A Discussion of the Situation, Problems and Potential Solutions of Developing International Education Through Implementing International Division in Chinese Normal Model High School

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Abstract. With the increasingly widespread implementation of International Education in China, he is indeed adapted to the needs of some education and education reform. However, in China's national conditions, he is contradictory and has brought about some unavoidable international differences. In order to make education more perfect, we need some thinking and change.

Keywords: International education; severe problems; teaching staff.

1. Introduction

International education now is a well-established and well-researched practical field (James, 2005). The number of international schools, teaching staff and students, especially students who are second language speakers, are worldwide increasing (Hayden & Thompson, 2010, p130-131). In China, after the Third Plenary Session of the Eleventh Central Committee (1987), Chinese government enacted a series of policies and laws to support the development of education internationalization (Sun, 2014). Focusing on high school level, one representative phenomenon is normal model high school started to found international divisions in the nineties of last century (Sun, 2014). According to New-school insight media's (2017a) report about the development of Chinese international schools. Up to the end of 2016, China has 661 international schools, while 122 of them set by foreign nationals, 321 are found by private institutions, while the rest, 218 of them, are international divisions in model public schools and occupies around 33% of total.

It is a special international education form in China, because although international divisions also hire foreign teachers to teach international curriculum, it is not a typical international school's form (Zhang, 2012). However, as this pattern spreads rapidly (Xiong, 2015) and suits the demand of education and the requirement of education reform (Lu, 2015). Therefore, it benefits Chinese international education; while due to many realistic reasons, it also represents some severe problems (Dong, 2014).

Hence, this essay will also focus on this phenomenon. It argues that although we cannot deny the benefits from developing international divisions, its problems are also serious. Therefore, to achieve high quality of Chinese international education, we need to analysis these problems and provide potential solutions for these international divisions and Chinese international education.

2. The Meaning of International Division in Normal Model High School

In order to propel this essay, we need to figure out the meaning of normal model high school and its international division.

In China, high school education is a three-year education for students who finished nine-year compulsory schooling and want to attend university in their future (Law, 2014). Normal model high schools provide this education, while they also have some other characteristics, which can be found in their definition, i.e. 'normal model high schools are normal high schools, which fully implement educational policy, exemplarily preform laws and related policies, actively proceed educational reform, cultivate comprehensively developmental students, has school own characteristics, long history and high-level education and management. Besides, they also enjoy positive comment about

its graduates from society and universities and reputation from both inside and outside of its province' (State Education Commission, 1995).

Therefore, from this definition, we can summary that normal model high schools are public schools, which usually have outstanding teaching strengths, extensive educational resource, and always can be pioneers to represent international education's situation in high school stage (Zhou, 2008).

Moreover, as for international division or also be called as international class, it is a complex concept. One possible reason is we lack of consensus toward the definition of international education (Hayden & Thompson, 1995a, 1995b; Pasternak, 1998; Cambridge & Thompson, 2004). Hence, making a universal idea of international school is more difficult (Hayden & Thompson, 1995b), let alone defines international division precisely.

Nevertheless, we can expound some important features about it. According to Tang Xufang's (2014) description, international divisions usually exist as one special department, which contain its own teaching staff, international curriculum and independent classrooms and dormitories. Besides, they coexist with general classes, while unlike them, which almost only teach national curriculums, they hire international faculties, provide both national compulsive courses and international curriculums, and aim to cultivate domestic and foreign students with academic and intercultural ability.

For that, international division, to some extent, is a collateral while also independent division in normal high school, while most Chinese scholars insist that is one kind of international school. For example, Tang Shengchang (2004) regards Shanghai High School International Division as the third kinds of international school rather than supplementary institutions. Li Ying (2003), Li Mei (2001) and Sun (2014) also hold similar view. This argument is reasonable, because it surely fit some widespread definitions about international school. Matthews (1989), for example, defines an international school as one that has:

An international teaching staff;

An international student body;

An international academic curriculum;

A board of governors that represents views of different culture;

A broad-based and non-academic program, which encourages and facilitates cultural mixing and cross-cultural communication

All of these five conditions can mainly find corresponding circumstances in international divisions (we will talk about it in following parts). For example, up to the end of 2016, 189 Chinese international schools applied Advanced Placement (AP) curriculum and 60.32% of them belong to this pattern (New Oriental Education, 2017). Besides, except suiting definition, some of them indeed are international schools with international recognition. For example, 19 of them gained authorization form International Baccalaureate Organization (IBO) and set up International Baccalaureate Diploma Programme (IBDP) (New-school insight media, 2017b). Therefore, considering its proportion, we should regard them as important components of Chinese high school's international education and have sufficient reasons to choose them as object for analyzing Chinese high schools' international education.

