



2026 Report

Key Competences for Global Teachers in the AI Era

人工智能时代 全球教师关键能力 调研报告

What constitutes the core values of
human teachers in the AI era?

BRLCN

“一带一路”语言教育文化组织联盟

Belt and Road Languages and Cultures Network

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Preface

前言



Redefining education in the age of AI

人工智能重塑教育之境

Since 2022, artificial intelligence (AI) has been reshaping the pathways of knowledge production and dissemination with unprecedented speed and scope. This transformation extends far beyond changes to classroom formats; it profoundly influences the very essence of education. In a remarkably short period, AI-driven tools have permeated virtually every aspect of the teaching and learning process — from the customisation of personalised learning pathways and automated academic assessments to real-time information retrieval. These technologies are fundamentally altering teachers' workflows and instructional paradigms. Yet, the impact of this innovation is not solely one of convenience.

This wave of change compels us to critically re-examine core issues in education: equity of access, the authenticity and integrity of educational content, and the fundamental role of the teacher as

a professional. As AI demonstrates the capacity to generate high-quality content efficiently and deliver tailored learning support, a pressing question emerges: What constitutes the core values of human teachers in this new landscape? And how should we redefine our professional identity in the future?

To address these critical questions, we conducted this study. Through an extensive review of the literature and targeted surveys, we have identified a set of key competences essential for teachers in the AI era. We hope that, by sharing this report, we can engage fellow educators and stakeholders in a collective exploration of the future of education in the age of artificial intelligence—and the boundless possibilities for ongoing professional development in teaching.

自 2022 年以来，人工智能（AI）正以空前的速度与广度，重塑着知识的生产与传播路径。这种变革触及的不仅是课堂形态，更深刻影响教育的本质。在极短时间内，人工智能驱动的工具已渗透到教学的诸多环节。从个性化的学习方案定制，到自动化的学业评估，再到即时的信息检索，技术的应用正在重塑教师的工作流程和教学模式。然而，技术带来的并非只有便利。

这场变革促使我们重新审视教育公平性、内容真实性以及教师这一角色的根本定位。当人工智能能够高效

生成内容，并提供个性化学习支持时，我们不禁要问：作为人类教师，我们的核心价值是什么？我们的未来，又该如何定义？

为探寻这些问题的答案，我们展开了本次研究。通过广泛的文献研究与教师调研，我们识别出未来教师所需具备的一系列关键能力。我们希望借由这份报告，与所有教育同仁一道，共同探讨人工智能时代教育的未来，以及教师专业发展的无限可能。

Table of Contents

目录

Part 1 第一部分

Key findings	
核心发现	1

Part 2 第二部分

Research introduction	
研究概述	7

Part 3 第三部分

Persona	
人物画像	17

Part 4 第四部分

Analysis & insights	
数据分析与多维洞察	21

Part 5 第五部分

Competence model by AI	
特别视角：AI 模型启示	53

Research Scope and Sample Coverage 调研范围与样本覆盖

4,636



**Educators
Surveyed**
教育工作者问卷调查

20+



Countries & Regions
国家及地区

70+



Educational Institutions
中外学校、教育机构



Data Dimensions and Indicator System

数据维度与指标体系

5

Identity Dimensions
五重身份维度



15

Key Competences
关键能力



14

Cross-Analyses
14 组交叉分析



50+

Data Points
数据点



PART

KEY FINDINGS 核心发现

Key Findings

核心发现

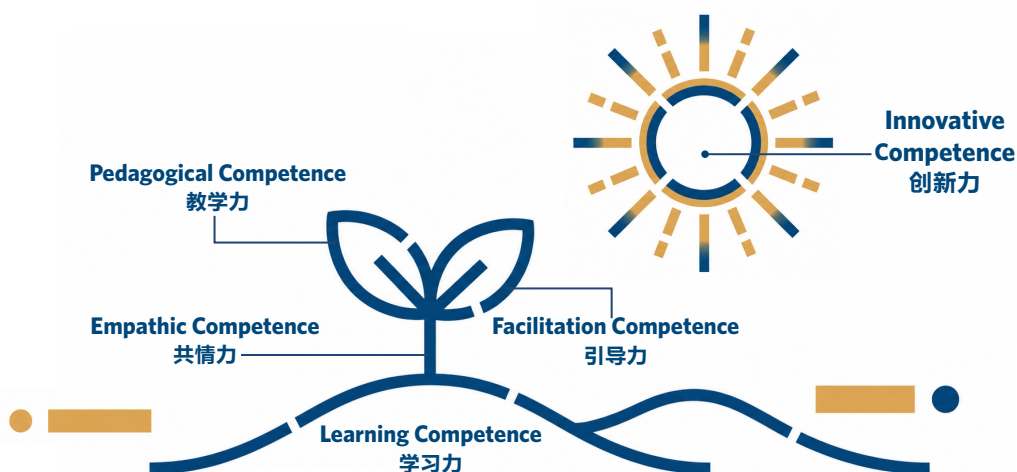
This study reveals a global consensus on the key competences for global teachers in the AI era, alongside significant variations among groups and actionable directions for development. The core findings are as follows:

本研究揭示了人工智能时代教师关键能力的全球共识，以及群体间的显著差异和可行的行动方向。

核心发现如下：

I. Global consensus: A five-dimensional key competence model for teachers

全球共识：教师五维关键能力模型



Despite cultural and regional differences, teachers worldwide were asked to select the most essential competences from a list of 15. The collective responses from 4,636 teachers point to a 'five-dimensional key competence model': learning competence, pedagogical competence, empathic competence, innovative competence, and facilitation competence. While there are nuanced differences in emphasis across regions — with overseas teachers placing greater value on digital-intelligence literacy and well-being competence — a weighted global sample analysis reveals that these five competences constitute the broadest common ground of value and form the foundational pillars of teachers' professional worth in the AI era. Deeply interconnected and mutually reinforcing, they together construct a dynamic and empowering five-dimensional key competence model for teachers worldwide.

跨越文化与地域的差异，全球 4636 名教师在 15 项能力中的集体选择指向了一个“五维关键能力模型”：学习力、教学力、共情力、创新力与引导力。尽管不同地区教师的侧重点有所不同（如海外教师更专注数智素养与幸福力），但从全球总样本加权来看，这五项能力拥有最广泛的共识，成为人工智能时代教师专业价值的基础。它们相互交织，共同构建了一个动态的、相互赋能的全球教师五维关键能力模型。

In this model, learning competence serves as the foundation — the meta-competence that enables teachers to engage in all professional activities and remain aligned with contemporary developments. Pedagogical competence and facilitation competence act as the two wings, representing teachers' expertise in knowledge construction and the facilitation of critical thinking, together forming the core of pedagogical practice. Empathic competence constitutes the heart, permeating every teaching interaction as the emotional foundation for building trust, unlocking potential, and achieving holistic educational goals. Innovative competence functions as the driving force, continuously renewing and elevating the other four dimensions, propelling teachers from competence toward excellence and advancing education as a whole. Collectively, these five competences address the central question of our time. As AI takes on the role of knowledge transmission, the irreplaceable value of human teachers lies in higher-order human development — illuminating minds, shaping character, and nurturing hearts. This is the enduring and fundamental essence of education.

在这个能力模型中，学习力是“基座”，是教师进行一切专业活动、与时代发展保持同步的元能力。教学力和引导力则是“两翼”，分别代表了教师在知识建构与思维引导中的专业能力，共同构成教学实践的核心。共情力是内核，渗透于所有教学活动之中，是建立信任、激发潜能，实现育人目标的情感基础。创新力则是“动力之源”，驱动其他四种能力不断迭代升级，是教师从胜任走向卓越，推动教育向前发展的核心。这五项能力共同回应了时代的核心命题：当人工智能承担起知识传递的功能时，人类教师的价值将通向育人的高阶领域，即更加专注于启迪思想、塑造品格、温暖心灵，而这些正是教育最根本且永恒的价值所在。

II. Group consensus and variations in perceptions

群体共识与认知差异

When selecting from 15 competences, learning competence, pedagogical competence, and empathic competence rank in the top three in the overall global sample, forming a 'foundational competence triangle'. However, beyond this core triangle, priorities vary in ways that reflect role-specific emphases and disciplinary characteristics:

在 15 项能力的选择中，学习力、教学力与共情力在全球总体样本中位列前三，构成了“基础能力三角”。然而，在此“能力三角”之上，不同群体对不同能力的价值排序呈现其角色与学科的差异：



Cross-cultural differences 中外差异

Chinese teachers place greater emphasis on the combination of innovative competence and facilitation competence, reflecting strong alignment with national strategic priorities around innovation-driven development and the fundamental task of moral education. In contrast, overseas teachers show stronger concern for digital-intelligence literacy and well-being competence.

中国教师更强调创新力与引导力的组合，这与中国强调创新驱动发展、落实立德树人根本任务的战略导向高度一致；而海外教师则更关注数智素养和幸福力。



Role-based differences 角色差异

When selecting their five most essential competences, teachers and school administrators show a high degree of alignment, both covering learning competence, pedagogical competence, empathic competence, innovative competence, and facilitation competence. However, teachers prioritise direct classroom interactions, with their selection rates for pedagogical competence and empathic competence ranking the highest among all roles. Teaching supervisors / teacher trainers focus on knowledge integration and adaptation, placing integrative competence among their top five. Educational researchers / scholars emphasise theory generation and validation, listing research competence as one of their five key competences.

从对五项最关键能力的选择来看，一线教师与学校管理者的选择高度一致，均涵盖学习力、教学力、共情力、创新力与引导力。但一线教师更聚焦于课堂的直接互动，其教学力与共情力的选择率在各类角色中均居首位。教研员 / 教师培训师着重于知识的整合与转化，将整合力纳入其五项最关键能力之中；教育研究者 / 专家学者关注理论的生成与验证，将研究力列为前五项关键能力之一。



Disciplinary differences 学科差异

In the humanities, social sciences, STEM, arts and physical education, teachers largely agree on the same top five competences: learning, pedagogical, empathic, innovative and facilitation. However, teachers in integrated practice / interdisciplinary studies replace facilitation competence with integrative competence, reflecting the need for knowledge integration in cross-disciplinary teaching. Additionally, STEM teachers select innovative competence at a rate roughly ten percentage points higher than their counterparts in other disciplines.

人文社科、理工、艺术体育学科教师对前五项关键能力的选择高度重合，均包含学习力、教学力、共情力、创新力与引导力。但在综合实践 / 跨学科教师对前五项关键能力的选择中，整合力入选，而引导力未进入前五，体现了其跨学科教学中对知识整合的独特需求。此外，理工科教师对创新力的选择率显著高于其他学科，约高出 10 个百分点。



Generational differences 代际差异

In the selection of the five key competences, Generation Z teachers (born 1995–2009) show the highest emphasis on the 'foundational competence triangle' (learning competence, pedagogical competence, and empathic competence) across all cohorts. This may reflect a tendency among newer educators to strengthen core teaching skills in response to technological uncertainty. Teachers born before 1964, in contrast, show relatively higher selection rates for facilitation competence, which may be associated with their accumulated teaching experience and understanding of the educational process.

从对五项最关键能力的选择来看，Z 世代（1995–2009 年出生）教师对“基础能力三角”（学习力、教学力、共情力）的重视程度为各代际最高。这一特征可能反映出，面对技术变革的不确定性，新生代教师更倾向于夯实教学基本功。而资深教师（1964 年前出生）对引导力更为偏重，这可能与其长期教学经验积累和对育人过程的理解有关。

III. Current challenges and development needs 现实困境与提升需求

1. Teachers identify a systemic closed loop as the primary barrier to competency development: “Heavy daily teaching workload; lack of time and energy for systematic learning” (74.8%) is the most immediate pain point, yet its root causes lie in “constraints of traditional evaluation and promotion systems” (57.9%) and “lack of systematic training and institutional support” (53.3%). This underscores that teacher development is fundamentally an ecological issue rather than an individual one. Teachers express the strongest desire for synergistic empowerment through systematic training (66.6%), greater pedagogical autonomy (66.1%), and reform of evaluation mechanisms (58.8%).

2. At the global aggregate level, innovative competence ranks as teachers' top priority for development — a finding that holds true across most disciplines and generational cohorts. Pedagogical competence and research competence also feature among the top three priorities worldwide. Beneath this overall trend, however, certain group-level variations emerge. Overseas teachers and higher education faculty, for instance, both identify digital-intelligence literacy as their foremost development need.

1. 在探寻能力发展的阻碍时，教师们的回答直接指向一个外部系统构成的闭环：“日常教学任务繁重，没有时间与精力进行系统学习”（74.8%）是直接痛点，但其根源在于“传统评价体系的束缚”（57.9%）与“系统性支持的缺失”（53.3%）。这表明，教师的能力发展问题本质上是一个生态问题，而非个体问题。因此，教师们最渴望获得高质量、体系化培训（66.6%），教学自主权（66.1%）与评价机制改革（58.8%）三者协同的赋能。

2. 创新力在全球总体样本中位列教师最需要提升的能力之首，且在多数学科与代际群体中均居首位。此外，教学力和研究力也位列提升需求前三。值得注意的是，这一总体趋势背后存在一定的群体差异。例如，海外教师与高等教育教师均将数智素养列为其首要提升需求。

IV. Additional insights and policy implications 延伸发现与政策启示

1. When selecting their five most essential competences from a list of 15, leadership competence does not rank among the top five in any dimension analysed. This suggests that teachers' self-perception remains largely confined to classroom teachers, with limited extension to roles as enablers within schools or wider communities. Such a perceptual limitation may constrain further expansion of teachers' professional influence. It is therefore recommended that future teacher education and in-service training programmes explicitly incorporate leadership development as a core component, fostering awareness and skills in leading professional growth, enabling peer collaboration, and activating community networks.

1. 在从 15 项能力中选出最关键的 5 项时，领导力在各个维度的分析中均未进入关键能力前五之列。这表明，教师的自我角色认知仍普遍局限于授课教师，未能充分扩展至学校乃至社群的赋能者。这种认知局限，可能制约教师专业影响力的进一步提升。为此，我们建议，在未来的教师教育与在职培训体系中应将教师领导力的培养纳入其核心模块，帮助教师建立引领专业发展、赋能同伴协作、激活社群联结的意识与能力。

2. Teachers generally place less emphasis on cultural communication competence. However, this competence is notably more valued among higher education faculty compared to those in basic education. In the context of deepening globalisation and humanistic exchanges under the Belt and Road Initiative, teachers are expected to serve as key bridges for cultural understanding, mutual learning, and dissemination. It is recommended that cultural communication competence be clearly positioned as a foundational professional competence for all teachers. This should be systematically integrated into both pre-service and in-service training through elements such as cross-cultural awareness, interpretation of local cultures, and engagement with global issues. By doing so, teachers will be better equipped to foster students' cultural confidence and global competence.

3. Aesthetic competence is broadly overlooked across all teacher groups, with selection rates ranging from 11.9% to 23.6%. No group has ranked it among its own top five most essential competences. Although arts and physical education teachers attach greater importance to this competence (23.6%) than their counterparts in other disciplines (11.9%–17.2%), even within this group, aesthetic competence does not feature in the top five. In the AI era, the value of aesthetic competence — encompassing sensory perception, emotional experience, and creative expression — for holistic development warrants renewed attention. It is recommended that aesthetic competence be repositioned as a cross-disciplinary foundational competence, with exploration of feasible pathways for its systematic integration into overall educational design. This may represent an important emerging theme for future education reform.

2. 教师们对文化传播力整体关注度偏低。但在高等教育教师群体中的选择比例显著高于基础教育阶段教师。在全球化与“一带一路”人文交流日益深入的背景下，教师应成为文化理解、互鉴与传播的关键桥梁。我们建议，将文化传播力明确为教师的基础专业素养之一，在师资培养与培训中系统融入跨文化认知、本土文化阐释及全球议题讨论等内容，使教师能有效培养学生的文化自信与全球胜任力。

3. 审美力在各教师群体中均被普遍忽视，选择率介于 11.9% 至 23.6% 之间，所有群体均未将其选入最重要的五项关键能力。艺术体育教师对这一能力的重视程度 (23.6%) 虽高于其他学科 (11.9%–17.2%)，但在艺术体育群体内部，审美力的选择也未进入前五关键能力之列。在人工智能时代，审美力所代表的感性认知、情感体验与创造性表达，其育人价值应被重新审视。我们建议，将审美力重新定位为一种跨学科的基础素养，并研究其系统性融入整体教育设计的可行路径，这或将成为未来教育改革需回应的重要课题。

PART

RESEARCH INTRODUCTION 研究概述

2.1

Research Background and Objectives

研究背景与目标



Image generated by AI.

图片由 AI 生成。

In today's rapidly evolving landscape, advanced technologies — particularly artificial intelligence — are fundamentally transforming the global education ecosystem. This transformation extends beyond the mere iteration of teaching tools; it represents a profound re-evaluation of the essence of education and the value of the teacher's role. A core question thus arises: as artificial intelligence becomes increasingly proficient in knowledge transmission and management, what is the unique value of human teachers?

当前，以人工智能为代表的新技术正重塑全球教育生态。这场变革不仅涉及教学工具的更新，更触及教育本质与教师角色的重新定义。一个核心问题由此产生：当人工智能能够高效完成知识传递与管理任务时，人类教师的独特价值体现在哪里？

International organisations, including UNESCO, have emphasised that teachers are a decisive factor in determining whether educational transformation succeeds or fails. Rather than being replaced or marginalised in the age of AI, teachers are being entrusted with even greater responsibility. They are expected to ensure that technology always serves human-centred educational purposes, to protect every learner's fundamental right to education, and to maintain both equity and high quality across all learning environments. Therefore, identifying the key competences teachers need is a necessary prerequisite for planning teacher professional development, reforming teacher education systems, and shaping future education policies.

