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Study on Curriculum Management Model of Shanghai International High School

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Abstract: Along with the development of globalization in society and the economy, international education has become an important bridge between domestic and foreign exchange of talented people. However, the Chinese educational management systems are not sound. To improve their ability to study independently and adapt to the new situation, we need to innovate and reform the teaching management model of international schools. Shanghai makes an evaluation of its international course establishment and management. This paper probes into the major problems in the course establishment and management and gives some suggestions on how to optimize the international course setup and implement management for Shanghai International Curriculum Design and Execution Management.

Keywords: curriculum, Shanghai, international high school, management

1. Introduction

Nowadays, there are more and more international schools that are not able to adapt to the demands of those who have gone abroad to study abroad and have made great efforts to innovate in their teaching and management. We should learn from other countries' experiences, and we should take full advantage of the global educational market and push forward China's educational development.

Along with the increasingly fierce international educational competition, the competition among the various schools is also becoming increasingly intense in terms of students, teachers, and educational quality. For this reason, a lot of schools have started to become internationalized so as to ease the financial crisis and prevent the loss of talents, as well as improve their educational quality and increase their competitive power.

In this way, cultural teaching can adapt to educational globalization. Therefore, it is necessary for teachers to enhance their overall competence, especially their international competence. It is necessary for teachers to have a broad field of view. Because of cross-cultural education, we can offer many kinds of teaching methods and a reasonable distribution of resources on a global basis. We should make more efforts to improve and so on.

As a dynamic educational area in Shanghai, elementary education has its own practical experience and practical experience, so it has developed its own pattern. They offer rich resources and successful examples for training excellent students with international exchanges in order to adapt to the demands of Shanghai's diversified education and to enrich the educational reform measures of various courses. On the one hand, it could raise the standard of international education in Shanghai. On the other hand, it can help us to understand the fundamental conditions of

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internationalized education in Shanghai and improve the quality of international education in Shanghai so as to improve its international position and competence.

Shanghai makes an evaluation of its international course establishment and management. This paper probes into the major problems in course establishment and management and gives some suggestions on how to optimize the international course setup and implement management. It offers the theory foundation and instruction to push forward the internationalization of elementary education, hoping that the paper can provide some suggestions for the international educational course, improve the theory and practice direction of the international curriculum, and make a contribution to the development of international education [1].

2. Introduction of International Curriculum and Course Management in Shanghai

2.1. International Curriculum

In terms of cultural conformity, China's educational system is becoming more and more open. Establishing and implementing the Senior Middle School International Curriculum can help to push forward the flourishing and development of China's educational profession. Openness to development is the general aim of China's educational career development. The International Middle School Curriculum is not only for one community or one phase, but also not a simple one for the entire course. Establishing and managing international courses is a kind of cultural conformity, and it is the main power to develop open and inclusive education in China.

This international curriculum is one of the classes offered to senior high school students in various countries, and the level of this curriculum varies from one country to another. You could say that it's an international class. The greater the number of countries in which the scores are used and the greater the number of countries in which they are applied, the greater the degree of internationalization of the courses. The international curriculum is a kind of curriculum that is suitable for senior high school students from all over the world, and it can be used by other institutions in other countries.

2.2. Course Management

In a broad sense, course management means that the school carries out the teaching work management. The school administrator is the person who follows the rules of teaching, leads the administration function, makes reasonable combinations of teaching elements, and conducts the teaching activities in an orderly and efficient way, thus fulfilling the educational and educational mission prescribed by the curriculum and curriculum [2].

In this paper, we focus on international course management, including the international educational system, international educational assessment and concrete course administration in Shanghai. Senior students are eligible for direct admission to English-speaking colleges in the United States, the United Kingdom, Australia, Canada, New Zealand, and Singapore after they have completed their studies in an international school. A Level is the national high school curriculum of the UK. The University has chosen the most common and appropriate subjects for Chinese students to study and implement, as well as a number of overseas popular courses as optional courses for students with self-choice.

3. Educational Management System

In accordance with the United Kingdom's Test Authority's A Level A Curriculum System, the teachers use English to teach. The World School Course is the Senior High School Course. Focus on Inductive Instruction, Interactive Teaching, Using Multiple Ways to Enhance Their Learning

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Ability, Every Class Size Up and Down. Every Class Size Up and Down, The Way of Small Class Teaching, The Teaching of Various Educational Activities, Open Air, Group Discussion, PPT to Display and Promote Teaching Activities. An English-speaking study is underway in the United States, the United Kingdom, Australia, Canada, New Zealand, and Singapore [2].

3.1. International School External Management

3.1.1. Absence of Independent Supervisory and Administrative Bodies

At present, there is no independent or exclusive establishment of the Education Administration for the management of the International School. It is true that the international school is established by the Shanghai Municipal Education Commission, but only the relevant qualifications can be introduced into the Cambridge Centre [3]. The Cambridge Center needs to go through the Cambridge Centre Accreditation Examination, and then the Admission Certificate and Admission Examination. Entry into the international school requires a certain foundation and accumulation, and many organizations, including a number of public and private middle schools, are also in a hurry and do not have the qualifications to enroll in the class. The international curriculum is accepted abroad; the overseas examination is the compensation, the advantage, the proof. Moreover, because they do not have the right to conduct the examination, not to mention the fact that they do not have the right to apply for the examination, there are very few applicants [4]. Therefore, they must go to Hong Kong, Singapore, or even South Korea and other nearby areas to pass the examination. Not only does this influence the teaching order of the school, but it also harms the educational rights of the state [5].