3. The Current Situation of International Divisions

We need to elaborate current situation of international divisions, because it can help us to realize its achievement and also summarize current problems.

3.1 Multiple Sources of Students

The increasing of students' sources is both territorial and quantitative. While most scholars reckon international school emerged in the 1950s with a rapid increase number of expatriate foreign sojourners (Heyward, 2002, p9), although the time is different, the initially aim for setting up international divisions is also to provide education for students from Hong Kong, Macao, Taiwan and foreign countries (Zhang, 2012). However, current international divisions have radiated from

metropolitan cities in coastal areas (like Beijing and Shanghai) to some relatively wealthy inland city (Sun, 2014, p50-53). Even for an extremely remote city Lanzhou, it still has an international division with the recognition of IBO (New-school insight media, 2017).

Besides, with the spreading of schools distribution, the number of students also increases sharply. Statistic shows that 24 international divisions were established in Shanghai normal model high school in 2010, while 12 of 74 model high schools in Beijing also set up the same division in 2012 (Xu, 2015). They certainly enroll more students, while considering this pattern only exist in China for less 30 years, this growing is quite striking. Further, that increasing of students' number lead to the changing of students' proportion. As the growing number of international school students who are not English native speakers (Hayden & Thompson, 2010), especially in inland cities, the majority of students now are domestic teenagers (Zhu, 2013).

Hence, to some extent, it is a big progress, because the enlargement of student sources breaks the control of national curriculum, and also provides a short cut for them to get access to international education. Therefore, basing on this phenomenon, the multiple sources of students help some schools to achieve their aims of starting international divisions: 'Open the door of western education for Chinese students; Open the door of Chinese culture for foreign students' (International division of Qingdao No.58 High School, 2010).

3.2 Diverse Curriculum Setting

International curriculum in Chinese international divisions is diverse while still can be roughly divided into introduced foreign curriculum and Sino-foreign cooperative designed international curriculum.

For foreign curriculums, three most common international curriculums are: International Baccalaureate Diploma Programme (IBDP), General Certificate of Education Advanced Level (A-Level) and Advanced Placement Program (AP) (Zhang, 2012). It is a general tendency, because up to the end of 2016, there are 666 international schools in China. 296 of them use A-Level, 189 of them apply AP, 105 schools establish AP (New-school insight media, 2017), and the sum of them occupies around 90% of the total. This phenomenon is reasonable, because these curriculums have great international influence, and their diploma and assessment's grade is useful for them to apply overseas universities, which suit students' demand (Bates, 2010a).

As for Sino-foreign cooperative designed international curriculum, the most typical one is Project of Global Access (PGA), which developed by China Center for International Education Exchange (CCIEE) and American College Testing (ACT). It claims that this international curriculum is designed specially for Chinese students, because it absorbs advantages form western international curriculums and Chinese high school education (CCIEE, 2014). Besides, after graduate, student can apply for over 3000 overseas universities (mainly are located in American). Up to 2018, 19 Chinese high schools applied this curriculum and 14 of them are model high schools (PGA International High School Program, 2018).

In summary, as Heyward (2002) claims, international schools have made significant development and genuine attempts in international curriculum. Chinese international divisions are one part of them, because they introduces different international curriculums for students to choose autonomously and, more importantly, start to design the authentically international curriculum envisaged by Matthews (1989) and their own culture. Besides, these curriculums truly help many students to achieve their academic dream and, to some extent, also promote the communication about educational ideas and teaching methods between Chinese and foreign countries (Zhang, 2012).

3.3 Liberal Education Management

As the result of governments' decentralization and lenient laws and policies, the management of Chinese international divisions represents as 'practical priority's' phenomenon (Sun, 2014, p53-54).

It can be explained in many aspects. For teaching faculties, first, they employ abundant foreign teachers. Basing on the research from Canterford (2003), many American and British are hired as teaching staff of international schools. While in China, their teachers may also include native English

speakers from Canada, Australia and New Zealand (Hayden & Thompson, 2010, p122). Besides, the employment's requirements are also quite liberal. Unlike Chinese high school teachers always should pass Teacher Qualification Certificate Examination and series of enrollment examinations and interviews, these schools can autonomously decide the employing standard of foreign teachers (Zhang, 2014).