While discussions on 'the key competences teachers should possess' are abundant in the global education community, they often remain confined to theoretical speculation or experience drawn from single cultural contexts, with few studies genuinely capturing the collective voice of teachers worldwide. To address this gap, the Belt and Road Languages and Cultures Network (BRLCN), drawing on its international network, initiated this global survey involving 4,636 educators from over 20 countries and regions. We believe that the insights needed to shape the future of education are embedded in the collective wisdom of teachers around the world.

This study aims to identify areas of global consensus and develop and validate a cross-culturally applicable model of key competences for global teachers; to reveal variations across groups, providing nuanced profiles for teacher professional development in different national and role-specific contexts; and to diagnose bottlenecks in competency development, offering evidence-based recommendations for education policy and practice interventions.

联合国教科文组织（UNESCO）等国际机构指出，教师是教育转型能否成功的关键。人工时代，教师非但不会被削弱，反而被赋予了更关键的责任。教师需要确保技术服务于以人为本的教育目标，保障每位学习者的受教育权，维护教育公平与质量。因此，明确教师应具备哪些关键能力，是规划教师专业发展、改革教师教育体系、制定未来教育政策的必要前提。

然而，目前全球教育界关于“教师应具备哪些核心能力”的讨论虽多，但大多局限于理论推演或单一文化背景的经验总结，缺少对全球一线教师真实想法的系统性调研。为此，“一带一路”语言教育文化组织联盟（BRLCN）依托其广泛的国际网络，发起了一项覆盖 20 余个国家和地区的 4636 位教育工作者的全球实证调研。

本研究旨在识别全球共识，构建并验证具有跨文化普适性的未来教师关键能力模型；揭示不同群体差异，为不同国家、不同角色的教师专业发展提供精准画像；诊断能力瓶颈，为教育政策与实践干预提供依据。

2.2

Research Design

研究设计

Research method

研究方法

The study was carried out in the following stages:
本研究分为以下阶段展开：



Literature review: A comprehensive search and content analysis was conducted on academic papers, policy reports, and authoritative institutional white papers from the past decade addressing teacher competences, future education, and AI integration in education. This process extracted high-frequency competence keywords.

Preliminary framework construction: Drawing on the results of the literature review, the research team conducted multiple rounds of discussion to cluster, integrate, semantically define, and refine disparate competence items. This culminated in a preliminary framework comprising four dimensions and 15 competences for global teachers.

文献回顾：研究团队对近十年中外关于教师素养、未来教育、人工智能与教育融合等主题的学术论文、政策报告及权威机构白皮书进行系统性检索与内容分析，提取高频能力关键词。

初步能力框架构建：在文献分析的基础上，研究团队经过多轮讨论，将分散的教师关键能力项进行归类、整合，并逐一明确其含义，最终形成一个包含四个维度、共 15 个能力的“全球教师关键能力初步框架”。

Questionnaire design: A structured questionnaire was developed around this preliminary framework, focusing on three core questions: what is important, what is urgently needed, and what are the obstacles. Specifically, respondents were first asked to select the five most important competences from the list of 15. Second, they rated the importance of each competence on a scale of 1 to 5. Third, they were asked to identify the three competences they most urgently needed to improve, and to describe the main challenges they face in their professional development, as well as the support they require. The questionnaire underwent small-scale pilot testing and optimisation before being officially deployed.

Data collection: Leveraging the BRLCN platform, the questionnaire was distributed to educators in over 20 countries and regions between October and December 2025, yielding 4,636 valid responses.

Data analysis: Descriptive statistics, cross-tabulation, and multi-dimensional analysis (by discipline, years of teaching experience, educational stage taught, educational role, etc.) were applied to examine patterns and variations in the data.

问卷设计: 围绕这一初步框架, 研究团队设计了结构化问卷, 主要聚焦三大问题: 教师认为哪些能力最重要、哪些能力最急需提升、以及他们在专业发展中面临的主要挑战和需要的支持。具体而言, 首先请受访者从 15 项能力中选出最重要的五项; 然后请他们对各项能力进行重要性打分 (1-5 分); 最后, 请他们选出自己最需提升的三项能力, 并回答在专业发展中遇到的主要挑战及所需的支持。问卷经过小范围预测试并优化后正式发放。

数据收集: 依托 "一带一路" 语言教育文化组织联盟平台网络, 研究团队在 2025 年 10 月至 12 月间进行问卷发放, 共回收来自全球 20 余个国家和地区的 4636 份有效问卷。

数据分析: 采用描述性统计、交叉分析等方法, 从多维度 (如学科、教龄、学段、身份等) 对数据进行深入分析。

Limitations and future directions 研究局限与未来方向

The preliminary competence framework developed in this study is rooted in a systematic literature review, providing a solid theoretical foundation. Future research could build on this by employing the Delphi method for multiple rounds of expert consultation to further validate and refine the definitions and structure of the competence items. Although the survey sample exhibits considerable global diversity, it was not selected through population-proportionate random sampling. The generalisability of the findings could therefore be strengthened through subsequent larger-scale, probability-based studies.

本研究构建的初步能力框架主要基于文献分析, 具有较好的理论基础和覆盖面。未来研究可在此基础上, 采用德尔菲法进行多轮专家咨询, 以进一步验证和精炼能力项的定义与结构。此外, 本调研样本虽具有全球多样性, 但未按人口比例严格抽样, 结论的普适性可通过后续更大规模的随机抽样研究加以验证。

2.3

Interpretation of the Key Competence Framework for Global Teachers

全球教师关键能力框架解读

Drawing on in-depth analysis of global education policies and cutting-edge practices, the research team developed a framework comprising 15 competences across four dimensions.

基于对全球教育政策与前沿实践的深入研究，研究团队构建了一个由四大维度构成的，包含 15 项能力的框架。

Foundational literacies: focused on teachers' inner stability and sustained personal growth.

Teaching innovation: focused on the design and reconstruction of learning experiences.

Social interaction: focused on building trust and mobilising resources.

Value leadership: focused on exerting influence in broader contexts.

基础素养: 教师内在的稳定与持续的成长。

教学创新: 学习体验的设计与重构。

社会互动: 信任的建立与资源的汇聚。

价值引领: 更广阔语境中的影响力。

Foundational literacies

基础素养

Learning competence 学习力

Well-being competence 幸福力

Metacognitive competence 元认知力

Teaching innovation

教学创新

Pedagogical competence 教学力

Integrative competence 整合力

Facilitation competence 引导力

Research competence 研究力

Aesthetic competence 审美力

Innovative competence 创新力

Social interaction

社会互动

Empathic competence 共情力

Communication competence 沟通力

Collaborative competence 协作力

Value leadership

价值引领

Leadership competence 领导力

Digital-intelligence literacy
数智素养

Cultural communication competence
文化传播力



Learning competence **学习力**

The ability to actively explore new knowledge, effectively plan and execute one's own learning, and continuously update teaching philosophies and skills. In an era of rapid knowledge and technological change, teachers must serve as models of lifelong learning. Strong learning competence ensures professional advancement and inspires students' enthusiasm for learning.

主动探索新知，高效规划并执行自身的学习，持续更新教学理念与技能。在一个知识和技术飞速迭代的时代，教师必须是终身学习的典范，他们强大的学习力是保持专业领先、激发学生学习热情的根本保障。



Well-being competence **幸福力**

The ability to maintain a positive mindset, manage emotions, and practice self-care while transmitting positive energy to students. A teacher's sense of well-being directly influences classroom atmosphere and students' mental and emotional health. Well-being competence serves as an inner support for coping with occupational stress and as a vital source of energy for fostering a positive educational environment.

保持积极心态，具备情绪管理与自我关怀的能力，并能将积极状态传递给学生。教师的幸福感直接影响课堂氛围与学生身心健康。幸福力是教师应对职业压力的内在支撑，也是构建积极教育环境的能量源泉。



Metacognitive competence **元认知力**

The ability to be aware of, monitor, and regulate one's own thinking, learning, and emotional states. This serves as an 'accelerator' for self-growth, enabling teachers to reflect efficiently and optimise decision-making. More importantly, it allows teachers to model metacognition for students, guiding them to learn how to learn and become independent lifelong learners.

对自身的思维、学习与情绪状态进行清晰的认知、监控和调节。这是教师自我成长的“加速器”，使其能高效反思、优化决策。更重要的是，教师能以此为范本，引导学生学会学习，成为独立的终身学习者。



Pedagogical competence **教学力**

Grounded in a deep understanding of educational principles, the ability to design and implement instruction that promotes students' holistic development. While AI can assist, high-quality classroom interaction, emotional connection, and individualised teaching remain irreplaceable core skills of teachers, forming the foundation of both educational quality and human warmth.

基于对教育规律的深刻理解，设计并实施促进学生全面发展的教学过程。人工智能可辅助，但高质量的课堂互动、情感连接与因材施教仍是教师不可替代的核心专业技能，是确保教育质量与温度的基础。



Integrative competence **整合力**

The ability to transcend disciplinary boundaries and effectively combine fragmented knowledge, technologies, and resources to build systematic, contextualized learning experiences. In the face of an information explosion, integrative competence helps students construct knowledge networks, develop systems thinking, and apply multiple perspectives to solve complex real-world problems.

打破学科边界，将碎片化的知识、技术与资源有效融合，构建系统化、情境化的学习体验。面对 AI 时代的信息爆炸，整合力帮助学生建立知识网络，培养系统思维，使其能运用多元视角解决真实世界的复杂问题。



Facilitation competence **引导力**

The ability to shift from a knowledge transmitter to a learning designer — stimulating students' inquiry and critical thinking through questioning, scenario design, and other strategies. When knowledge acquisition becomes effortless, facilitation competence becomes key to cultivating students' critical thinking and self-directed learning abilities.

从知识的讲授者转变为学习的设计者，通过提问、设计情境等方式，启发学生自主探究与思考。当知识获取极其便捷时，引导力成为培养学生批判性思维与自主学习能力的关键。



Research competence **研究力**

The ability to identify, analyse, and solve practical problems in teaching with scientific rigor, while continuously reflecting and improving practice. Research competence transforms teachers from experience-based to professional practitioners who use data and theory to drive instructional improvement. With AI support, this competence can make education more precise and innovative.

以科学严谨的态度，发现、分析并解决教学中的实际问题，持续反思与改进实践。研究力使教师从经验型走向专业型，能利用数据和理论驱动教学优化。在人工智能的辅助下，拥有研究力可更高效地实现教育的精准化与创新。



Aesthetic competence **审美力**

The ability to perceive and appreciate beauty, and to integrate aesthetic elements into teaching to help students experience and create beauty. In an efficiency-driven era, aesthetic competence nourishes students' inner worlds, inspires imagination and creativity, and enhances the quality of life. It is an essential dimension for achieving holistic education beyond utilitarian aims.

感知、欣赏美，并能将美学元素融入教学，培养学生感受美、创造美的能力。在一个追求效率的时代，审美力滋养学生心灵，激发想象力与创造力，提升其生命品质。它是超越功利，实现全人教育的重要一环。



Innovative competence **创新力**

The ability to break habitual thinking patterns, integrate resources to generate new ideas and solutions, and create unique learning experiences. In an age where AI can produce standard answers, teachers' innovative competence is vital for cultivating students' creative problem-solving skills and ensuring the vitality and future relevance of education.

破除思维定势，整合资源产生新思想与新方案，开发独特的学习体验。在人工智能取代标准答案的时代，教师的创新力是培养学生创造性解决未知问题的关键，它驱动教育模式不断升级，确保教育的活力与未来价值。



Empathic competence **共情力**

The ability to deeply perceive and understand students' emotions, needs, and perspectives, and to respond to them with warmth and appropriateness. Empathy builds trust and a sense of safety in teacher-student relationships and is essential for personalised guidance and character development. Empathy is the source of education's 'warmth' and sustains its most human essence.

深入感知、理解学生的情绪、需求和独特视角，并给予温暖、恰当回应的能力。在人工智能高效处理数据的时代，共情力是人类教师不可替代的核心价值。它构建了信任与安全的师生关系，是有效进行个性化引导、塑造健全人格的前提。共情力是教育“温度”的源泉，维系着教育最温暖的人性底色。



Communication competence **沟通力**

The ability to express and listen effectively, and to build trust and connection with diverse stakeholders including students, parents, and colleagues. Technology cannot replace deep human communication. Strong communication competence is the key bridge for understanding student needs, fostering harmonious educational ecosystems, and achieving both instructional and emotional effectiveness.

有效表达、倾听，并能与学生、家长、同事等多元主体建立信任与连接。技术无法取代人与人之间的深刻交流。优秀的沟通力是理解学生需求、构建和谐教育生态、实现有效教学与情感育人的核心桥梁。



Collaborative competence **协作力**

The ability to work effectively with students, colleagues, parents, and even AI tools — sharing resources and solving problems together. Future education is open and connected; collaboration enables teachers to integrate diverse intelligence, carry out interdisciplinary projects, and model teamwork and cooperation — the key skills of future societies.

与学生、同事、家长乃至人工智能工具进行高效配合，共享资源，共同解决问题。未来的教育是开放连接的，协作力使教师能整合多元智慧，开展跨学科项目，并为学生示范未来社会最需要的人际合作与团队精神。



Leadership competence **领导力**

The ability to set goals, motivate others, coordinate resources, and generate positive influence within classes, teams, and projects. Future teachers are not merely classroom managers but leaders of learning communities — guiding students and peers through project-based learning and collaborative inquiry, and nurturing future collaborators and decision-makers.

在班级、团队与项目中，设定目标、激励他人、协调资源，产生积极影响力。未来的教师不仅是课堂管理者，更是学习共同体的领导者，需带领学生和团队进行项目式学习与协同探究，培养未来的合作者与决策者。



Digital-intelligence literacy **数智素养**

In the AI era, this literacy enables teachers not only to use technology to empower teaching, but also to develop critical, ethical, and humanistic understanding of data and intelligent systems. Its essence lies in ensuring that technology serves the fundamental purpose of education — human development — while maintaining ethical boundaries and human warmth amid digital transformation.

在人工智能时代，数智素养不仅使教师能驾驭技术赋能教学，更要求教师具备对数据与智能技术的批判性理解、伦理审辨与人文驾驭能力。其核心在于，能引导技术服务于“育人”的根本目的，确保教育在数字化转型中不失其人文温度与伦理底线。



Cultural communication competence **文化传播力**

Within the context of globalisation and the Belt and Road Initiative, teachers should possess strong intercultural awareness and sensitivity. They should treat their disciplines as carriers of cultural exchange and creatively interpret and share the essence of their national culture through education. At the same time, they should understand, appreciate, and integrate diverse world cultures, fostering students to become communicators with a global perspective, cultural confidence, and intercultural competence.

