should pay attention to all 4 competencies and for the Core component of teachers, teachers should attend to teachers

'themselves first: the service mind of the teacher, teachers' teamwork, teachers' integrity, teachers' expertise, and teachers' flexibility.

Discussion

After the most recent curriculum reform in China in 2000, there has been an increasing interest in discussing teacher competence, including how it relates to the new requirements of the reformed curriculum and the development of the construct and its features. Nowadays, a teacher's competencies become the main point. The research results pointed that teachers' competencies in International schools in China should compose of 4 competencies: 40 sub-competencies divided into 34 moderately important and 6 naturally important sub-competencies. Importantly, International school teachers should focus on teaching more than controlling the personal standards of the students, as follows.

Core competency: the service mind of the teacher, teachers' teamwork, teachers' integrity, teachers' expertise, and teachers' flexibility.

Management competency: Decision making and problem solving, Change management, performance management, coaching.

Teacher competency: Knowledge, training, digital, teaching

Teaching competency: Communication (value- culture-digital), motivation, coordination, planning & follow up, negotiation & problem solving, analytical skill, self-confidence, counseling skill.

Theoretically, this competency model for international schoolteachers in China must be used in all 4 main-competencies. To

establish an applicable competency for teachers in International schools for setting the points of human resource work and educational business, these competencies must be constructed in the school's plan. Competency modeling of teachers in International schools is a structured approach to identifying and defining the key competencies, skills, and attributes that teachers need to excel in the unique environment of international education. These competencies go beyond subject knowledge and general teaching skills to address the specific challenges and expectations associated with teaching International schools. Here are some of the key competencies that are often considered in competency modeling for teachers in International schools: All 4 competences are important for international schoolteachers in China. International schoolteachers should pay attention to all 4 competences and for the Core component of teachers, teachers should attend to teachers 'themselves first: the service mind of the teacher, teachers' teamwork, teachers' integrity, teachers' expertise, and teachers' flexibility.

Discussion Aspect: Why do international schoolteachers in China have to remind themselves first with all 4 competencies?

Discussion: China is home to over 900 international schools (primarily British and North American). Some are dodgy institutions infamous for hiring inexperienced and hapless foreigners. INTAEducation. (2023). Then a lot of international schools in China try to find a suitable competency model. In China attention, international schoolteachers must remind themselves of their Core competence first, especially they must.

1. Be culturally sensitive and able to work effectively with students from diverse backgrounds. This includes an understanding of different cultural

norms, customs, and values.

2. Have global mindedness, an understanding of international affairs, and an ability to incorporate global perspectives into teaching are important competencies. And have Intercultural communication.

3. Have a high level of proficiency in the language used for teaching to ensure effective communication with students and colleagues.

4. Follow specific curricula like the IB program. (International Baccalaureate (IB) or Other Curriculum Expertise). (Teach Lambeth. 2023).

5. Be adaptable and able to accommodate students and should be able to effectively engage with parents and the local community, recognizing the importance of collaboration and partnerships in the international school context.

6. Be skilled in differentiating instruction to meet the needs of students with varying language proficiencies, learning styles, and educational backgrounds. Proficiency in using educational technology, to facilitate online learning, communication, and collaboration in an International school environment. (Miriam Cents-Boonstra, Anna Lichtwarck-Aschoff, Eddie Denessen, Nathalie Aelterman, and Leen Haerens 2020).

In conclusion, an international school teachers' competencies can help schools in recruiting, training, and evaluating teachers in international schools. It ensures that educators have the skills and qualities needed to succeed in an environment where students come from a wide range of cultural backgrounds and educational experiences. It also aligns with the mission and goals of the school, which often focus on preparing students for a globalized world. (Boyatzis, R.E. 1982)

Conversely, well-established, and universally understood competencies may require less elaboration. This research was backed up by an application to recruitment practices, talent management, training, and performance assessment. (Valamis,2023) and other concepts: Concept of Donald Schön, emphasizes and encourages teachers to continually examine and adjust their practices based on their own experiences and feedback., international education standards and local Chinese educational regulations, the Council of International Schools (CIS) or the Western Association of Schools and Colleges (WASC). The construct of each competence is not equal.

Suggestions

The scope of this research focused on the establishment and applicable competency for teachers in International schools for setting the points of human resource work and educational business of the International schools in China. Many circumstances make international schoolteachers focus on encouraging student initiative and creativity; however, the schoolteachers have to do these.

1. 21st Century Skills Emphasis: to prepare students for a rapidly changing global landscape.

2. Student-Centered Learning: to let students take an active role in their education.

3. Global Citizenship Education: to foster initiative and creativity and support

students in becoming independent thinkers and problem-solvers, essential qualities for global citizens.

4. Diverse Learning Styles: to explore topics in ways that resonate with students' strengths and interests.

5. To prepare for Higher Education and Careers

6. To adapt at Multiple Curricula: flexibility in adapting to different educational frameworks and approaches.

7. Cultural Sensitivity: to allow students to bring their unique perspectives and creativity into the learning process, creating a more inclusive and culturally sensitive educational environment.

8. Life-Long Learning Focus: to help students to continue seeking knowledge and adapting to new challenges beyond the classroom.

All in all, competency modeling of teachers in International schools in China can be able to model at 34-40 sub-competencies of 4 component competencies. All competencies cannot be deleted. They are important competencies that have a high reliability of 94.90%. If each competency has been deleted, the confidence percentage will be decreased. However, the confidence percentage will be increased if teachers do not strictly control 6 sub-competency characteristics at a neutral important level because all 6 are teachers' competency, not students' competency.



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