



## RECRUITING FOR HARMONY: BEHAVIORAL COMPETENCY-BASED TEACHER PROFILING FOR INTEGRATIVE SCIENCE-ISLAMIC EDUCATION IN MADRASAHs

Tareq M Zayed<sup>1</sup> 

### ABSTRACT

In the evolving educational paradigm of Islamic hybrid institutions, the recruitment of science teachers necessitates more than academic qualifications—it requires alignment in both behaviour and values with institutional goals. This study explores the application of Behavioral Competency Theory in teacher recruitment by introducing teacher dossiers as tools for both pre-service evaluation and ongoing professional development. Using Maharat Model Madrasah as a case study, the research analyzes how structured dossiers document pedagogical strategies, moral integration, reflective practices, and student engagement— all of which are core indicators of teaching efficacy in dual-outcome environments. The findings indicate that dossier-based recruitment reduces post-hiring mismatches, improves teacher retention, and fosters alignment with the institution’s academic and spiritual mission. Through ten competency domains including lesson planning, classroom management, feedback mechanisms, and moral reasoning—teacher dossiers serve as a multidimensional framework to assess readiness and to develop reflective teaching identities. This model encourages a shift from traditional CV-based hiring to a competency-driven approach that empowers educators to become both subject experts and. ethical role models.

### KEYWORDS

Behavioral Competency-Based Recruitment, Science Teacher Dossier, Islamic Hybrid Education, Competency Profiling for Teachers, Teacher Reflective Practice, Integrative Science-Islamic Pedagogy

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<sup>1</sup> Principal, Ideal Teachers’ Training College, Uttara, Dhaka, Email: tmzayed159@gmail.com , ORCID: 0000-0002-0818-9616

## INTRODUCTION

In today's rapidly evolving educational landscape, the process of recruiting teachers has become increasingly complex, particularly within institutions that emphasize holistic development. Traditional hiring practices—centered largely on academic transcripts, test scores, and job experience—are increasingly seen as inadequate and limited, especially in hybrid learning environments like Islamic Madrasahs. These institutions pursue dual learning outcomes: academic excellence and the cultivation of Islamic moral and spiritual values. This dual mission requires schools to recruit of educators who are not only knowledgeable in their subject areas but also capable of integrating value-laden pedagogical frameworks.

The Human Resource (HR) domain has increasingly adopted more dynamic approaches of recruitment, especially, the Behavioral Competency Theory, which prioritizes observable behaviors, personal attributes, and context-relevant skills over traditional credentials (Spencer & Spencer, 1993; Rothwell & Kazanas, 2003). In line with this, Madrasahs require science teachers who can do more than deliver subject knowledge they must embody Islamic ethical conduct, encourage spiritual reflection within scientific inquiry, and apply differentiated, learner-centered methodologies that resonate with both contemporary academic expectations and an Islamic worldview (Hashim & Langgulung, 2008). Such qualities extend beyond what a traditional CV or job interview can capture.

Yet, recruitment in many Islamic schools remains grounded in static indicators that often miss soft skills, reflective practice, and alignment with institutional values. This mismatch can lead to low staff turnover, disengagement, and reduced impact in delivering harmonized academic and spiritual outcomes (Chapman & Adams, 2002). It is within this gap that teacher dossiers and competency profiling emerge as strategic recruitment tools. These dossiers not only showcase an educator's instructional design and subject knowledge, but also capture their moral reasoning, communication style, and growth trajectory—key indicators of their potential alignment with a spiritually conscious educational setting.

This study examines how adopting a behavioral competency-based recruitment framework, supported by well-structured teacher dossiers, can improve science teacher recruitment in terms of alignment, performance, and retention within Madrasahs. By framing teacher profiling as a strategic process grounded in HR theory and reflective pedagogy, schools can make more informed recruitment decisions – ultimately enhancing both student outcomes and institutional cohesion.