教师在全球化与“一带一路”倡议背景下，具备深厚的跨文化认知与敏感度，能自觉地将所教学科视为文化互鉴的载体，并主动地、创造性地在教育教学中阐释、传播本国 / 本民族优秀文化的精髓，同时理解、欣赏、吸纳世界多元文化，培养学生成为具有全球视野、文化自信与跨文化胜任力的交流使者的能力。

PART

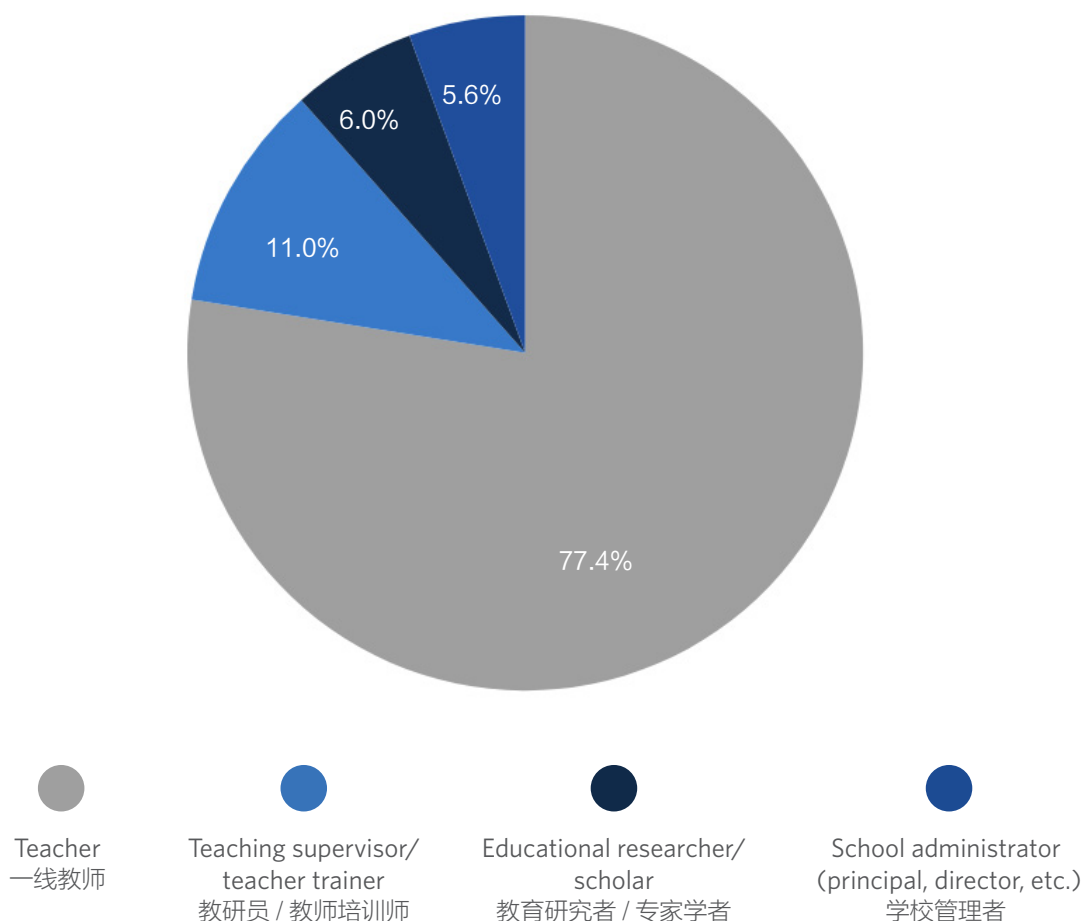
PERSONA
人物画像

Persona 人物画像

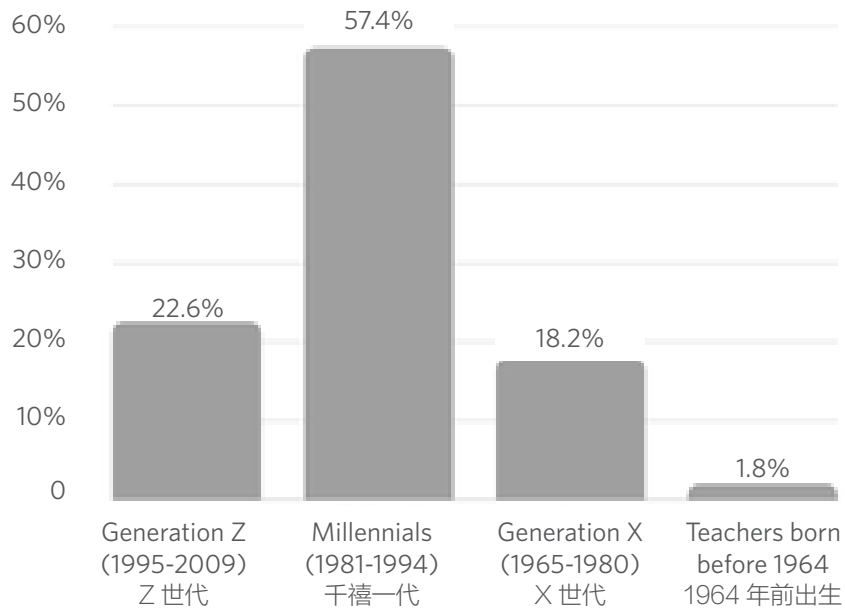
The survey collected 4,636 valid responses from educators worldwide. Drawing on these data, systematic persona profiling was conducted across multiple dimensions, including participants' educational roles, generational cohorts, years of teaching experience, educational stages taught, and disciplines.

本次调研共收集了来自全球的 4636 份有效问卷。基于这些数据，研究团队围绕参与者的教育身份、年龄代际、教龄、所教学段与学科领域等维度，开展了系统的人物画像分析。

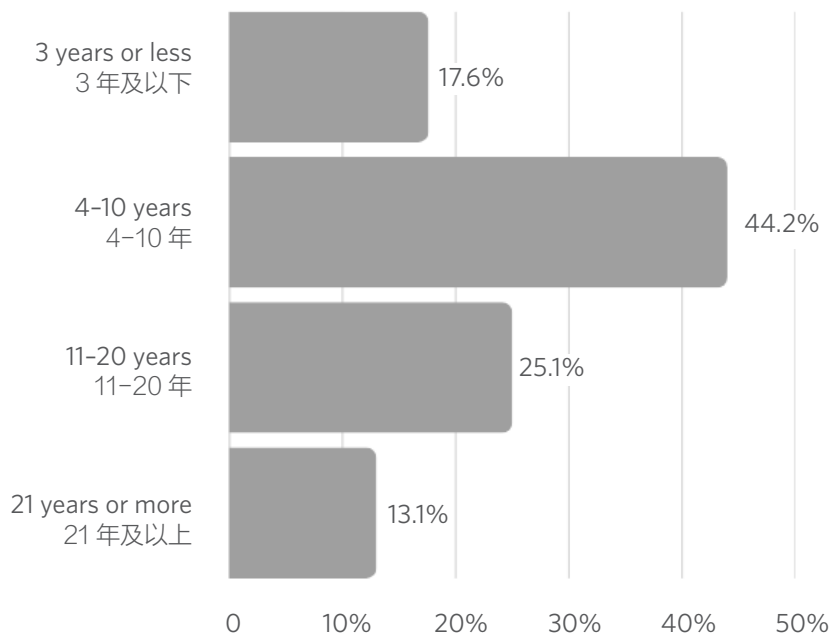
Educational Role
人物身份



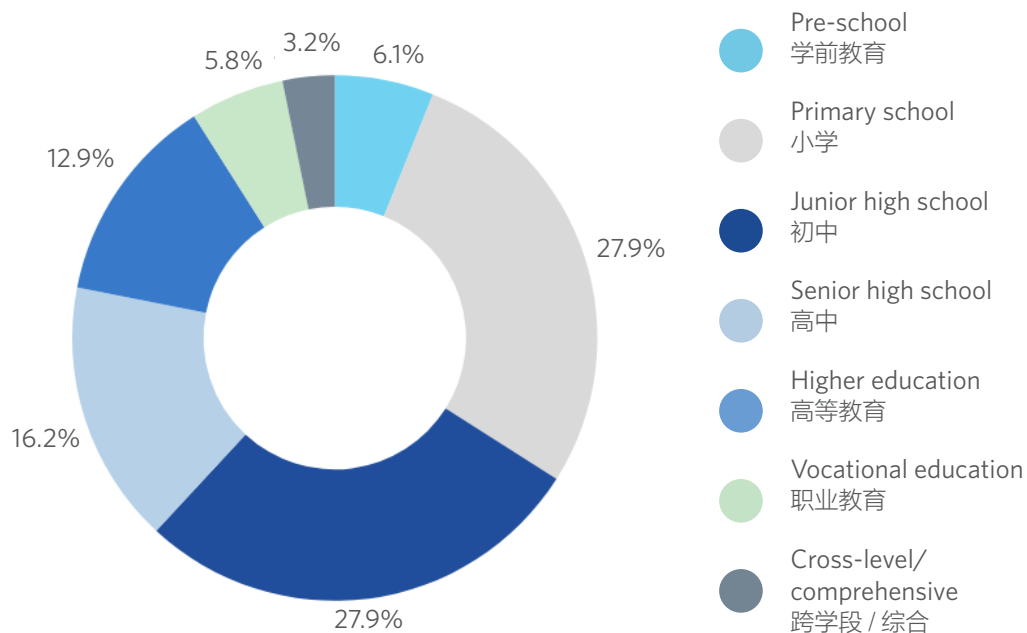
Generational Cohort 代际统计



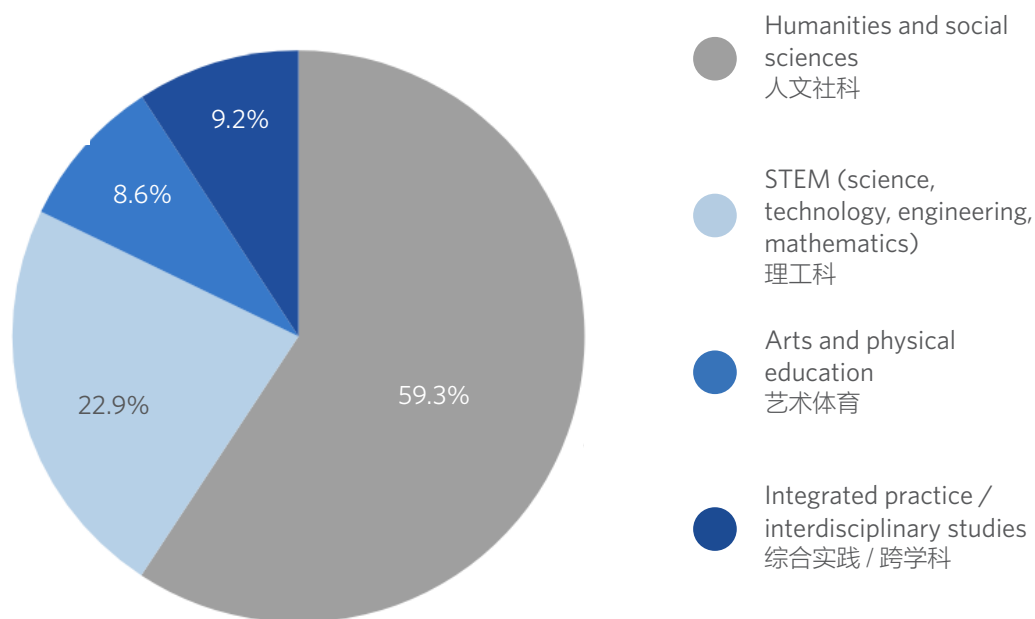
Years of Teaching Experience 从教年限



Educational Stage Taught 任教学段



Subject Discipline 所授学科



PART

ANALYSIS & INSIGHTS
数据分析与多维洞察

4.1

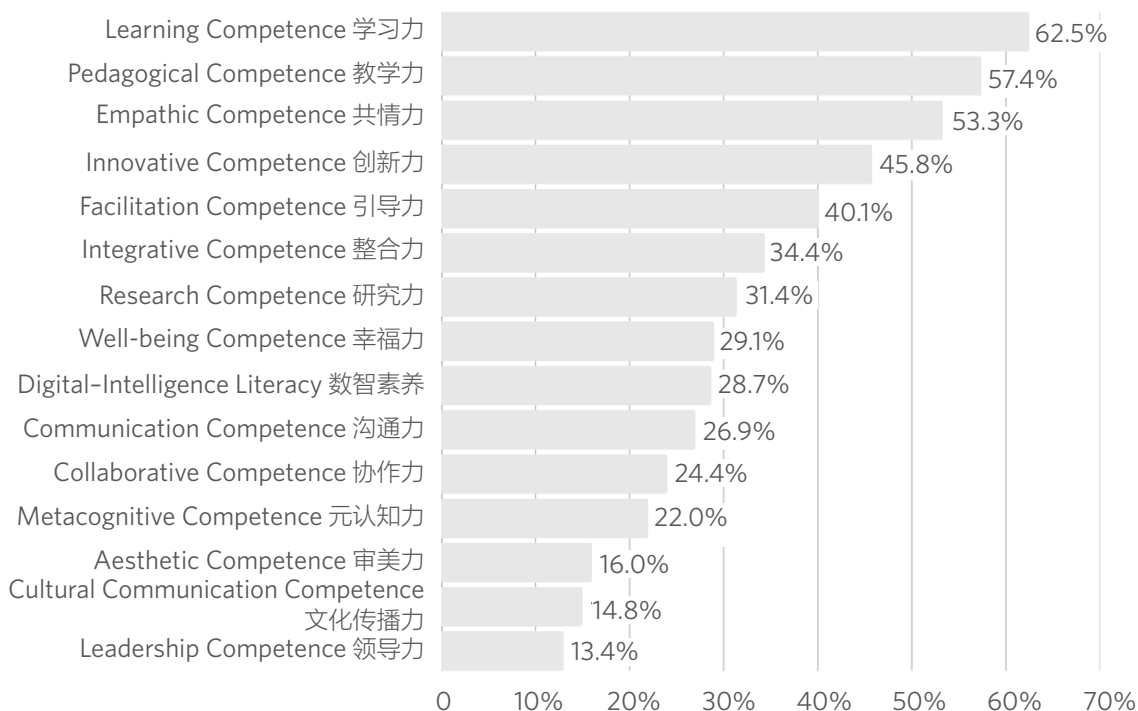
Core Insights: A Five-Dimensional Key Competence Model

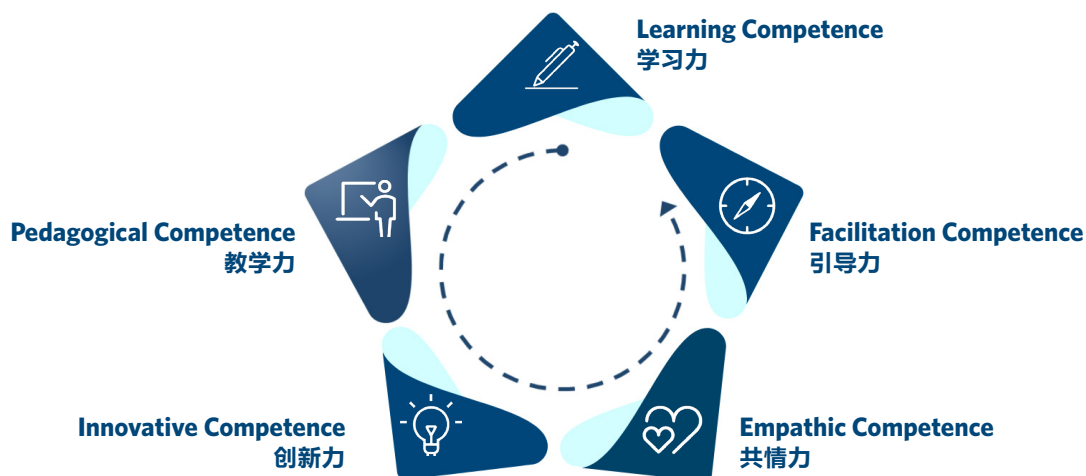
核心解读：教师五维关键能力模型

The five key competences most frequently selected by teachers globally, in descending order of priority, are: learning competence (62.5%), pedagogical competence (57.4%), empathic competence (53.3%), innovative competence (45.8%), and facilitation competence (40.1%).

全球教师评选出的五大核心关键能力依次为：

学习力（62.5%）、教学力（57.4%）、共情力（53.3%）、创新力（45.8%）与引导力（40.1%）。





Learning competence: The source of adaptation to change **学习力：应对变革的源泉**

In an era of explosive knowledge growth, strong learning competence enables teachers to sustain professional vitality, continuously update their knowledge base, and develop effective ways of collaborating with AI. Human learning is intrinsically motivated, purposeful, and reflective. This drive to learn for the sake of nurturing others — rooted in genuine intent and reflective capacity — is something AI cannot replicate and serves as the starting point for teachers to navigate any transformation.

面对知识爆炸式增长的现实，教师需具备强大的学习力才能保持专业活力，不断更新知识体系，掌握与人工智能协作的方法。人类的学习由内在动机驱动，是有目的、有反思的主动建构。这种为了育人而学的意愿与能力，是AI无法模拟的，也是教师应对一切变革的出发点。



Pedagogical competence: The professional core of redefined value **教学力：重塑价值的专业核心**

Pedagogical competence represents the comprehensive ability of teachers as designers of learning experiences. In the AI era, teachers must accurately diagnose student needs, plan personalised learning pathways, and blend AI tools, digital resources, and real-world activities to create rich, individualised experiences. This competence tests curriculum construction, learning environment creation, and diverse assessment skills. It ensures learning remains systematic and evidence-based, transcending AI's programmatic execution and embodying the ultimate expression of teachers' professional identity.

教学力是教师作为学习总设计师的综合能力。在人工智能时代，教师需精准诊断学情、规划学习路径，并整合人工智能工具、数字资源与真实世界的活动，创造出丰富的个性化学习体验。它考验的是教师的课程建构、情境创设与多元评估能力。教学力确保了学习的系统性与科学性，超越了AI的程序化执行，是教师专业身份的最终体现。



Empathic competence: The human bond that preserves educational warmth **共情力：维系教育温度的人性纽带**

As technology becomes more pervasive, human care becomes increasingly precious. Empathic competence enables teachers to deeply understand students' emotions and needs and respond appropriately. In a data-saturated environment, it creates trusting, psychologically safe connections between teachers and students — the essential precondition for effective guidance and character development. While AI can simulate emotional responses, it cannot generate authentic care rooted in lived human experience. This profound interpersonal attunement and responsiveness forms the warmest and most essential core of education.

技术越是普及，人性的关怀就越显珍贵。共情力是教师深入理解学生情感与需求，并给予恰当回应的能力。在一个被数据环绕的环境中，它构建起师生间信任且安全的心理连接，是有效引导和人格塑造的必要前提。人工智能可以模拟情绪，却无法产生源自生命体验的真实关怀。这种人与人之间深刻的体察与回应，构成了教育中最温暖、最核心的部分。



Innovative competence: The critical driver of future-oriented education **创新力：未来教育的关键驱动**

When AI can handle all standardised problems, education's focus shifts to cultivating the ability to address the unknown. Teachers' innovative competence directly determines their capacity to foster students' creative thinking. It requires imagination and courage to break conventional frames and design exploratory learning activities. Human innovation is grounded in value-based creation, whereas AI generation is fundamentally data recombination. This intuitive, visionary creativity is the key force propelling the evolution of educational models.