Further, administration rules are also relatively lenient. Like other international schools, senior managers or administrators come from the host country (Hayden & Thompson, 2010, p123), but they can constitute distinguishing regulations, such as tuition fee and classroom setting (Zhang, 2012). That is quite rare and valuable, because educational sovereignty is a serious topic in China, thereby competent departments usually do not provide a lot liberty rights for education (Zhu, 2013).

Hence, international divisions can be regard as a positive attempt in promoting Chinese education internalization and reform (Lu, 2015). Many scholars (e.g. Wiseman & Huang, 2011; Qi, 2011; Law, 2014) discussed about the changing policy and reform about Chinese education. They mentioned about devolution (Qi, 2011), while many details like the degree of devolution is still under debates. Therefore, the implementing of international divisions can be regarded as a meaningful and referential example. Its practice and achievements can guide Chinese international education and future education reform.

4. Serious Problems Through Its Development

Indeed, the rising of international divisions in model high schools conforms to current trend and obtains some achievement. However, they also have represented many problems.

4.1 Students: Worries about their Ability

The main worries are students' adaptive capacity and the doubt about the achieving of international educational purpose.

For adaptive capacity, this topic does not well discussed in Chinese literatures. One possible reason is that many patterns of adjustment, U-curve for example, are designed for overseas students (Lysgaard, 1995; Swell & Davidson, 1956), while current main students in international divisions are Chinese students and they undoubtedly are not belonging to this group. Nevertheless, according to some recent reports, adjustment problem is a prominent and repeatedly referred topic, because like overseas students, some students in international divisions also meet these steps: honeymoon, frustration, adjustment and biculturalism (Sina Education, 2013; Sohu Education, 2016a). It means after initial euphoria about foreign curriculum and international communication, many students feel frustrating about two problems, one is language and the other is the different studying habits and teaching methods. It is understandable, because many Chinese teacher' expectations of their students is rote learning (Tao et al, 2006), while foreign teachers generally use different ways. Besides, because of the long time for taking national education and unexpected conflict about culture and learning styles, these changes are not an easy job for high school students to adapt in a short time (Sina Education, 2013), thereby a certain degree of maladjustment is predictable.

In addition, the changing of students' proportion also can lead to another worry. The aims of international education are related to developing 'international understanding' for 'global citizenship', and the knowledge, attitudes and skills of 'international-mindedness' and 'word-mindedness' (Hayden & Thompson, 1995a, 1995b; Schwindt, 2003; IPC, 2005) and the achievement needs cross-cultural contact as an essential condition, while without it, learning can only ever be about another culture (Heyward, 2002). Therefore, the large proportion of domestic students and the Chinese background make people worry about the realization of education purpose. If students cannot learn necessary knowledge and skills through their education, schools like international divisions are just organizations, which provide qualifications and passports for students to find better jobs or universities' offers around the world (Walker, 2002; Liu & Wang, 2013).

4.2 Teachers: Deficient Teacher Resources

Due to the high fluidity and difference of culture, the insufficiency of international teachers is a universal phenomenon (Hayden & Thompson, 2010). Currently, domestic teachers' knowledge and experience about international curriculum is deficient, thus hiring foreign teachers is necessary (Sun, 2014, p63-64). However, reasons for foreigners to move to international school's teaching posts are various. Many individual situations, including employment law and tax law, can affect them (Hayden & Thompson, 2010). Therefore, the teaching contract typically last for about 2 or 3 years and that usually is the whole tenure for an international teacher (Hayden & Thompson, 2010, p123-124). Hence, teachers in international schools always represent high fluidity, while it is opposite with the requirement of teaching faculties' stability (Sun, 2014). Although appropriate fluidity can brings fresh blond and new perspectives to schools, a certain level of stability is necessary, because excessive labor turnover will cause a lot difficulty for routine and continuous teaching and research work (Jin & Sun, 2013).

Furthermore, even if some teachers making careers of international school teaching, sometimes students and their parents still discredit their teaching ability. One reason is there is no unanimous standard for employment and evaluation, which make it hard for schools and teachers to prove their ability (Zhang, 2014). Besides, the culture difference also can cause that, because not only English-speaking teachers themselves but also their values come from western world. Therefore, if teachers do not realize the source of their ideas, attitudes and values, then they are in danger of not admitting that their judgments toward their students are the production of their own cultural background (Walker, 2002). We do not want to argue the correctness of their judgments here, but as teachers or intercultural trainers' intercultural ability should be at least one step ahead of their students (Bennett, 1993), if teachers fail to accept local culture and adjust their expectations and judgments toward students, even if they have abundant teaching experience, they may still not qualified.