## RESEARCH PROBLEM

Despite increasing attention on teacher quality, recruitment in many educational institutions – including Madrasahs – remains heavily focused on academic

qualifications such as degrees and CGPA, often overlooking critical behavioral competencies, pedagogical alignment, and value integration (Boyatzis, 2008; Spencer & Spencer, 1993). This mismatch between institutional expectations and teacher capabilities frequently leads to reduced satisfactions, ineffective teaching, and frequent attrition, especially when teachers are expected to blend science content with Islamic ethical outcomes in dual-learning models (Hashim & Langgulung, 2008).

Moreover, many schools fail to assess a teacher's true competencies until after appointment, through informal observation or post-hiring assessments, which often results in recourse inefficiencies and interrupted learning (Chapman & Adams, 2002). If behavioral and instructional competencies—such as lesson design, classroom management, and integration of moral values—were systematically reviewed through teacher dossiers or profiles during recruitment, schools could reduce post-hire uncertainty and improve alignment with institutional culture (Rothwell & Kazanas, 2003).

Another overlooked aspect is the teacher's role as a reflective practitioner and researcher. A well-maintained dossier not only documents competencies but also encourages continuous professional growth, making the teacher an active agent in school improvement and curriculum integration (Zeichner & Liston, 1996). structured mechanisms to evaluate this dimension during recruitment. Thus, the research seeks to answer the central questions:

How can competency-based teacher recruitment—supported by behavioral profiling and teacher dossiers—enhance coherence between science instruction and Islamic learning outcomes in Madrasahs, and minimize mismatches after hiring and improve teacher retention?

### **Training and Soft Skills Development in Occupational Contexts**

In the field of occupational development, training is not merely a process of information transfer. It plays a critical role in recruitment pipelines, serving both a filter and a foundation for assessing long-term teacher fit especially in value-driven institutions. According to Human Capital Theory (Becker, 1964), investment in training supports retention and quality only when aligned with real classroom demands and behavioral expectations—especially in hybrid institutions like Madrasahs. In teaching professions, the training must emphasize a dual focus: subject expertise and the often-overlooked soft skills necessary for navigating emotionally complex, faith-aligned environments. These include emotional regulation, communicative empathy, adaptability, and ethical conflict navigation—skills that must be visible even during the recruitment process.

One of the most widely recognized frameworks for training effectiveness is Kirkpatrick's Four-Level Training Evaluation Model (Kirkpatrick & Kirkpatrick, 2006), which assesses training across:

1. Reaction (How participants feel about the training),
2. Learning (What knowledge and skills they gained),
3. Behavior (How they apply it on the job), and
4. Results (Organizational impact).

For teachers, soft skills often fall under behavioral competencies—traits not easily detected through conventional testing, but crucial for evaluating a candidate's practical classroom suitability and ethical alignment. An applicable model is the ADDIE Framework (Analysis, Design, Development, Implementation, Evaluation), which can be repurposed as a recruitment-aligned structure when competency-based dossiers are embedded within it. When schools use teacher dossiers during both recruitment and post-hiring training, they enable institutions to shift from CV-based screening to evidence-based competency mapping—bridging the gap between selection and sustainable performance.

Furthermore, the 70:20:10 Learning Model (Lombardo & Eichinger, 1996) emphasizes that:

- 70% of learning happens through job-related experiences,
- 20% through interactions with others (coaching, mentoring), and
- 10% through formal education and coursework.

This model challenges traditional recruitment assumptions by showing that many of the most critical soft skills are cultivated—not credentialed—highlighting the importance of observing behavior over simply reviewing qualifications.

Training in occupational contexts—especially in hybrid schools—must be ongoing, responsive to context, and ideally aligned with a candidate's capacity for reflective growth. When integrated into structured dossiers, soft skill development becomes visible over time—allowing recruitment teams to trace alignment with institutional values from the start and throughout a teacher's professional journey.