当人工智能足以应对所有标准化问题，教育的目标便转向培养解决未知问题的能力。教师的创新力，直接决定了其能否培养学生的创新思维。它要求教师拥有突破框架的想象与勇气，设计出探索性的学习活动。人类的创新是基于价值判断的创造，而 AI 的生成本质上是数据的重组。这种蕴含着直觉与远见的创造力是推动教育模式演进的关键。



Facilitation competence: The pivotal practice of redefining the teacher's role **引导力：变革教师角色的关键实践**

Facilitation competence is the interactive art of motivating and empowering students in real-time learning situations. Teachers shift from transmitting knowledge to sparking thinking. Through thoughtful questioning, deep listening, and timely support, they ignite curiosity and guide students toward independent inquiry and deep reflection. Effective guidance lies in capturing the dynamic flow of students' thinking and enabling them to take ownership of their learning. This wise, artistic interaction is beyond the reach of AI's pre-set pathways and represents one of education's greatest strengths.

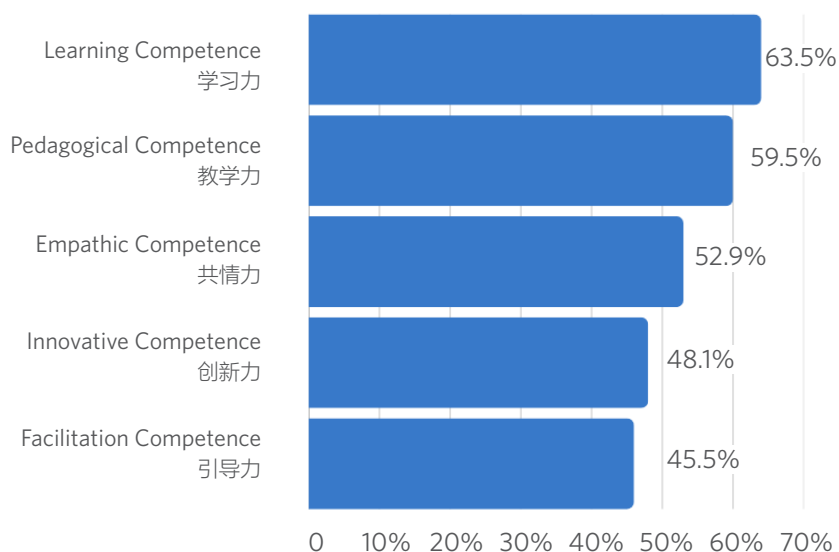
引导力是教师在学习现场激发与赋能学生的互动艺术，教师要从传授知识向启发思维转变。通过精妙的提问、深度的倾听和适时的支持，教师激发学生的好奇心，引导其自主探究、深度思考。成功的引导在于教师能捕捉学生思维的动态，赋能学生成为学习的主人。这种充满智慧与艺术性的互动是人工智能的预设路径无法企及的，也是教育的魅力所在。

4.1.1

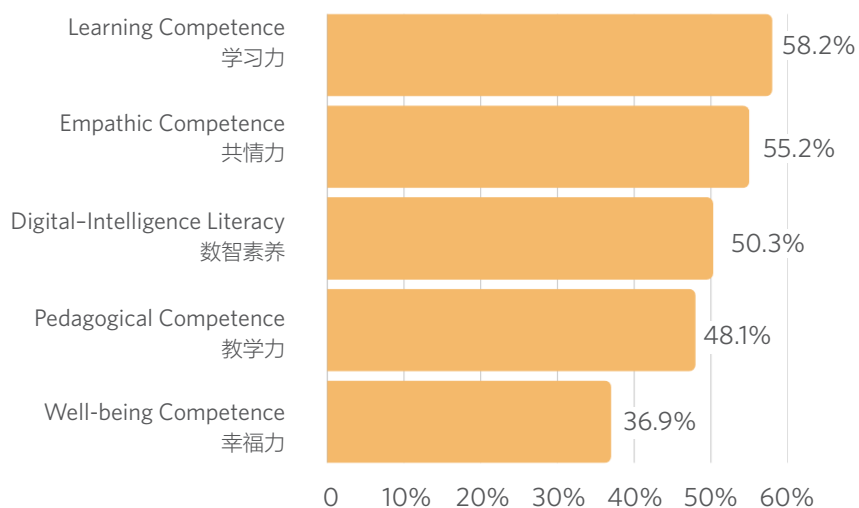
TOP 5 Key Competences by Chinese and Overseas Teachers

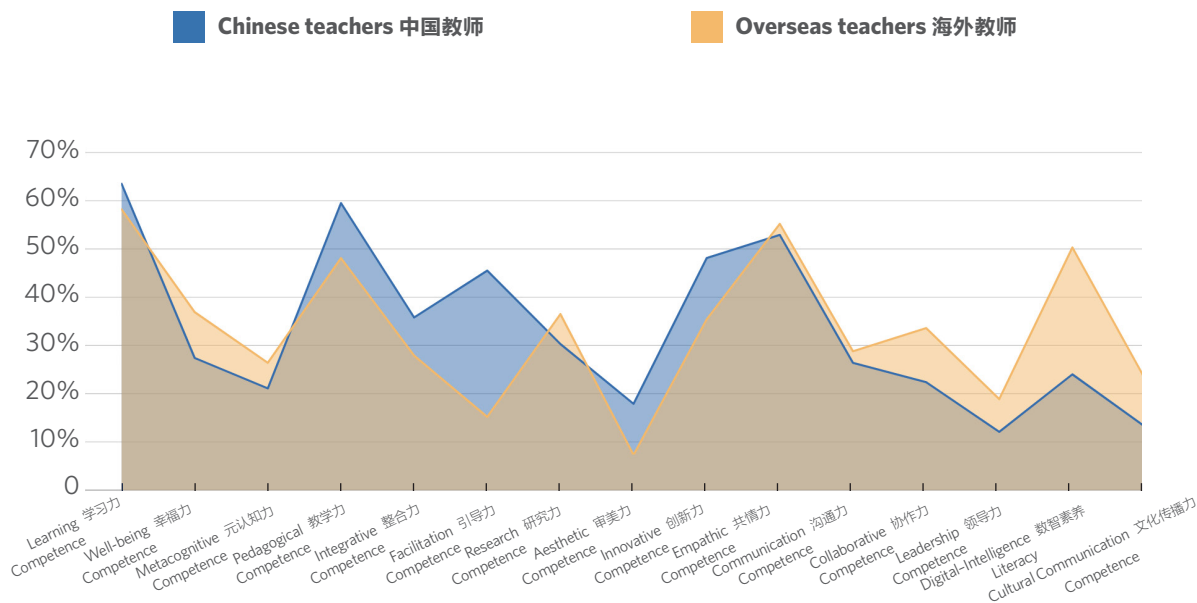
中外教师选出的 TOP5 关键能力

Chinese Teachers 中国教师



Overseas Teachers 海外教师



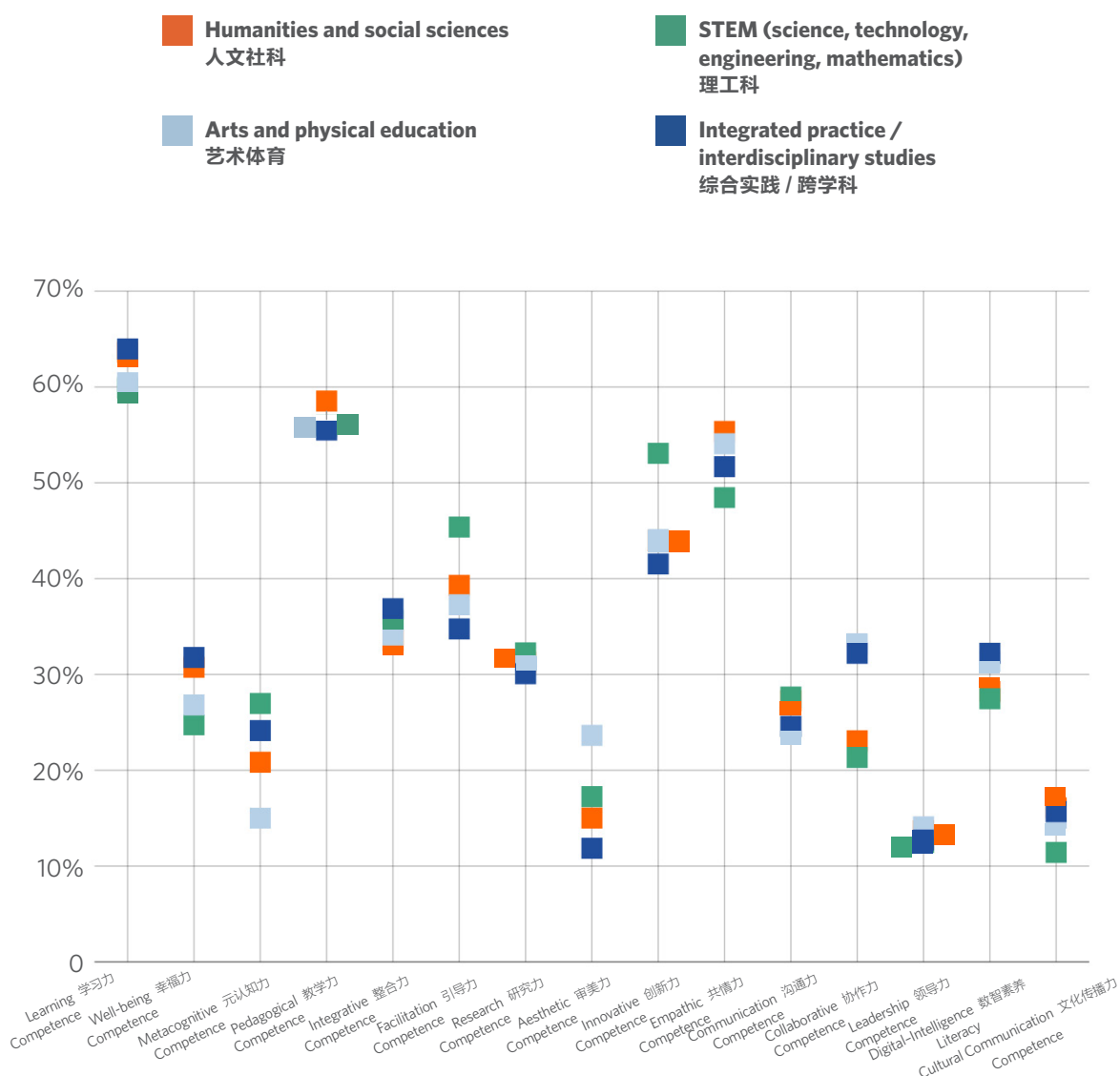


Both Chinese and overseas teachers place high value on learning competence and empathic competence, but their priorities diverge beyond this shared foundation. Chinese teachers show stronger emphasis on the combination of pedagogical competence (59.5%), innovative competence (48.1%), and facilitation competence (45.5%) — all ranking among their top five. Overseas teachers, in contrast, highlight digital-intelligence literacy (50.3%) and well-being competence (36.9%) alongside the common core, forming a dual focus on 'digital and emotional' dimensions.

中外教师均高度重视学习力与共情力，在此共识之外，两者的优先项呈现差异。中国教师更强调教学力（59.5%）、创新力（48.1%）与引导力（45.5%）的实践组合，这三项能力均位列其前五。海外教师则突出数智素养（50.3%）与幸福力（36.9%），形成“数字-情感”的双重关注。

4.1.2

TOP 5 Key Competences by Teachers from Different Disciplines 不同学科教师选出的 TOP5 关键能力



Teachers across disciplines demonstrate strong consensus on the importance of learning competence and pedagogical competence, with selection rates consistently above 60% for the former and exceeding 55% for the latter.

Clear disciplinary differences appear in innovative competence, aesthetic competence, and collaborative competence: STEM teachers place markedly greater emphasis on innovative competence (53.1%, nearly 10 percentage points above other disciplines). Although neither aesthetic competence nor collaborative competence is ranked among the top five most important competences in any subject group, arts and physical education teachers show particular priority to aesthetic competence (23.6%). Both arts and physical education teachers (33.2%) and integrated practice/interdisciplinary studies teachers (32.2%) value collaborative competence considerably more than their counterparts in STEM (21.3%) and humanities and social sciences (23.1%).

Both leadership competence and cultural communication competence are generally underemphasised across all disciplines. The selection rates for leadership competence typically range from 12.5% to 14.1%, while those for cultural communication competence remain below 20% across all groups.

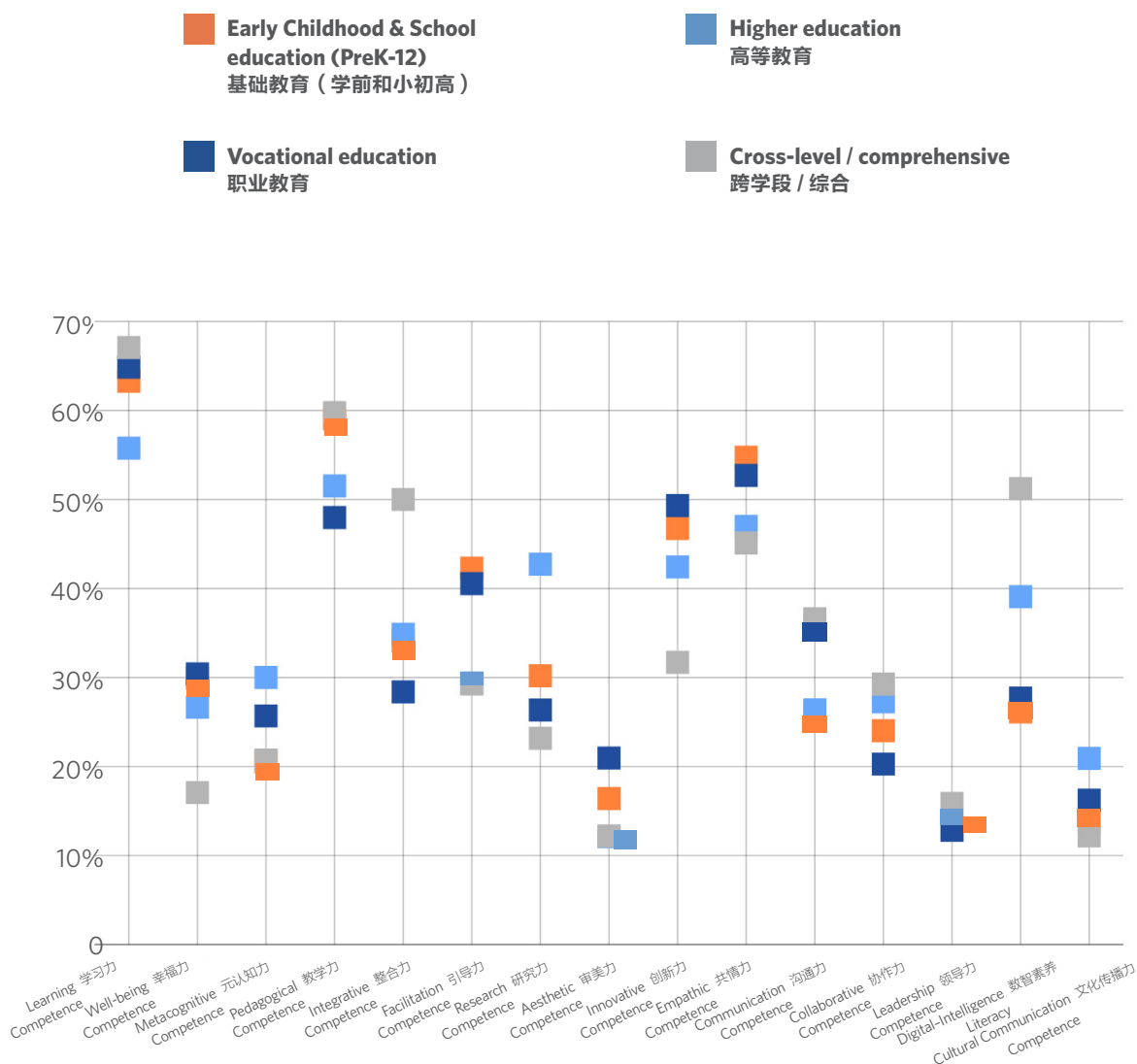
各学科教师从 15 项能力中选出最核心的五项时，对学习力和教学力的重要性表现出高度共识。学习力选择率普遍在 60% 以上，教学力选择率也均超过 55%。

在创新力、审美力和协作力上则呈现明显的学科差异：理工科教师更强调创新力（53.1%，比其他学科高出近 10 个百分点）。审美力和协作力在各学科教师群体中虽未被选入最重要的五项能力，但艺术体育学科教师更为重视审美力（23.6%），显著高于其他学科。艺术体育学科教师（33.2%）和综合实践 / 跨学科教师（32.2%）对协作力的重视程度也远高于 STEM 教师（21.3%）和人文社科教师（23.1%）。

领导力和文化传播力在各学科中均被普遍忽视：领导力选择率普遍在 12.5%–14.1% 之间，文化传播力选择率整体低于 20%。

4.1.3

TOP 5 Key Competences by Teachers across Educational Stages 不同学段教师选出的 TOP5 关键能力



Learning competence (55.8%-67.1%), pedagogical competence (48.0%-59.0%), and empathic competence (45.1%-54.8%) are consistently prioritised across all educational stages, whereas leadership competence is systematically underemphasised, with selection rates ranging from only 12.8% to 15.9%.

Clear distinctions emerge across educational stages. Higher education teachers score significantly higher on research competence (42.7%), metacognitive competence (30.0%), and cultural communication competence (20.9%), reflecting their academic orientation. Cross-level/comprehensive teachers show notably higher selection rates for integrative competence (50.0%) and digital-intelligence literacy (51.2%), consistent with their boundary-spanning role. Vocational education teachers place greater emphasis on innovative competence (49.3%), aligning with the practical demands of application-focused teaching. Early Childhood & School education (PreK-12) teachers demonstrate relatively high attention to facilitation competence (42.3%) and empathic competence (54.8%), while their emphasis on innovative competence (46.7%) is also notable.