4.3 Curriculums: Doubts about its Rationality

Researchers and public society have reasons to doubt the rationality of curriculums in international divisions. Frist, as we talked earlier, there are many curriculums in international divisions. Although it offers various choices for students, this phenomenon also confuses the public, and makes them distrust the rationality of them (Tang, 2010).

Besides, because international education academic lack of a clear consensus about international curriculum's content (Cambridge, 2010) and the judging standard for its success (Thompson, 1998; Skelton, 2002), the vast majority of international schools are established with pragmatic ideas (Bartlett, 1998; Matthews, 1989) and that phenomenon obviously manifest in China. The one-child policy causes parents' sociocultural fear of having their child fall behind (Law, 2014). Parents desire they child to be a 'dragon' or 'phoenix' (Huang, 2012) and regard attending university as one of the most indispensable missions in child's life. Therefore, many parents and students are too anxious to achieve quick success and always put most of their energy on language and examination subjects (Sun, 2014). Some parents even initiatively request school stop teaching curriculums, which not include in entrance examination (Sun, 2014). That obviously hampers the achievement of schools' international education purposes and the cultivation of students' intercultural ability.

Meanwhile, even if schools fully implement an international curriculum, its rationality may still remain to be a problem, because the values and core of international education are fundamentally western (Bates, 2010b; Walker, 2010; Wylie, 2011). Besides, it seems unlikely to product a universal criterion, because some values and ideas are conflict with Confucian educational principles (Walker, 2010). Choosing IB programmes as an instance, the aim of it is 'to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world' (IB, 2008). However, the meaning of 'better world' may be different for different people (Castro, 2015), let alone there is great distinction between eastern and western culture. For example, Chinese culture and political system make Chinese education want to forest collectivism perspective and family consciousness, while western people prefer freedom and personality development (Jiang, 2013). Therefore, reconciling contradictions are not an easy task.

Hence, because PGA is designed particularly for Chinese students, maybe it is a better choice? However, as we have illustrated, not many schools adopt this curriculum, so currently we do not have enough evidence to prove its rationality (Zhang, 2012).

4.4 Schools: Disordered Management

To facilitate educational reform, giving high school autonomous right is necessary. However, excessive freedom and insufficient standard can lead to disorder.

For example, in Chinese international divisions, like the other international schools, administrators provide different salary for foreign teachers and local teachers. Foreign teachers generally have advantages of payments and conditions. They can enjoy a higher salary and better welfare, such as paid flight, private health care and reduced or waived fees for their children (Hayden & Thompson, 2010). Therefore, as Hardman (2001, p128) points out, this unequal phenomenon is very likely lead to hidden resentment towards overseas teachers by local staff. It sometimes represents as hidden friction or overt conflict, while both of them can leave a negative impact on working environment.

In addition, another management problem, which is frequently discussed by Chinese researchers (e.g. Dong, 2014; Zhu, 2013; Zhang, 2012; Zhang, 2014), is the charging standard of international divisions. We can use chargers of several model high schools' international divisions in 2011, which rank at the top of searching rate at Google to prove that.

Charges of some demostrative high schools' international divition						
Unit: yuan	Tuition fee	Textbook fee	Accommodation	Sundry fees	Entry fee	Summary
Beijing No.4 High School	20000		1000	6968	500	28468
The High School Attached to Tsinghua University	89000-99000	3000	18000	extra	1000	>108300-118300
No.2 Secondary School Attached to East China Normal University	34000		3500			37500
Shanghai Jincai High School	34000-38000		7200	1600-2400		42800-47600
Shanghai High School	38800-42800	900-1800	500	600+extra		>45300-50200
Chengdu Shude High School	35000-38000	1200-3000	1300	6300	800	44600-50400

Source from Zhang Meng, 2012

From above table, we can see that the Beijing No.4 High School's charges are the lowest. It is only around 29,000 RMB for each term. While the High School Attached to Tsinghua University charges nearly 120,000 for each semester. Thus, the highest charges are almost quadruple of the minimum, which beyond reasonable range and also represents unreasonable management problem.