### **Behavioral Competency Theory**

Behavioral Competency Theory posits that superior performance in any role is driven by an individual's demonstrable competencies—defined as a combination of knowledge, skills, motives, traits, and self-concept that are causally related to job performance (Spencer & Spencer, 1993). Unlike surface-level qualifications, these competencies are behaviorally observable and provide deeper insight into a candidate's practical fit for specific roles. Boyatzis (2008) further emphasizes that competencies must align with both the role and the organizational environment to drive sustainable performance. In Human Resource Management, this theory is

widely applied in competency modeling, performance appraisal, and especially in recruitment and selection processes – supporting recruiters in identifying performance potential beyond academic profiles.

### **Application for Teaching**

In the teaching occupation, particularly within Madrasah settings which require a fusion of scientific instruction and Islamic moral integration, Behavioral Competency Theory offers a stronger predictive lens for recruitment than traditional degree-based filters. While academic credentials may indicate content mastery, rarely expose core classroom behaviors—like lesson adaptability, student engagement, or the ethical framing of scientific content (O’Neill, 2014; Shulman, 1986). For example, a teacher delivering biology concepts such as cell division may also connect cellular processes to Quranic reflections on human origin—merging cognitive rigor with moral resonance (Hashim & Langgulang, 2008).

Competencies such as instructional design, classroom leadership, moral integration, and empathy cannot be reliably gauged through interviews or test scores—they emerge clearly through teaching dossiers, which synthesize lesson plans, observation notes, feedback loops, and reflective narratives (Darling-Hammond & Bransford, 2005; Zeichner & Liston, 1996). This method aligns with international best practices in performance-based teacher selection—shifting recruitment from speculative interviews to artifact-backed competency evidence (OECD, 2013). The dossiers of FJ and MSI exemplify this, showcasing a composite of applied competencies: flipped instruction, visual scaffolding, Islamic lensing of content, and responsive differentiation to accommodate diverse learning styles.

Behavioral competency-based hiring empowers Madrasahs to recruit not only subject-qualified teachers, but mission-aligned practitioners – those who embody both pedagogical strength and moral intentionality. This approach strengthens teacher-role alignment, supports higher retention, and enhances student outcomes—particularly in culturally and spiritually grounded learning settings (Hagger & McIntyre, 2006; Kristof-Brown et al., 2005).

### **What we know about Teacher Retention and Teacher Job Satisfaction**

Research consistently shows that teachers who feel aligned with their school’s mission, vision, and values are more likely to experience job satisfaction and remain in their positions longer. When this alignment includes shared educational philosophies—such as moral and academic integration common in Madrasahs—teachers feel a deeper sense of belonging and purpose (Ingersoll & Strong, 2011; Kristof-Brown et al., 2005).

Teachers who are hired without proper assessment of philosophical or instructional fit are more likely to experience job dissatisfaction, leading to higher

turnover, especially in the first 3–5 years (Borman & Dowling, 2008). This is particularly evident when teachers are placed in environments that emphasize religious, cultural, or interdisciplinary integration for which they are unprepared or personally misaligned.

Retention is also heavily influenced by school leadership, professional learning opportunities, and collaborative culture.

When schools promote a supportive and reflective teaching culture—through regular feedback, teacher autonomy, and respect for the teacher’s role—teachers are more satisfied and less likely to leave (Guarino, Santibañez, & Daley, 2006; OECD, 2020).

Teachers stay when they feel their work has meaning. In value-driven institutions like religious or mission-based schools, teachers report higher satisfaction when empowered to align their beliefs with the school’s instructional vision (Day & Gu, 2007).

### **Teacher Development: Timeframes and Trajectories**

An experienced and effective teacher is not defined solely by the number of years spent in the profession, but by a complex interplay of factors recognized in both Human Resource (HR) and educational research. While time contributes to familiarity with curriculum, student behavior, and institutional systems, its foundation lies in behavioral competencies, adaptability, emotional intelligence, and alignment with institutional values (Boyatzis, 2008; Ingersoll & Strong, 2011).