The most significant gap is observed in the recognition of digital intelligence literacy. Among cross-level/comprehensive teachers, 51.2% acknowledge its importance, compared to just 26.1% in early childhood and school education (PreK-12). This disparity of 25 percentage points highlights divergent perceptions of technology integration across educational stages.

学习力(55.8%-67.1%)、教学力(48.0%-59.0%) 和共情力(45.1%-54.8%) 是各学段普遍重视的关键能力, 而领导力则在全部学段中被整体性忽视(选择率仅 12.8%-15.9%) 。

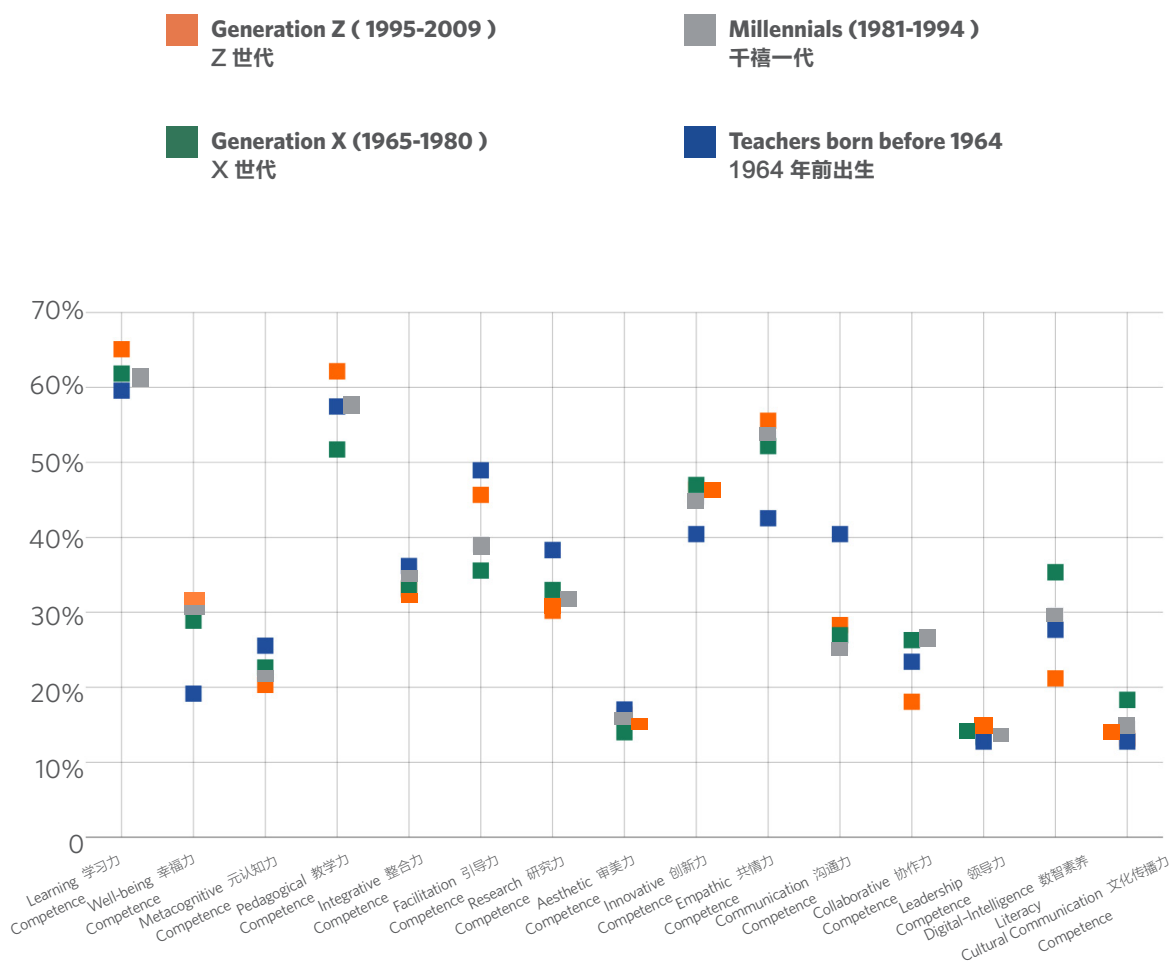
不同学段的选择呈现鲜明分化: 高等教育教师在研究力(42.7%)、元认知力(30.0%) 和文化传播力(20.9%) 上明显高于其他学段, 凸显其学术研究导向。跨学段/综合教师对整合力(50.0%) 与数智素养(51.2%) 更为重视, 体现其跨界融合的角色定位。职业教育教师更强调创新力(49.3%) , 契合应用型教学的实用导向。基础教育教师对引导力(42.3%) 和共情力(54.8%) 的关注度更高, 对创新力(46.7%) 较为重视。

其中, 数智素养的认知落差最大: 跨学段/综合教师选择率达 51.2%, 而基础教育教师仅 26.1%, 相差约 25 个百分点, 反映出不同学段对技术融合的感知差异。

4.1.4

TOP 5 Key Competences by Teachers from Different Generations

不同代际教师选出的 TOP5 关键能力



Across generational cohorts, learning competence and pedagogical competence are consistently recognised as key competences, with selection rates ranging from 59.6% to 65.1% for the former and 51.7% to 62.2% for the latter.

Generation Z teachers place the highest emphasis on learning competence (65.1%), pedagogical competence (62.2%), and empathic competence (55.6%) across all cohorts, reflecting their strong focus on foundational professional competences.

The competence structure of millennial teachers is highly similar to that of Generation Z, with the top five competences being identical, albeit with slightly lower selection rates (learning competence 61.8%, pedagogical competence 57.4%, empathic competence 53.2%, innovative competence 45.5%, and facilitation competence 39.1%). Additionally, they also place considerable emphasis on integrative ability (35.2%), ranking it as the sixth most important competence.

A prominent characteristic of Generation X teachers is their emphasis on digital-intelligence literacy. This capability, with a selection rate of 35.3%, is nearly on par with facilitation competence at 35.6%. This indicates that digital-intelligence literacy is on the verge of entering the top five key competences, currently ranking sixth in terms of selection rate.

Teachers born before 1964 present a distinct “facilitation-first” profile. Facilitation competence ranks highest among all generations at 48.9%. Their attention to communication competence (40.4%) is also significantly higher than that of other generations (Generation Z 28.3%, Millennials 25.8%, Generation X 26.9%), while innovative competence ties at 40.4% to enter the top five. Notably, their emphasis on empathic competence (42.6%) is considerably lower than that of other cohorts.

在各代际教师中，学习力和教学力被一致认为是重要的关键能力，其选择率分别稳定在 59.6%–65.1% 和 51.7%–62.2% 之间。

Z 世代教师在学习力（65.1%）、教学力（62.2%）和共情力（55.6%）的选择上均居各代际之首，展现出他们对职业基础能力的高度重视。

千禧一代教师的能力结构与 Z 世代高度相似，前五项选择完全相同，但选择率略低（学习力 61.8%、教学力 57.4%、共情力 53.2%、创新力 45.5%、引导力 39.1%）。此外，他们对整合力（35.2%）也表现出相当的重视，在重要性选择上排第六。

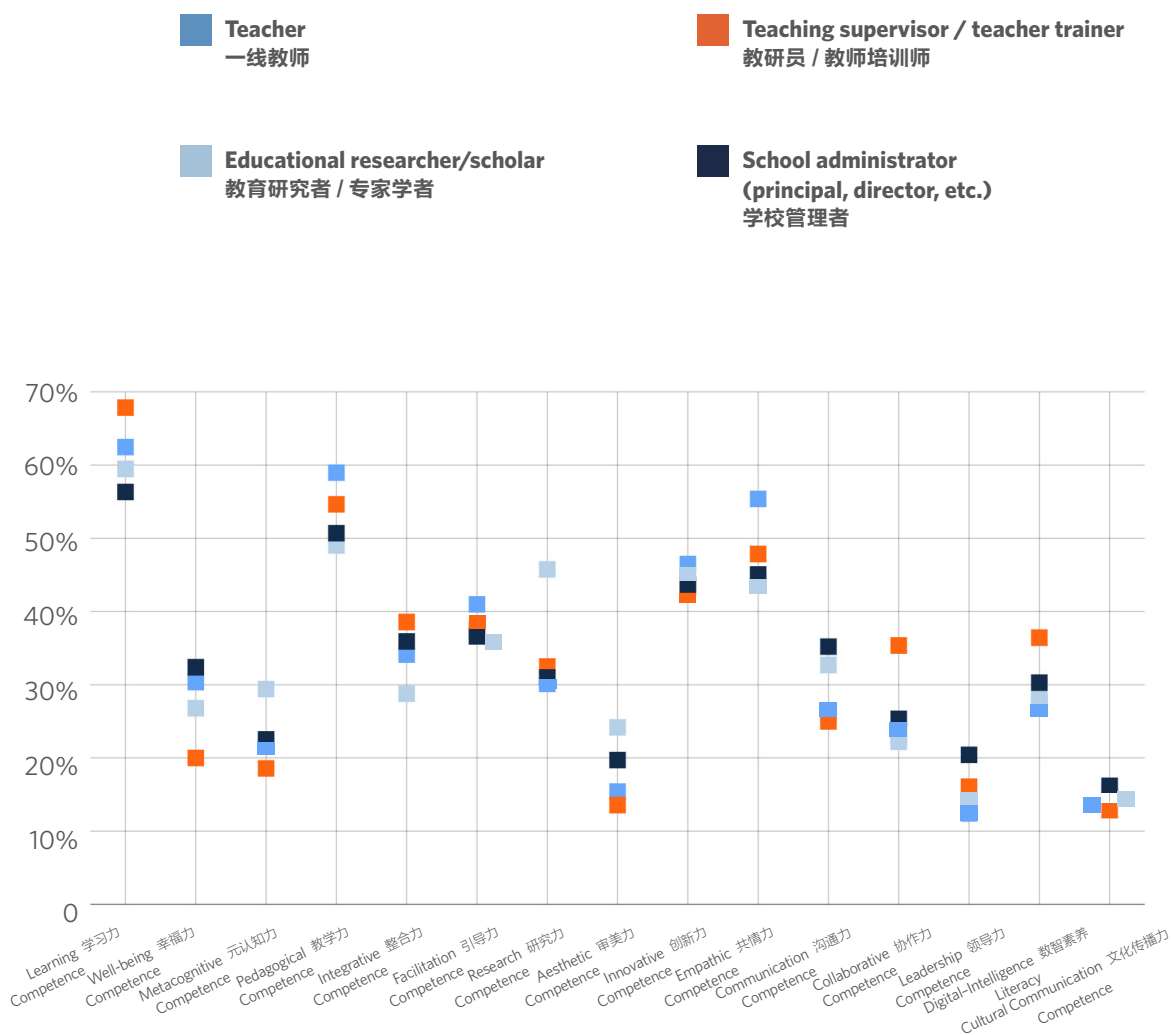
X 世代教师的显著特征在于对数智素养的重视：该能力以 35.3% 的选择率与引导力（35.6%）近乎持平，这表明数智素养正接近打入前五关键能力之列，目前在选择率排名中位居第六。

1964 年前出生的资深教师则呈现出独特的“引导力优先”结构：引导力以 48.9% 的选择率居各代际之首，同时对沟通力（40.4%）的选择率也显著高于其他代际（Z 世代 28.3%、千禧一代 25.8%、X 世代 26.9%），与创新力（40.4%）并列进入前五；而对共情力（42.6%）的关注度较其他代际明显偏低。

4.1.5

TOP 5 Key Competences by Teachers across Educational Roles

不同身份教师选出 TOP5 关键能力



Teachers record the highest selections among all roles for pedagogical competence (59.0%), empathic competence (55.4%), innovative competence (46.5%), and facilitation competence (41.0%) — reflecting their strong classroom-practice orientation.

Teaching supervisors and teacher trainers have the highest selection rate for learning competence among all roles (67.9%). They also rank integrative competence (38.6%) in their top five key competences. This reflects their core role as supporters and guides of teacher professional development, particularly in continuous self-renewal and knowledge integration. In addition, while digital-intelligence literacy (36.4%) does not rank in the top five, it also receives comparatively greater emphasis from this group.

Educational researchers and scholars exhibit a distinct academic orientation. Research competence (45.8%) emerges as their most differentiating competence — the highest among all roles — and metacognitive competence (29.4%), though not in their top five, is also the highest across roles, underscoring their emphasis on theory building and methodological thinking.

School administrators show relatively balanced attention across multiple competences. Although communication competence (35.2%) and leadership competence (20.4%) do not feature in their top five, both receive the highest endorsement from administrators compared with all other roles — reflecting the practical demands of their position for internal and external coordination and organisational leadership.

一线教师在教学力 (59.0%)、共情力 (55.4%)、创新力 (46.5%)、引导力 (41.0%) 的选择率上均为各身份最高，体现其深耕课堂实践导向。

教研员 / 教师培训师对学习力的选择占比在各身份中最高 (67.9%)，同时将整合力 (38.6%) 列为 TOP5 关键能力。这体现了他们作为教师专业发展支持者与引领者，在持续自我更新与知识整合方面的核心角色定位。此外，数智素养 (36.4%) 虽未进入前五，但也获得了教研员 / 教师培训师相对更高的重视。

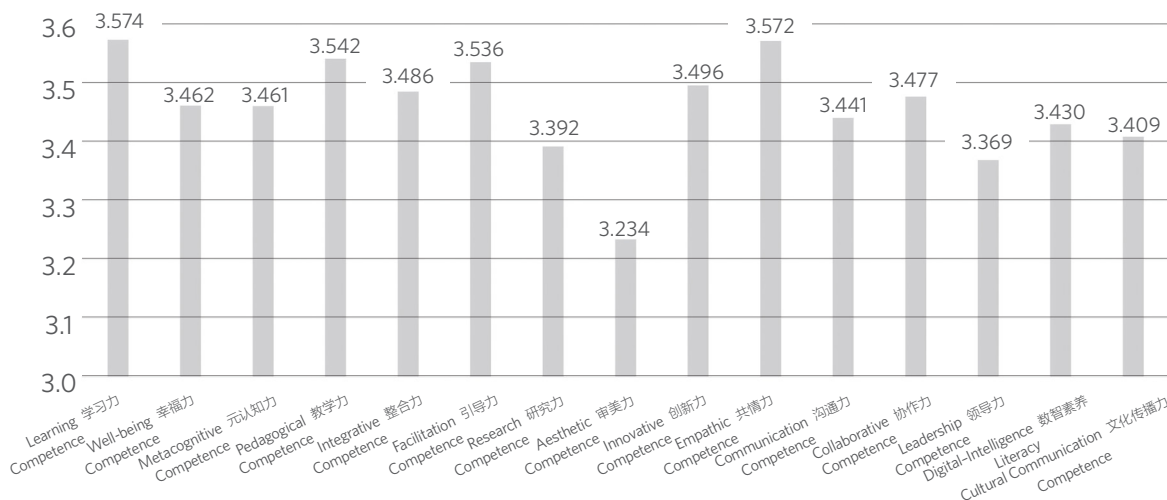
教育研究者 / 专家学者展现出鲜明的学术导向：研究力 (45.8%) 成为其最核心的差异化能力，在各身份中最高；元认知力 (29.4%) 虽未进入 TOP5 关键能力，同样为各身份最高，体现了该群体对教育理论构建与思维方法的高度重视。

学校管理者在多项能力上均有较高关注，沟通力 (35.2%) 与领导力 (20.4%) 虽未纳入 TOP5 关键能力，但二者均为各身份最高，体现其管理岗位对内外协调与组织引领的实际侧重。

4.2

Importance Ratings of 15 Competences

15 项关键能力重要性评分



Across the global sample, the average importance ratings for the 15 competences range from 3.234 to 3.574 on a five-point scale, indicating strong overall consensus among teachers worldwide on the relevance of these competences.

Learning competence(3.574), empathic competence(3.572), and pedagogical competence(3.542) rank in the top three, forming a distinct leading tier.

Aesthetic competence (3.234) and leadership competence (3.369) receive comparatively lower ratings, suggesting that within the broader competence framework, these two may be more oriented towards specific domains or contextual needs.