3.1.2. Lack of Explicit Policy Guidelines

As for the international courses, we are in a difficult position with the educational authorities. For one thing, senior high is a nation's educational stage, and it is a crucial time to form the students' views of the world, their view of life, and the values of the world. The introduction of the International Curriculum might reduce the impact of the national curriculum, which reflects the nation's ideology on students' development. On the other hand, it is an educational area that will be open after China's entry into the WTO. The refusal to participate in international courses does not accord with the commitment of the WTO and does not accord with the policy instruction of diversification of secondary education. Moreover, the International Curriculum Education Regulations are not applicable to International Curriculum Management. This kind of contradiction makes the decision-making more difficult and risky, puts the decision-maker's decision at a disadvantage, and also causes the problem of the implementation of the international course.

Before education reform, quality control or supervision of courses was only applied to quantitive and standardized courses, so that only the effect of education could be demonstrated. In order to avoid the fact that the curriculum is not only an exchange of teaching materials but also a dynamic two-way exchange, the teaching quality management of each class is unitary and weak. Grades, grades, or acceptance rates are the only means of differentiating the curriculum or educational quality. This simple and unacknowledged quality management criterion has been a barrier to the development of students in various areas [4].

Emphasis on elicitation and interaction, using all kinds of means to enhance the active study of the students, arouse their study latent capacity, make them have a good habit of independent study, and make them have a reasonable plan for their study process, assigning tasks and time nodes [3].

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3.2. Shortage of Highly Qualified Professional Managers

The purpose of International High School is to realize the aim of internationalizing education and training talented people in the world. Students enrolled in international schools are those whose aim is to pursue a high-quality bachelor's degree abroad. Nowadays, the demand for key candidates is that they should be trained in management and administration rather than those who have specialized and scientific knowledge in management. Consequently, the management may not be aware of the particularities of the international curriculum, the students, and the quality of the courses [6].

Shanghai Cambridge International High School is one of the earliest international high schools established in Shanghai. They have very high requirements for school administrators, and they have very detailed classification. Teaching management, campus management, life management. Let the most professional person be responsible for the good part. They can accurately and effectively manage the school. These managers not only have their own research and expertise in management modules but also have years of research and experience in international education. In addition, every semester, the school will conduct targeted and effective training for these managers and learn about the development of international schools in real time.

4. Problems of and Suggestions for Faculty Resources

4.1. Problems of Faculty Resources

The problems of international school teachers are mainly reflected in international courses, which have different requirements for the individual education of teachers, especially in the areas of foreign languages, class structure, educational assessment, teacher exchanges, and so on. There are a few native teachers who do not have foreign experience and are eligible to be admitted to the course. Employing a lot of foreign teachers will not only make the school more expensive but also make it more expensive. Eventually, it will be put on the school's tuition. Moreover, there are some shortcomings and a lack of information about the origin, profession, and job experience of foreign teachers [7]. Do they have the qualifications and legitimate status? Are you sure you are qualified to teach an international class? How to enhance the management so as to guarantee the performance of the curriculum?

Currently, the practice of international courses is mainly one-discipline, one-job, and one-person-only, and it lacks the basic conditions for group instruction and study, and the Education Department does not include this teachers' training in the educational program [4].

4.2. Suggestions for Faculty Resources

4.2.1. Professional Support and Quality Assurance for Teachers

In the course of carrying out the international course, it is necessary to attach importance to the building of teachers and to enhance the faculty's professional quality continuously. A teacher's expertise is the knowledge, ability, and faith required by the teacher to accomplish the teaching practice. It is acquired by a teacher by means of specialized training on the basis of study. The professional development of teachers consists of the enhancement of their personal and intrinsic professionalism. The training of teachers is the key to pushing forward the development of the international courses. Therefore, it is an important approach for the international school to construct a steady group of highly qualified and qualified teachers.

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4.2.2. Enhancing the International Training of National Teachers

The education of international courses demands that the teachers possess a certain degree of specialization and an internationalized field of view. Therefore, it is necessary to take a new approach to assisting teachers to renew their professional qualities and to offer the conditions for them to learn from the West [8].

It is necessary for international schools to increase their brand awareness, enhance the quality of international courses, and put more emphasis on international exchanges and exchanges.

This paper analyses the management model of the international school, the problems arising from the management model, and gives some advice for developing the international school. The reform of international education in China is a complicated process, which should be tested and improved in theory.

5. Conclusion

Small class sizes allow for more detailed planning and education for each student, allowing students to quickly adapt to international education in curriculum and life. It will help students improve their ability to independently learn so that they can better and more quickly integrate into the process of studying abroad in the future. In addition, it will be easier for them to get excellent grades when studying abroad, and they can quickly adapt to the studies and life abroad.

Teachers need more professional management. Management of international education can be divided into more detailed parts. Each part has a professional responsible for the teacher. The teacher not only needs to have good professional knowledge but also needs to have enough international education experience as well as research background. They need more love for the international education industry and meticulous management skills. Teachers of international schools also need to have regular professional training, keep up-to-date with the development of the industry, make timely management and teaching adjustments, and find the best way to cultivate international students and let them go on the international stage.

International schools also need to have professional independent regulatory bodies so that there can be more formal institutional supervision and so that international schools are more unified and have more formal processes and examination channels.

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