HR research highlights that longevity in a role does not necessarily equate to high performance unless accompanied by continuous learning, feedback response, and observable behavioral growth (Spencer & Spencer, 1993). In the teaching context, educators who actively reflect, respond to student needs, participate in professional development, and demonstrate leadership in collaborative environments often outperform those who rely solely on experience without adaptation (Day & Gu, 2007). Moreover, effective teachers often exhibit high levels of self-efficacy, moral commitment, and the ability to personalize instruction, all of which reflect competency-based excellence rather than time-based assumptions (Tschannen-Moran & Hoy, 2007). Therefore, schools aiming to recruit or retain high-impact teachers must consider both experience and demonstrated competencies to ensure meaningful contributions to student learning and school culture.

The development of teacher self-efficacy, soft skills, and professional identity unfolds gradually—across distinct phases of a teacher’s career. While some foundational competencies such as subject knowledge and lesson planning can be introduced during formal education, true mastery—including emotional depth,

pedagogical flexibility, and reflective growth—requires lived classroom experience and time. (Darling-Hammond, 2006; Day et al., 2006).

### **Self-Efficacy Development**

Self-efficacy—teachers’ belief in their ability to influence student learning—is a core driver of long-term teacher development. Most new teachers, particularly within their first two years, report limited confidence, especially in areas like classroom management, differentiated instruction, and motivating struggling learners (Tschannen-Moran & Hoy, 2007). Research suggests that by years 3–5, regular exposure to classroom realities, mentorship, and structured feedback helps strengthen a teacher’s sense of efficacy (Klassen & Chiu, 2010). Beyond year five, many educators exhibit stronger instructional confidence, strategic flexibility, and even begin mentoring others—signaling a more mature phase of efficacy development.

### **Soft Skills (Communication, Empathy, Collaboration)**

Soft skills—such as interpersonal communication, empathy, conflict resolution, and collaboration—are essential for student-centered teaching. While they begin forming during pre-service training, soft skills often take several years to become consistently visible in classroom practice. Their growth is also context-dependent—accelerated in schools that promote reflection, emotional engagement, and collaborative learning cultures (Darling-Hammond, 2006). Moreover, these skills are highly shaped by school culture, and their growth is faster in reflective environments that emphasize self-awareness, collegial exchange and relational depth.

### **Professional Qualifications and Certification**

Formal teaching credentials typically require 4 to 6 years, including a bachelor’s degree and a teacher training program (e.g., B.Ed.). However, teachers often pursue additional qualifications—such as a Master of Education, subject-specific training, or international certifications like IB/AP—during their early to mid-career phase (5–10 years in). These advanced qualifications deepen not only content expertise but also enhance pedagogical skillsets and research capacity. Though most formal credentials are achieved in the first 5–7 years, lifelong professional learning is increasingly the norm, driven by curriculum changes, policy reforms, and digital innovations (OECD, 2020).

### **Professional Traits (Resilience, Patience, Ethics, Adaptability)**

Traits such as resilience, emotional stability, ethical commitment, and adaptability are typically not taught explicitly in formal programs but are instead cultivated through practice. These traits are influenced by personal disposition but are significantly strengthened by working in collaborative, value-aligned environments such as Madrasahs, where teachers are expected to embody and transmit both academic and moral values (Day et al., 2006). Such traits often reach a degree of maturity after 5–

8 years, particularly among teachers who engage in continuous self-reflection and who align their teaching identity with institutional values and student needs.

### **Conscious Process of Teacher Development**

The conscious process of teacher development refers to an conscious, reflective, and intentional approach to improving teaching practices, professional skills, and personal traits over time. Unlike passive, time-based growth, this process requires that teachers actively engage in self-assessment, goal-setting, feedback cycles, and ongoing learning (Day & Sachs, 2004). It is grounded in the understanding that teaching excellence is not a fixed trait, but a dynamic competency shaped through experiences, feedback, and alignment with evolving educational goals and societal values (Darling-Hammond & Bransford, 2005). In this framework, teachers are not mere implementers of curriculum but reflective practitioners and lifelong learners, who utilize tools such as teaching portfolios, lesson reflections, and self-evaluation rubrics to monitor their progress (Zeichner & Liston, 1996). A conscious developmental process also involves collaboration with school leadership, ongoing professional development programs, and peer mentoring, all of which nurture the behavioral, cognitive, and emotional competencies essential for effective teaching in the 21st century (OECD, 2020).