基于全球教师对 15 项能力的重要性评分（1-5 分制），所有能力平均分均介于 3.234 至 3.574 之间，显示出这 15 项能力的重要性在全球教师层面获得了高度共识。

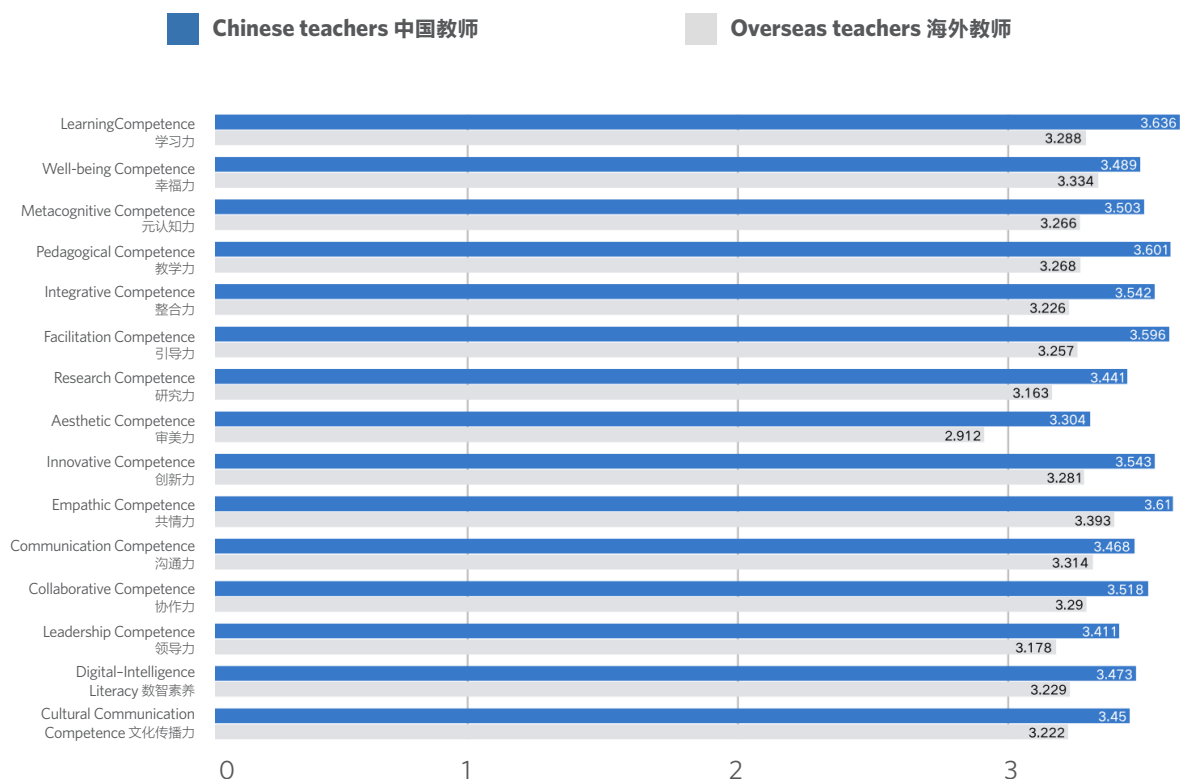
学习力（3.574）、共情力（3.572）与教学力（3.542）位列前三，构成显著的第一梯队。

审美力（3.234）与领导力（3.369）评分相对靠后，在教师整体能力框架中，这两项或更偏向特定领域与情境需求。

4.2.1

Importance Ratings of 15 Competences by Chinese and Overseas Teachers

中外教师对 15 项能力的评分



Chinese teachers assign significantly higher importance ratings to all 15 competences than their overseas counterparts, with the largest gap observed in aesthetic competence (a difference of 0.392 points).

The distribution of ratings among overseas teachers shows greater variability (full range of 0.481 points compared to 0.332 for Chinese teachers), with aesthetic competence being the only item to receive a rating below 3.0 among overseas respondents (2.912).

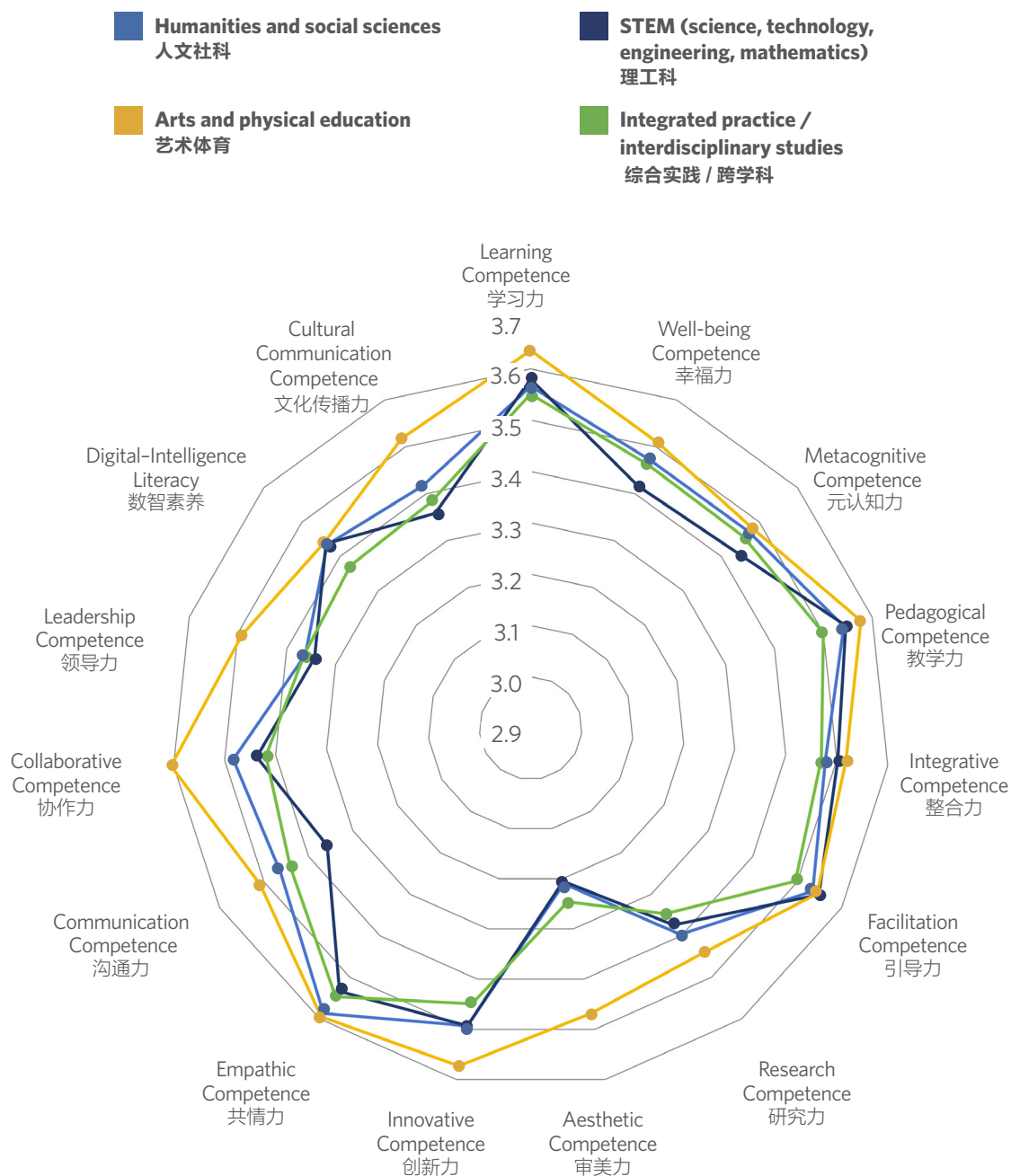
在对全部 15 项能力重要性的评分中，中国教师的平均打分均高于海外教师，其中审美能力的差距最大（相差 0.392 分）。

从评分的分布来看，海外教师的评分离散度更高（全距为 0.481 分，而中国为 0.332 分），尤其是在审美能力（2.912）的重要性评价中，海外教师对该能力的评分是唯一低于 3.0 的。

4.2.2

Importance Ratings of 15 Competences by Teachers from Different Disciplines

不同学科教师对 15 项能力的评分



Teachers from all four disciplinary categories rate learning competence, pedagogical competence, and empathic competence as the most important (above 3.5), reflecting a clear cross-disciplinary consensus.

Differences emerge in other areas: arts and physical education teachers generally assign higher ratings across all 15 competences, with particularly strong emphasis on collaborative competence (3.605), aesthetic competence (3.468), and innovative competence (3.573) . STEM teachers give the highest ratings to facilitation competence (3.549), but assign the lowest rating to communication competence (3.358) among the four groups. Humanities and social sciences teachers rate empathic competence (3.587) and collaborative competence (3.483) particularly highly. Teachers in integrated practice / interdisciplinary studies fields provide the most conservative ratings overall, with the lowest scores among the four groups on research competence (3.347) and digital-intelligence literacy (3.373).

While the overall pattern of importance ratings is broadly similar across disciplines, disciplinary cultures and working practices clearly shape the relative weight teachers assign to different competences.

四类学科教师均将学习力、教学力与共情力评为最重要能力（普遍> 3.5），体现了跨学科共识。

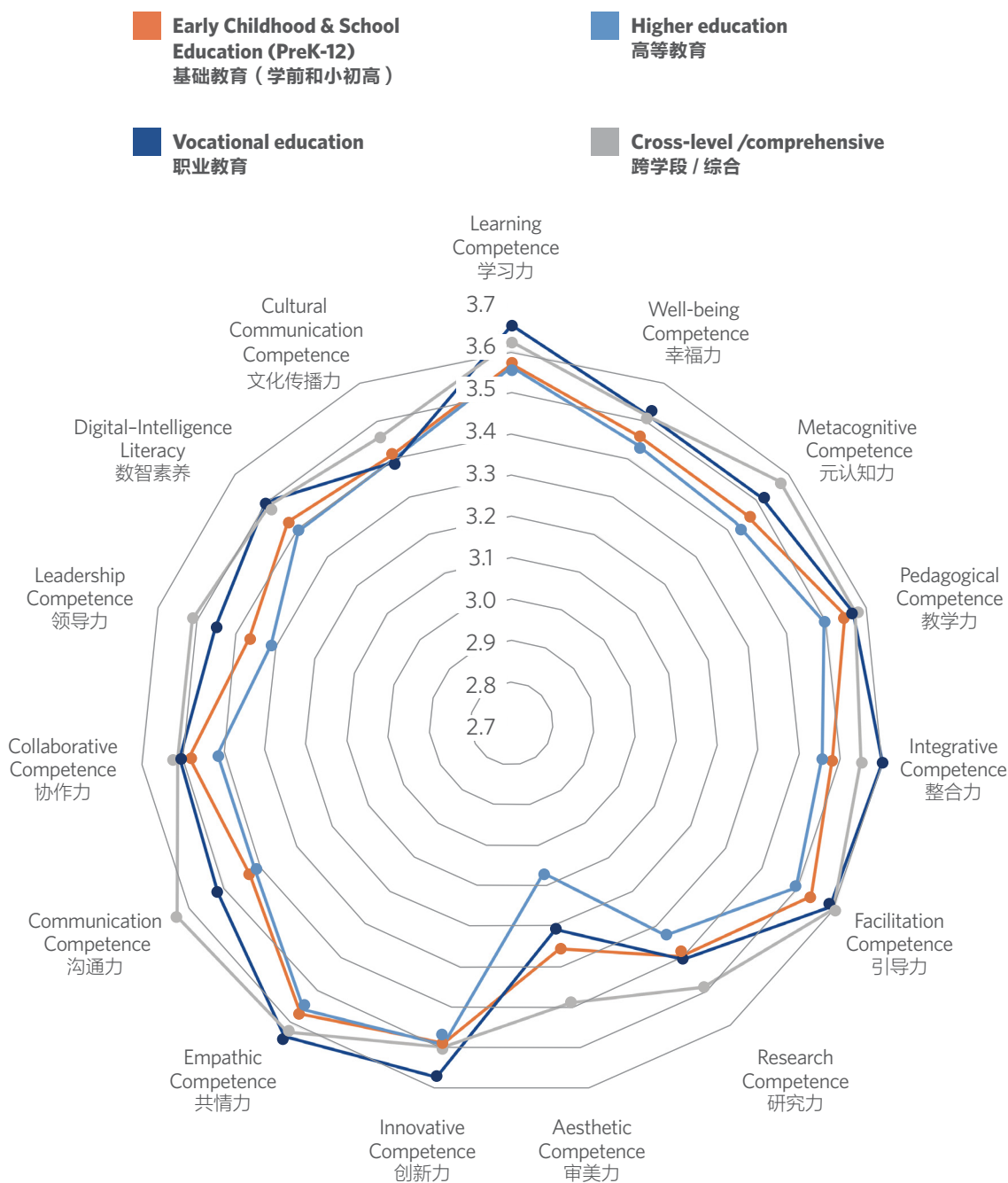
不同学科教师对各项能力的重要性评分呈现以下差异：艺术体育教师评分普遍高于其他学科，尤其在协作力（3.605）、审美力（3.468）、创新力（3.573）等与艺术体育教育密切相关的维度上，评分更高。理工科教师对引导力（3.549）评分较高，但对沟通力（3.358）的评分在四类学科教师中相对最低；人文社科教师对共情力（3.587）与协作力（3.483）的重要性予以了较高的评分，仅次于艺术体育类教师打分。综合实践 / 跨学科教师的整体评分相对保守，尤其在研究力（3.347）、数智素养（3.373）上均为四类学科教师中评分最低。

不同学科对能力的重视程度整体趋同，但学科文化与工作方式很大程度上影响着教师对能力价值的感知程度。

4.2.3

Importance Ratings of 15 Competences by Teachers across Educational Stages

不同学段教师对 15 项能力的评分



Teachers in vocational education and those in cross-level fields give generally higher importance ratings across the 15 competences. They assign particularly high scores to learning competence (3.662), integrative competence (3.601), empathic competence (3.635), and innovative competence (3.574). Cross-level/comprehensive teachers record the highest rating among all levels for communication competence (3.634), with metacognitive competence (3.573) and facilitation competence (3.598) also among the top.

Higher education teachers, by contrast, produce relatively lower ratings on most competences. Their rating for aesthetic competence (3.070) is the lowest across all levels, marking a notable gap from other segments.

Teachers in pre-school, primary, and secondary education display a more balanced profile, with ratings broadly aligning with the overall averages.

职业教育教师和跨学段 / 综合教师对 15 项能力的重要性的评分整体更高。职业教育教师尤为重视学习力 (3.662)、整合力 (3.601)、共情力 (3.635)、创新力 (3.574)，在这些维度给出了较高分数。跨学段 / 综合教师对沟通力 (3.634) 的评分为各学段最高，对元认知力 (3.573)、引导力 (3.598) 的评分也处于前列。

高等教育教师在多数能力上评分相对偏低，尤其在审美力 (3.070) 上为各学段最低，与其他学段差距明显。

基础教育阶段教师评分分布较为均衡，各项评分与整体均值接近。

4.2.4

Importance Ratings of 15 Competences by Teachers from Different Generations

不同代际教师对 15 项能力的评分



Patterns of importance ratings are broadly similar across generational cohorts. However, teachers born before 1964 assign significantly higher ratings to most competences than their younger counterparts, with particularly pronounced advantages in learning competence (3.681), collaborative competence (3.639), pedagogical competence (3.638), and communication competence (3.574).

Among all generational cohorts, Generation Z teachers give the highest importance rating to empathic competence (3.589) and facilitation competence (3.556), and also place strong emphasis on learning competence (3.571).

不同代际教师对15项能力的重要性评分高度趋同，但1964年及以前出生的资深教师在多数能力上的评分均显著高于其他代际的教师，其中对学习力（3.681）、协作力（3.639）、教学力（3.638）、沟通力（3.574）等维度的重要性评分尤为突出。