4.5 Society: Anxiety about Educational Fairness

Torres (2008) claims that international education needs to expose learners to different understanding of the world and address issues of inequality and social injustice. This argument is reasonable, especially for socialist country like China, because Chinese culture and political environment make the mainstream believe that equality is sometimes more important than freedom (Jiang, 2013, p85-109). Nevertheless, the implementing of international divisions may increase educational unfairness, or in other words, it aggravates the public's anxiety about this issue. This anxiety represents in two aspects and the first is about educational resources.

Some people think international divisions can occupy more educational resources, because their tuition fee is much higher than others. However, as Z. Zhu (2013) and Sun (2014) claim, normal model high schools are public schools, so the major resources that international divisions used are national public educational resources. Yet, educational resources are limited, thereby if we provide redundant resources to students in international division, we are equal to deprive the chance of other students to enjoy similar educational resource. Moreover, some scholars (Zhu, 2013; Liu & Wang,

2013) also argue that precisely because international divisions charge a lot, they are an elusive dream for students from ordinary and poor family. According to Chinese National Bureau of Statistics (2012), in 2011, the per capital total income of urban household was 23,979 RMB, while in the meantime, most international divisions' charges were around 50,000 to 10,000 RMB (Xu, 2015; Zhang, 2012), which obviously exceed ordinary family's economic capability.

Besides, the requirement of enrollment is also unequal. Basically, international divisions and regular classes are all belong to normal high schools. However, to attract more students, the enrollment score for international divisions' students are sometimes lower than the regular one (Liu & Wang, 2013). For example, in Hefei in 2016, No.1, No.6 and No.8 high school's enrollment score for regular students is 754, while their international divisions' enrollment score are 739, 720 and 647 respectively (Sohu Education, 2016b). Hence, some people reckon international divisions are set up for the rich and privileged class (Liu & Wang, 2013) or in other words, defined by exclusivity, by economic and political advantage, by elitism (Heyward, 2002). For these reasons, this unfairness undoubtedly brings anxiety and problems to our society.

5. Potential Suggestions for International Divisions

To solve sever problems in international divisions as we have proved, we need to find feasible suggestions.

5.1 State: Urgency of National Actions

As Young (2013) claims, reducing social inequalities cannot be included as an educational task, but it must be a primarily a political task of establishing a more equal society. Therefore, it is government's responsibility to take actions to solve the problems of charging, different enrollment score, and the disordered curriculum setting.

To be specific, for charging problems, it needs relevant departments provide charging range for different places and practical suggestions basing on rational accounting (Zhu, 2013). Besides, competent departments also should offer a uniform score for model schools to refer (Liu & Wang, 2013). For that, we can limit the excessive gap and make schools hold their educational purpose rather than being too utilitarianism and anxious about chasing money (Zhang, 2014). These actions are in urgent need, because they link with the task of promoting social equality and already caused much anxiety form our society (Zhu, 2013). Further, considering the characteristic of Chinese political system, subordinate public organizations always can be good followers for governments' official document and policy (Liu & Ding, 2007). Therefore, many scholars (e.g. Zhu, 2013; J. Zhang, 2014) believe that the unfair situation can be relieved with intervention from government.

Moreover, aiming at the current situation of no-standard curriculum setting, government also should take the lead. Because of limited financial resources and power scope of high schools, developing and implementing a full set of international curriculum is not a possible task for school to achieve alone (Zhang, 2014). Therefore, government needs to establish policies and allocate resources to research field for developing suitable international curriculums for Chinese students (Zhu, 2013). Basing on current situation, PGA is a good attempt, while the pervasiveness is not enough (Zhang, 2012). Hence, government needs to verify whether PGA is a suitable curriculum through practice, because that can provide enough data for researchers and schools to find out strengths and weakness of it and then develop a more appropriate international curriculum.

5.2 School: Building an Integral International Atmosphere

We cannot deprive the chance for native students to acquire international education, while considering about Chinese population and the demand of international education, it is hard to largely rise international contact by increasing foreign students' proportion. To say the least, even if we can achieve it, international communication should be spontaneous and voluntary, rather than deliberately arranged. Then, for reinforcing international contacts between students, which is a necessary

condition for achieving aims of international education (Heyward, 2002), one possible solution is promoting the foundation of holistic international atmosphere in school (Zhang, 2012).