### **Maintaining Teacher Profiles or Dossiers: Why and How?**

A teacher profile or dossier is a dynamic, structured record of a teacher's professional growth. It typically includes instructional artifacts, classroom practices, feedback from multiple stakeholders, reflective narratives, and demonstrations of interpersonal competencies. When maintained intentionally, the dossier serves a dual function: it becomes a both a mirror for teachers to reflect on their practice and a formative tool for leaders to guide professional development (Shulman, 1986). Far from being a mere administrative requirement, a well-developed teacher profile fosters reflective teaching and supports data-driven decision-making related to teacher performance and growth.

For teachers, the benefits of maintaining a dossier are wide-ranging and professionally empowering. It encourages regular self-inquiry, helping teachers identify both their strengths and developmental needs—especially in nuanced areas like communication, empathy, and adaptability. It provides a robust and verifiable narrative of the teacher's continuous professional learning, which can be leveraged for career mobility, advanced qualifications, and institutional recognition. The dossier also acts as a motivational framework, helping educators set, pursue, and reflect upon developmental goals aligned with current pedagogical trends, student needs, and school expectations. Overtime, through regular documentation and reflection, the dossier helps shape a teacher's professional identity, allowing them to refine their teaching philosophy and deepen their sense of purpose within the profession.



For schools, encouraging dossier maintenance yields several strategic and long-lasting institutional benefits. It facilitates more comprehensive performance monitoring, moving beyond exam results or one-off observations to consider long-term trends in pedagogy, ethics, and professional behavior. It also enables personalized support, as leadership can identify individual teacher needs and tailor training, mentorship, or leadership pathways accordingly. Moreover, schools that invest in teacher dossier development demonstrate a strong commitment to faculty growth, which enhances teacher retention and overall morale and engagement (Ingersoll & Strong, 2011). Lastly, in mission-driven environments such as Madrasahs, dossiers play a key role in maintaining alignment with institutional vision, helping ensure that teaching practices reflect both academic excellence and core moral and spiritual values. By valuing and systematizing teacher dossiers, both teachers and institutions can benefit from a thoughtful, skill-enhancing and mission-supportive professional culture.

To effectively promote teacher profile development, schools must adopt clear, sustained strategies that integrate dossier-building into everyday professional learning and teacher growth frameworks. First, institutions should introduce a dossier framework that outlines clear sections such as lesson planning, classroom reflections, student feedback, and peer observations. This structure provides a consistent format for capturing a teacher's evolving practice, and challenges anarchy.

Secondly, To facilitate accessibility and organization, schools should provide digital tools such as Google Workspace, Microsoft OneNote, or institutional platforms where teachers can conveniently upload and update their records. Moreover, schools can incentivize dossier completion by offering career-based motivators like recognition, advancement tracks or specialized leadership roles—motivating teachers to reflect and grow. Finally, regular training and workshops on reflective practice, self-assessment, and goal setting can help teachers grasp why dossiers matter and sharpen their self-evaluation and teaching reflection skills overtime Through these Measures, schools promote autonomy, reflective habits and institutional growth through meaningful teacher development.

### **Why the Traditional Teacher Recruitment Process Fails in Hybrid Educational Models**

The traditional teacher recruitment process, primarily based on reviewing curriculum vitae (CVs), is increasingly inadequate for hybrid educational models such as Islamic schools or Madrasahs. These institutions aim to integrate academic excellence with religious, moral, and spiritual development, requiring teaching profiles grounded in both subject expertise and spiritual-moral alignment – something CVs alone can't show. A CV typically lists degrees and work experience but omits core teaching values and adaptability (Table 1). but fails to provide evidence of ethical grounding,