Z世代教师对共情力（3.589）和引导力（3.556）的重要性评分在各代际中位居第一，并且对学习力（3.571）也予以了较高的重视。

4.3

TOP 3 Key Competences for Development

最迫切需要提升的三项能力



34.8%

**Innovative
Competence**
创新力



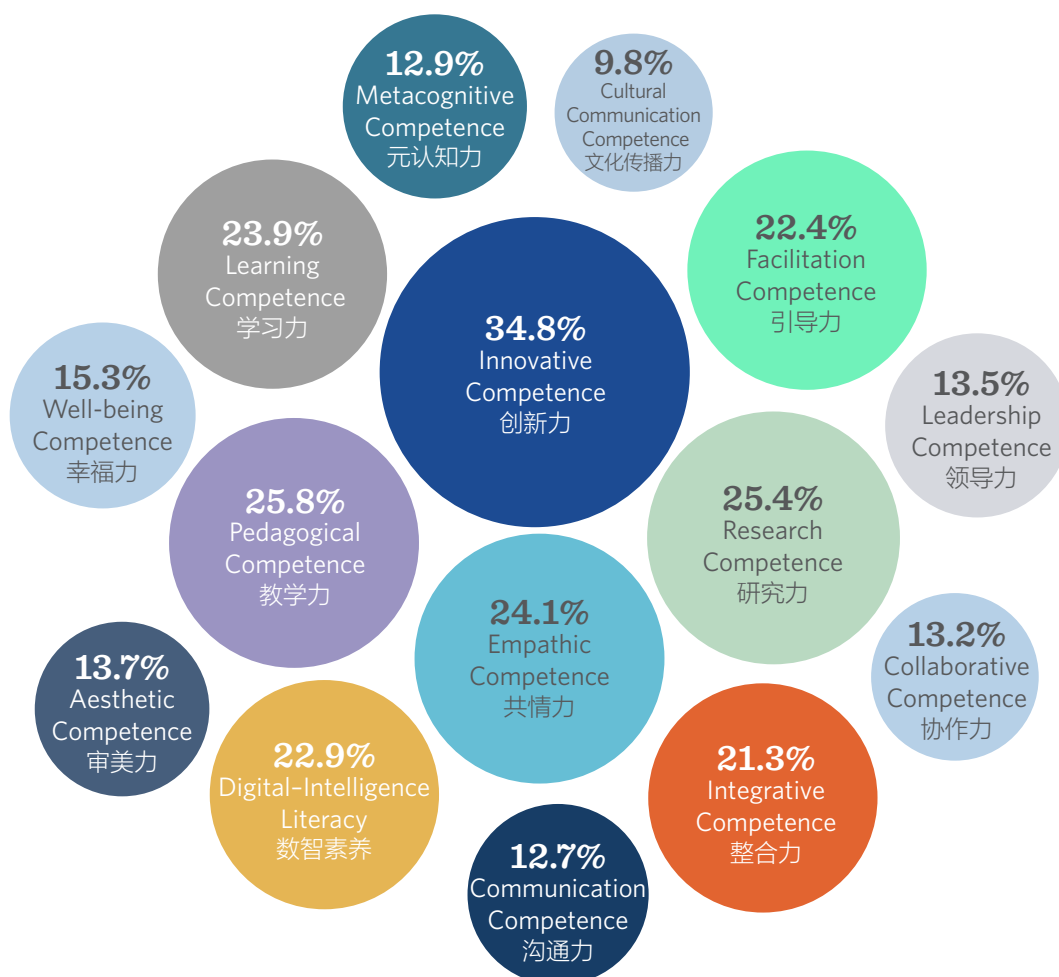
25.8%

**Pedagogical
Competence**
教学力



25.4%

**Research
Competence**
研究力

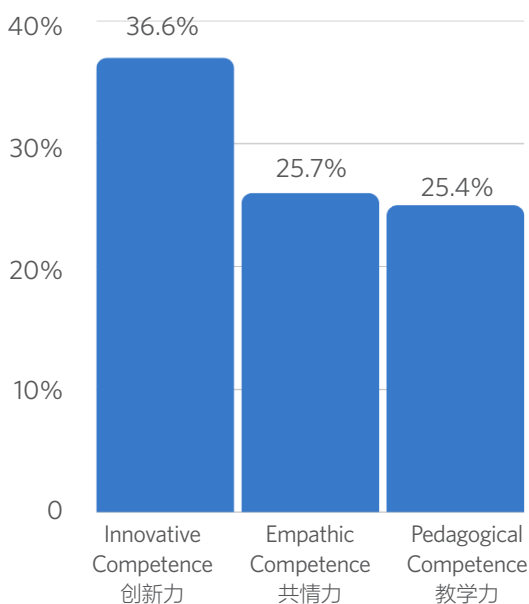


4.3.1

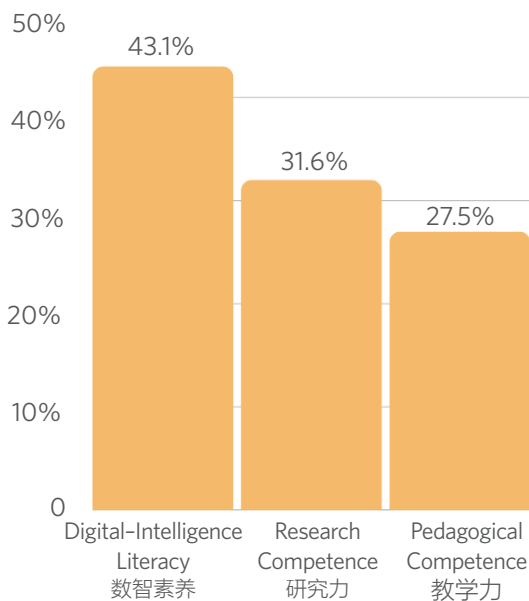
TOP 3 Key Competences for Development by Chinese and Overseas Teachers

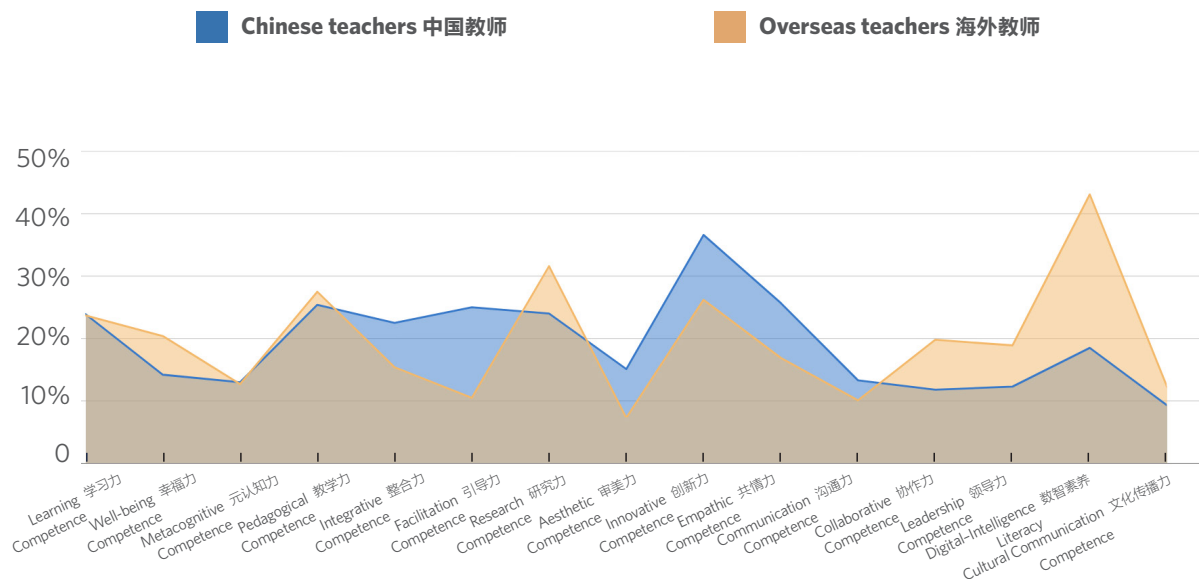
中外教师选出的最迫切需要提升的三项能力

Chinese Teachers 中国教师



Overseas Teachers 海外教师





Common development needs among Chinese and overseas teachers centre on pedagogical competence (China: 25.4%; overseas: 27.5%). This consistent emphasis, regardless of cultural background, underscores that classroom pedagogical expertise remains the core development priority for the teaching profession as a whole.

Chinese teachers place innovative competence as their primary focus (36.6%), with a notable additional emphasis on the emotional dimension of empathic competence.

Overseas teachers, by contrast, exhibit a highly concentrated concern for digital literacy (43.1%), which leads by a substantial margin.

中外教师的共性提升需求聚焦于教学力（中国 25.4%，海外 27.5%），表明无论文化背景如何，课堂教学能力始终是教师群体的核心发展诉求。

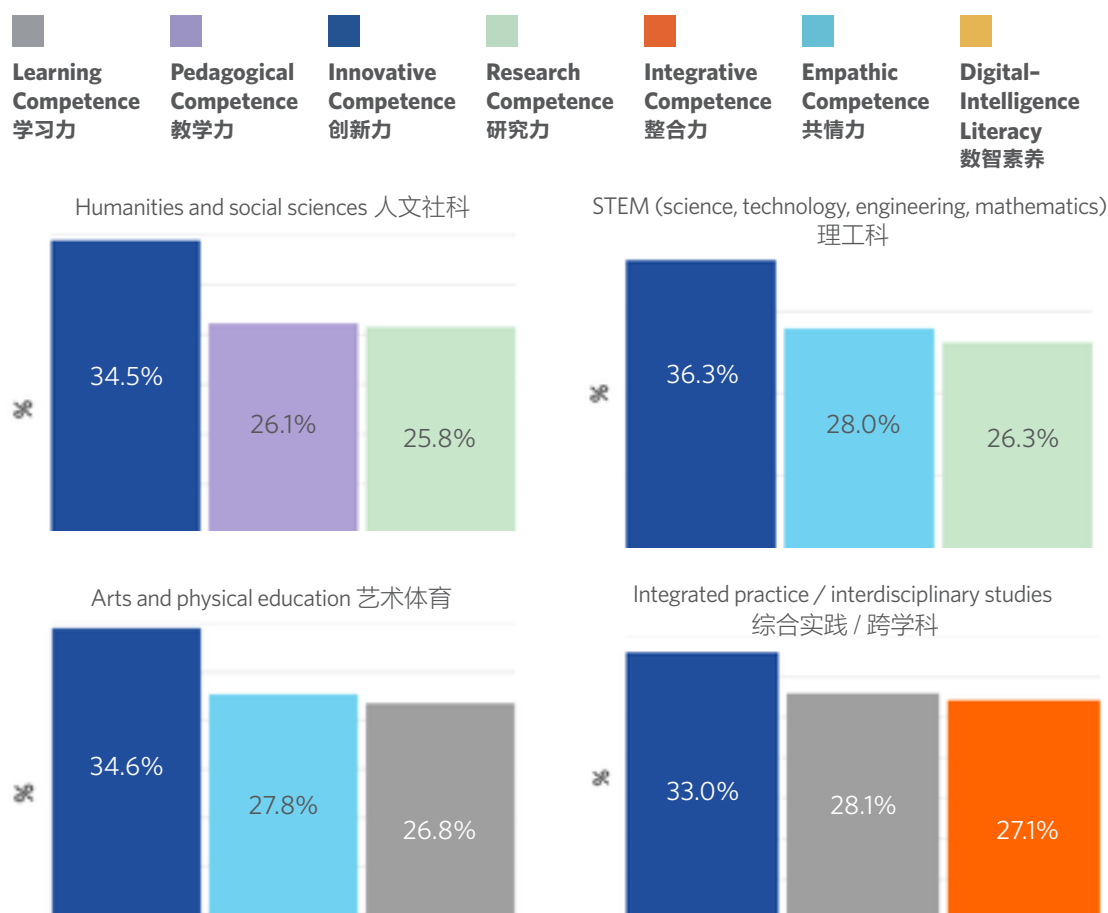
中国教师的提升需求以创新力为绝对重心（36.6%），并强调共情力的情感维度。

海外教师则呈现高度集中的技术焦虑，数智素养的提升需求（43.1%）以断层式优势占据首位。

4.3.2

TOP 3 Key Competences for Development by Teachers from Different Disciplines

不同学科教师选出的最迫切想提升的三项能力



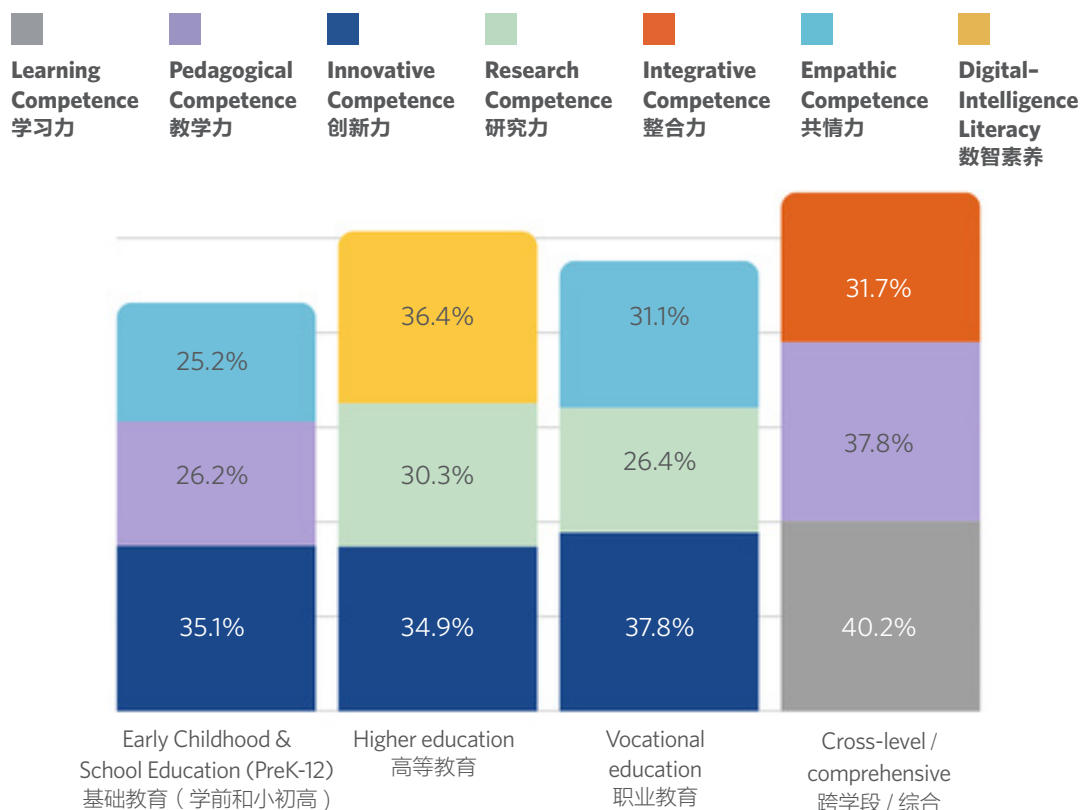
Innovative competence is a shared development bottleneck across all disciplines, with selection rates ranging from 33.0% to 36.3% among teachers in each subject area. The second- and third-ranked needs, however, reveal clear disciplinary differentiation. Both STEM teachers and arts/physical education teachers identify empathic competence as a key area for improvement (around 28%), while humanities and social sciences teachers focus more on advancing pedagogical competence (26.1%). In addition, the demand for integrative competence (27.1%) among integrated practice / interdisciplinary studies teachers reflects the unique requirement for knowledge integration in their field.

创新力是全学科教师共同的发展瓶颈（各学科选择率 33.0%–36.3%）。各学科的第二、第三位需求则呈现差异：理工科教师和艺术体育教师均将共情力作为重要提升方向（约为 28%），而人文社科教师更聚焦教学力的精进（26.1%）。此外，综合实践教师对整合力（27.1%）的提升需求反映了该学科对知识融合能力的独特要求。

4.3.3

TOP 3 Key Competences for Development by Teachers across Educational Stages

不同学段教师选出的最迫切想提升的三项能力



Innovative competence ranks as the top development priority among early childhood & K-12 and vocational education teachers (35.1% and 37.8%, respectively).

创新力在基础教育学段和职业教学段中占据提升需求首位（35.1%，37.8%）。

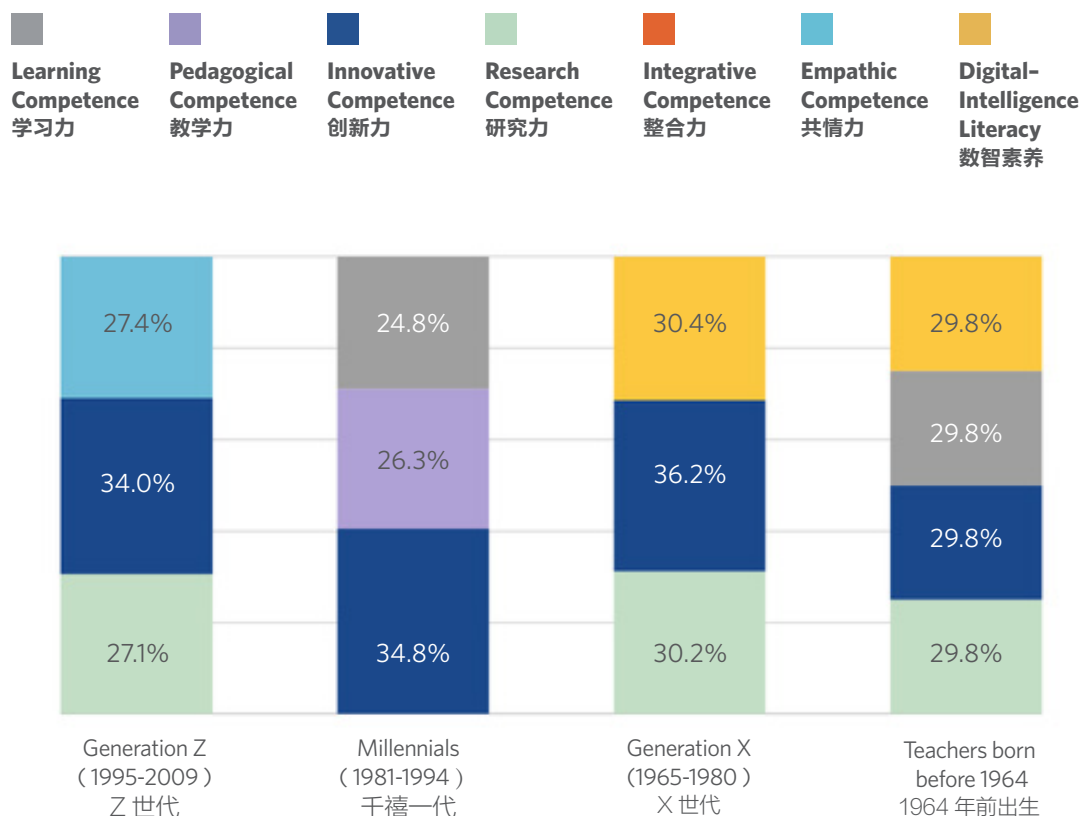
Among cross-level/comprehensive teachers, learning competence ranks first (40.2%), with pedagogical competence showing markedly higher demand than in other segments (37.8%). Higher education teachers place digital-intelligence literacy at the top(36.4%), reflecting the urgent need in this segment for stronger technology integration aligned with academic research demands.

在跨学段 / 综合教师的需求结构中，学习力居第一（40.2%）。该学段教师对教学力的提升需求显著高于其他学段（37.8%）。高等教育教师将数智素养的提升置于首位（36.4%），凸显该学段教师对技术融合与学术研究的迫切需求。

4.3.4

TOP 3 key Competences for Development by Teachers from Different Generations

不同代际教师选出的最迫切想提升的三项能力



Innovative competence ranks as the top development priority among Generation Z, Millennial, and Generation X teachers (34.0%–36.2%), establishing it as a shared bottleneck for mid- and early-career cohorts.