To be specific, first, these schools should promote the communication between foreign teachers and students (Zhang, 2012). It is not enough for foreign teachers only appear in classroom and be lecturers, international schools should lead them to act as a guide for students to accept international education and international mind (Fail, 2010). Besides, as model schools always have advantages in educational resources and finance (Zhou, 2008), increasing international programs and providing channels for students to contact foreign countries and their universities are realizable. These communications also can forest students' intercultural ability and accumulate students' experience of intercultural communication (Sun, 2014). Meanwhile, as the establishing of international divisions are not totally independent international schools, we should spread measurements in both normal classes and international divisions. Otherwise, international divisions will be 'isolated islands' (Wang, 2004). It also can alleviate the imbalance situation of educational resources in regular and international classes. Therefore, with the sharing of these benefits and chances, we also can promote the achievement of educational fairness, which is also an important aim of international education as Torres (2008) mentioned.

However, if we really create international ambience in normal model schools, the requirement of students' intercultural ability will be higher and their current maladaptation will also be reinforced. To solve this problem, normal model schools can consult the experience and suggestions form other regular international schools (Zhu, 2011). In China, one common and useful solutions form schools can be divided into two parts (Zhu, 2011, p187-190). First, normal model schools also should found intercultural counseling rooms. They should establish them as a window for local and foreign students, who meet problems in intercultural communication, module choosing or accommodation, to get sufficient help instantly and effectively. Besides, teaching faculties also should organize lecturers to provide both language and learning support, because as we mentioned, they are two biggest problems for students to overcome (Sina Education, 2013). For example, according to IELTS whitepaper (British Council, 2017), Chinese students' score of writing and speaking are much lower than the average. Therefore, schools can establish offices of English writing and speaking support to satisfy the demand of main students (Zhu, 2011).

5.3 Teacher: Establishing Professional Training Institutions

We have talked the insufficiency of teachers, while in the further, as the number of international schools worldwide grows rapidly (Hayden & Thompson, 2010), heads and senior managers of international schools will found more difficult to recruit enough eligible international teachers (Wigford, 2007). Therefore, establishing professional institutions to cultivate enough teachers is necessary and significant (Sun, 2014). Then, considering the difference between foreign teachers and local teachers, the establishment of professional training institutions can separate into two parts.

First is about foreign teachers. In order to improve their ability of international teaching and adaptation, currently it is generally assumed that they need to be taught in a national context and that training should last for two or three years (Fail, 2010). Through professional training, they can change some inherent value and ideas, and learn necessary teaching skills (Fail, 2010), which ensure they will be able to teach successfully in an international school. Besides, another skill they need to be trained is English language (Hayden & Thompson, 2010). It sometimes is ignored, because most international teachers are native speakers. However, they have English language ability does not mean that they are language educators (Hayden & Thompson, 2010), while there are growing number of international students who are not native English speakers and really need academic language support. Therefore, it is increasingly important for these teachers to standardize their language and learn how to provide necessary support for their students.

Besides, for local teachers, they also need to get trainings for professional institutions. That, to some extent, is the most realizable solutions for alleviating the insufficiency of teaching resources and the salary gap (Sun, 2014), and solving the hidden resentment, which Hardman pointed out in 2001. Because we cannot decline foreign teachers salary, which will make hiring them as a more

impossible task, thereby improving local teacher's abilities are more realistic. Hence, we need to establish institutions to offer advanced studying and intercultural communication chances for them to enhance their international teaching ability and also help them build international mind (Sun, 2014). Through these further study and communication about teaching methods and educational ideas of various countries, domestic teachers may be able to hold a teaching or researching post (Hayden & Thompson, 2010), or their management work can be smoother at least.

6. Conclusion

This essay attempted to critically review the situation and problems of international divisions in normal model high schools in China and tried to provide potential suggestions for them. How It begins with explaining the meaning of international divisions and normal model high school in China. Then, it illustrates the current situation and its achievement through the increasing of students' number and sources, diverse curriculum setting and the liberalization of educational management. However, during its development, international divisions have represented numerous problems. The worries about students' ability, the insufficiency of teaching recourses, the doubts about curriculums rationality, the disordered educational management in schools and the anxiety about education fairness from society are reducing the quality of Chinese international education. Therefore, basing on current situation, writer also provides some potential solutions: our state needs to take actions immediately; schools should establish an integral international atmosphere and professional training institutions should be founded to alleviate the insufficient of teaching resource.

However, the implementing international education through international divisions is a special and young phenomenon in China. Thus, when we use the concepts like international schools' definitions, U-curve and international values for analyzing, we also need to consider Chinese background and social reality. Nevertheless, we still should admit that it is an important and meaningful topic to discuss in international education field. Besides, for future research, if more researchers can process empirical research and find evidence for proving the effectiveness of our suggestions, the development of Chinese international education in high school level can be more prosperous.

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