Generation Z teachers exhibit a pattern of dual concern — emotional and academic — in their development needs: empathic competence (27.4%) and research competence (27.1%) both feature in their top three, alongside innovative competence, reflecting a simultaneous demand for building classroom connections and strengthening research capacity.

创新力在 Z 世代、千禧一代和 X 世代教师中均居提升需求首位（34.0%–36.2%），成为中青年代际教师的共性发展瓶颈。

Z 世代教师的提升需求呈现“情感与学术的双重焦虑”：共情力（27.4%）与研究力（27.1%）同时进入前三，反映出新生代教师在建立课堂情感连接与提升研究能力上的双重诉求。

Generation X teachers show a distinct technology-research orientation: digital-intelligence literacy (30.4%) and research competence (30.2%) both feature in their top three, forming — together with innovative competence — the core development areas for this cohort in the later stages of their careers.

Teachers born before 1964 display a more diversified profile, equally prioritising learning competence, research competence, innovative competence, and digital-intelligence literacy (each at 29.8%) — reflecting a pursuit of balanced development across multiple competences in the advanced phase of their professional lives.

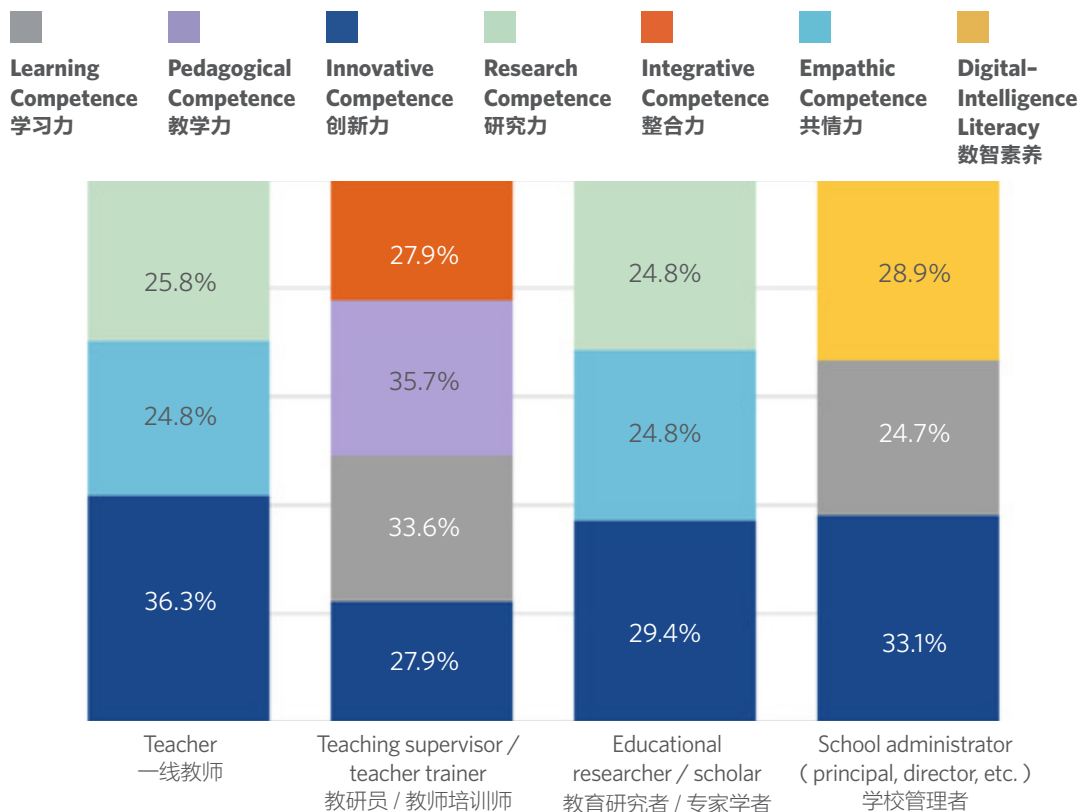
× 世代教师凸显“技术与研究双导向”：数智素养（30.4%）与研究力（30.2%）进入前三，与创新力共同构成其职业发展后期的主要提升方向。

1964 年前出生的教师需求结构多元：学习力、研究力、创新力、数智素养四项并重（各 29.8%），体现出资深教师在职业晚期对综合素养均衡发展的追求。

4.3.5

TOP 3 Key Competences for Development by Teachers across Educational Roles

不同身份教师选出的最迫切想提升的三项能力



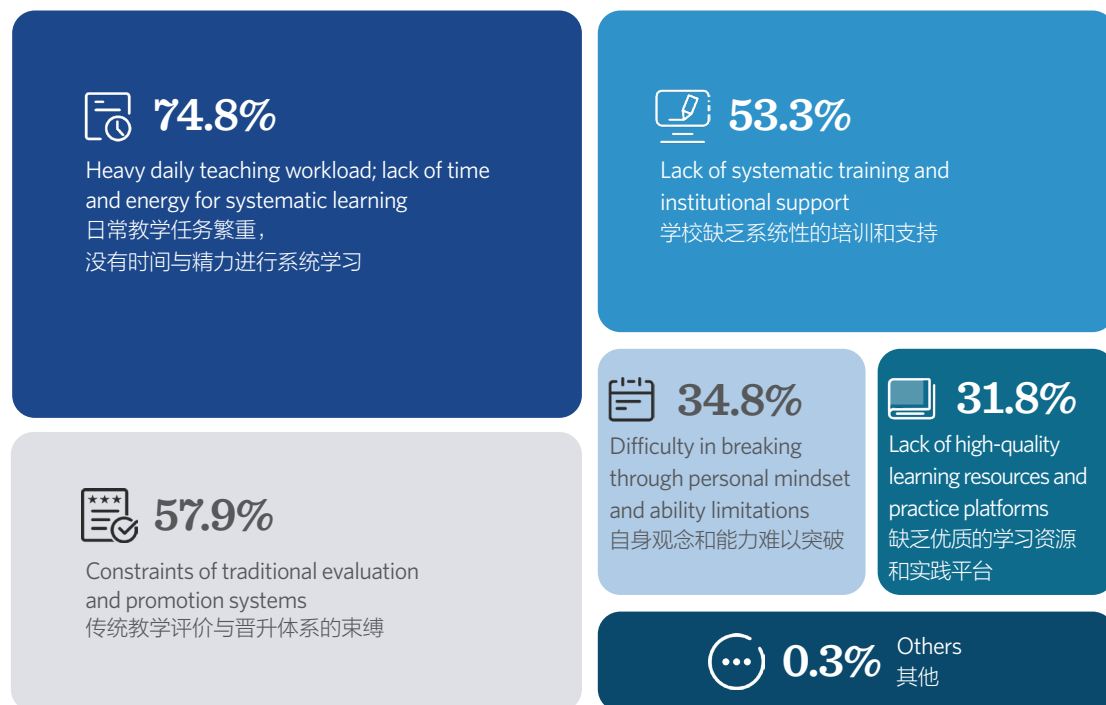
Teachers and educational researchers/scholars focus their development needs on the triad of innovative competence (36.3%, 29.4%), research competence (25.8%, 24.8%), and empathic competence (24.8%). Teaching supervisors and teacher trainers prioritise pedagogical competence (35.7%) and place significant emphasis on enhancing learning competence (33.6%), closely aligning with their core function as pedagogical supporters. School administrators exhibit a combined demand for innovative competence (33.1%) and digital-intelligence literacy (28.9%), reflecting the dual concern among educational leaders for technological innovation and strategic implementation in an era of digital transformation.

一线教师与教育研究者 / 专家学者的需求仍聚焦“创新力（36.3%，29.4%）+ 研究力（25.8%，24.8%）+ 共情力（24.8%）”的学术实践三角。教研员 / 教师培训师将教学力（35.7%）置于提升需求的首位，并高度关注学习力（33.6%）的提升，与其教学支持者的核心职能高度契合。学校管理者对创新力（33.1%）与数智素养（28.9%）的组合需求，折射出教育领导者在数字化转型中对技术创新与战略落地的双重关注。

4.4

Challenges in Developing Key Competences

培养教师关键能力面临的最大挑战



The greatest obstacle teachers face in developing key competences is the heavy daily teaching workload, which leaves little time or energy for systematic learning (74.8%) — an immediate pain point that far outweighs other factors.

Deeper systemic constraints stem from two sources: the constraints of traditional evaluation and promotion systems (57.9%), and the lack of systematic training and institutional support (53.3%). Both exceed 50%, indicating that teachers' developmental challenges are not merely individual shortcomings but structural issues embedded in institutional and environmental contexts. In addition, difficulties in shifting personal mindsets and competences (34.8%) and the lack of high-quality learning resources and practice platforms (31.8%) also pose significant internal obstacles and resource gaps — pointing respectively to teachers' professional development motivation and the inadequacy of external support conditions.

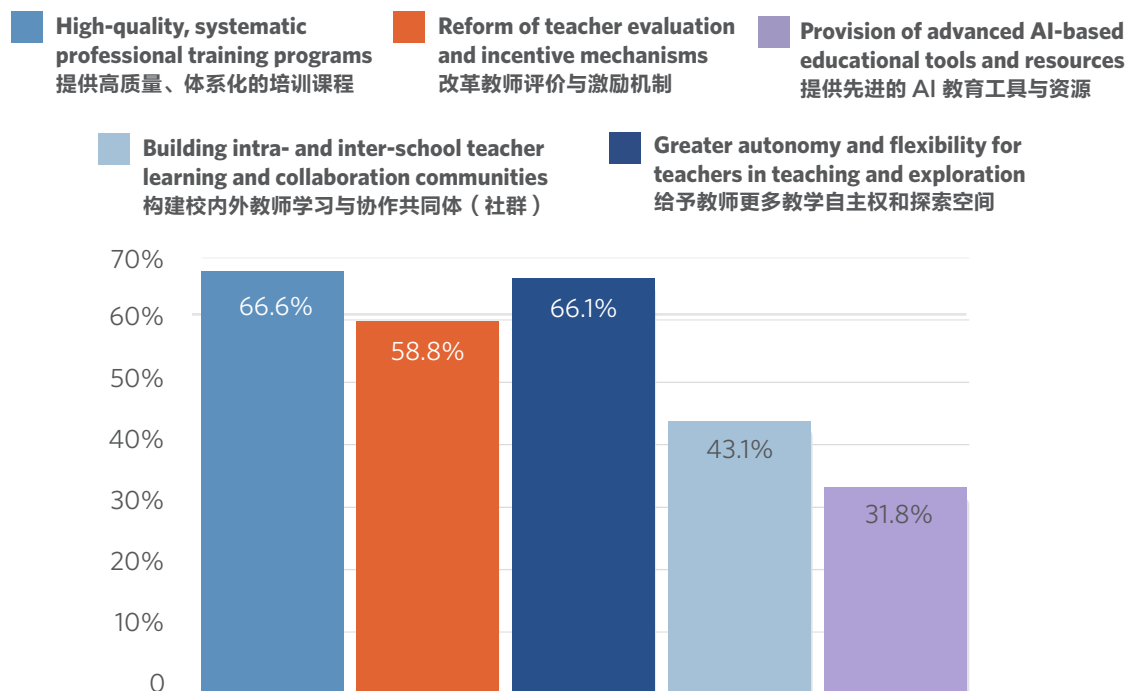
教师在培养关键能力时面临的最大阻碍是日常教学任务繁重，缺乏系统学习的时间与精力（74.8%），这一直接痛点远高于其他因素。

更深层的系统性制约则来自两方面：传统教学评价与晋升体系的束缚（57.9%），以及学校缺乏系统性的培训和支持（53.3%）。这两项均超过 50% 的选择率，表明教师发展困境并非单纯的个人问题，而是嵌入在制度与环境之中的结构性挑战。此外，自身观念和能力难以突破（34.8%）与缺乏优质学习资源和实践平台（31.8%）也构成不可忽视的内在障碍与资源短板，分别指向教师个体的专业发展意愿与外部支持条件的不足。

4.5

Support Priorities for Teacher Development

提升教师关键能力所需支持



When asked what support they most need to develop key competences, teachers prioritise high-quality, systematic professional training programmes (66.6%) and greater autonomy and flexibility in teaching and exploration (66.1%) — two almost equally ranked demands that form the core of their support expectations. Closely following is the call for reform of teacher evaluation and incentive mechanisms (58.8%), with over half of teachers identifying current systems as in need of adjustment to unlock their professional potential.

In comparison, building intra- and inter-school teacher learning and collaboration communities (43.1%) and provision of advanced AI-based educational tools and resources (31.8%) receive relatively lower selection rates, suggesting that teachers' most urgent support needs centre on institutional empowerment and professional autonomy, rather than on technological or community-based support alone.

教师在培养关键能力时，最渴望获得的支持是提供高质量、体系化的培训课程（66.6%）与给予更多教学自主权和探索空间（66.1%），这两项需求的选择率几乎持平，构成教师专业发展支持诉求的核心。其次是改革教师评价与激励机制（58.8%），超过半数的教师认为现行制度亟需调整，以释放其发展潜能。

相较之下，构建校内外学习与协作共同体（43.1%）与提供先进的 AI 教育工具与资源（31.8%）虽有一定呼声，但并非当前最迫切的诉求，反映出教师在支持需求上更倾向于制度赋能与专业自主，而非单纯的技术或社群支持。

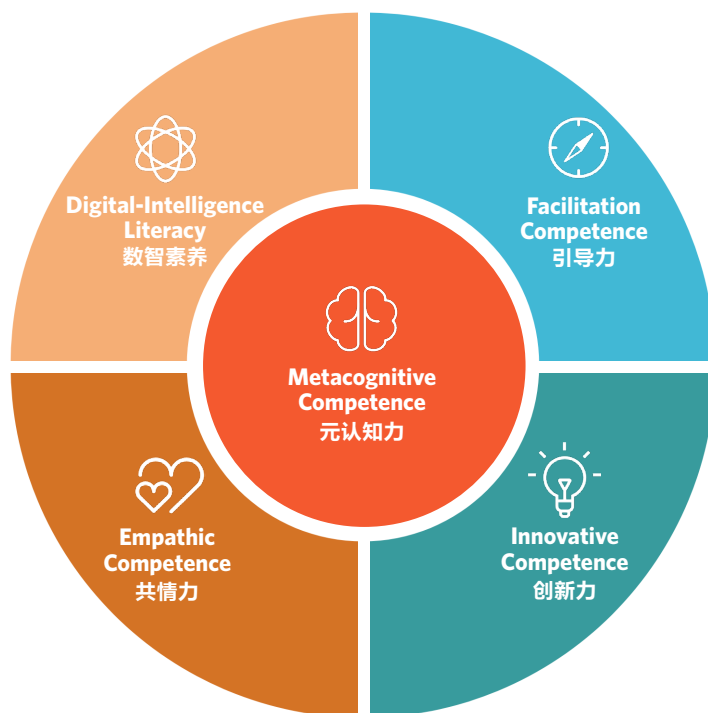
PART

MODEL BY AI

特别视角：
AI 选出的
五项教师关键能力模型

TOP 5 Key Competency Model by AI

AI 选出的五项教师关键能力模型



In addition to collecting data from thousands of educators, we put the same question to AI. Based on the framework of 15 key competences for teachers, AI selected and interpreted its five most essential competences as follows:

One core element: metacognitive competence, which serves as the internal driver for teachers' ongoing professional growth and self-directed development.

Two foundational literacies: digital-intelligence literacy and empathic competence, representing the essential dual foundations for teachers in the current era — one oriented toward engaging with technology, the other toward preserving and advancing human-centred values.

Two key practices: facilitation competence as the student-centred teaching, and innovative competence, aimed at shaping the future of education.

在收集了数千名教育者的数据之外，我们也向 AI 提出了同样的问题，请 AI 根据 15 项教师关键能力的基本框架内容，选择出它认为最重要的五项关键能力，以下是它的选择和诠释：

一个内核：元认知力，是教师自我发展的内在动力。

两大素养：数智素养与共情力，这两项是教师立足于这个时代的基础，一方面教师要拥抱科技，另一方面要坚守人文。

两种实践：引导力是面向学生的教学实践；创新力是面向未来的教育目标。

BRLCN

About Belt and Road Languages and Cultures Network 关于“一带一路”语言教育文化组织联盟



The Belt and Road Languages and Cultures Network (BRLCN) was established in 2013 under the initiative of China Daily. It has since brought together more than 70 language teacher associations, higher education institutions, media organisations, and cultural education bodies from over 50 countries and regions across five continents. BRLCN is committed to fostering civilisational dialogue through language connectivity and promoting greater international understanding through humanistic exchange.

Each year, BRLCN organises a series of flagship events, including Global English Education China Assembly, the Belt and Road Languages and Cultures Forum, and the 'Understanding China' International Education Cooperation Exchange Conference. These activities serve as platforms for cross-cultural academic dialogue. Through its regular academic activities and publications, BRLCN brings together insights from China and abroad to advance global mutual learning and the building of a shared community in language, education, and cultural dissemination.

“一带一路”语言教育文化组织联盟由中国日报发起，于2013年成立。现已汇聚来自全球5大洲、50个国家和地区的70余个语言教师协会、高等院校、媒体及文化教育机构，共同致力于以语言互通促进文明对话，以人文交流增进国际理解。

联盟每年定期举办国际英语教育中国大会、“一带一路”语言教育文化论坛及“理解中国”国际教育合作交流等品牌活动，构建跨文化学术对话平台。通过近百场学术活动、学术出版，汇聚中外智慧，推动AI时代语言、教育、文化传播的全球互鉴与共同体建设。

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