adaptive methods or the integration of faith and knowledge in a meaningful way – all of which are essential in a hybrid learning environment. Furthermore, such documents overlook key behaviors like emotional intelligence, situational judgement, or values – driven decision making, which are critical in teaching dual outcomes (cognitive and ethical) (Spencer & Spencer, 1993; Boyatzis, 2008). As a result, schools that rely solely on traditional recruitment methods risk bringing in teachers who meet paper requirements but fall short in real-world classroom ethos and mission fit. In contrast, tools such as teacher dossiers offer a dynamic, evidence-based view of a teacher’s professional identity and classroom behavior. These dossiers capture real-life teaching practices, ethical responses, learning strategies, and classroom judgment – ensuring that recruited teachers embody both educational excellence and institutional ethos. Therefore, traditional recruitment fails in hybrid schools not due to the absence of qualifications, but due to the absence of deep, reflective, values-based proof that the teacher belongs in such a spiritually driven academic space.

Table 1: Comparative Table: CV vs. Teacher Dossier

Criteria	Traditional CV	Teacher Dossier / Profile
Content Focus	Academic qualifications, job history, achievements	Teaching philosophy, classroom practices, reflection, feedback, growth documentation
Evidence of Practice	Lacks direct evidence of actual classroom performance	Includes lesson plans, student work, peer reviews, classroom photos, and teaching artifacts
Soft Skills & Dispositions	Rarely visible or self-claimed	Demonstrated through classroom reflections, parent logs, peer and student feedback
Assessment of Teaching Quality	Based on static credentials	Based on dynamic, contextual, and observable teaching practices
Reflective Capacity	Not evident	Highlighted through self-assessments and teaching goals
Alignment with School Values	Hard to assess from general info	Clearly observed through value-based reflections, integration of school mission
Professional Growth Tracking	Limited to degrees or certifications	Captures continuous learning through PD logs, workshops, mentoring experience

Criteria	Traditional CV	Teacher Dossier / Profile
Use in Recruitment	Often insufficient to determine teaching effectiveness	Enables deeper evaluation of behavioral and pedagogical fit

### Research Site: Maharat Model Madrasah

The present study was conducted at Maharat Model Madrasah, a growing educational institution located in Uttara, Dhaka, Bangladesh. The Madrasah offers comprehensive education from Play Group to Class 10, blending modern academic curricula with Islamic studies. As a hybrid institution, Maharat Model Madrasah is uniquely positioned to serve both cognitive and spiritual learning outcomes, emphasizing academic rigor alongside value-based character education rooted in Islamic teachings.

The institution caters to a diverse student body and employs teachers from varied educational backgrounds, many of whom are responsible for teaching both academic subjects and faith-based content in an integrated manner. This makes Maharat Model Madrasah an ideal research site for examining value-infused teacher competencies in hybrid Islamic academic settings. The school also encourages reflective teaching practices and has begun introducing tools such as teacher profiles and dossiers to as instruments for continuous teacher growth and accountability.

### Experiment Findings on Teacher Dossier Domains in Islamic Hybrid Institution

In a professional development workshop involving 70 teachers, participants were introduced to the structure and purpose of teacher profiles. Among them, two exemplary science teachers—specializing in Physics and Biology—were recognized for their outstanding portfolios, showcasing how a well-structured teacher dossier supports comprehensive professional growth and multidimensional teaching effectiveness. The findings from this experiment revealed that the major domains of teacher dossiers in Islamic hybrid schools or Madrasahs play a critical role in aligning instructional practices with dual academic and spiritual goals.

The first domain, Personal and Professional Background, includes foundational information such as academic qualifications, years of experience, and subject specialization. In Islamic hybrid schools, this domain lays the groundwork for establishing expertise and integrating subject matter with faith-based values (Shulman, 1987).

The second domain, teaching philosophy, allows educators to express their beliefs about knowledge, student potential, and the purpose of education. In Madrasahs, where ethical and religious integration is essential, a teacher's stated

philosophy offers insight into their ethical stance, instructional intent, and capacity for value-driven pedagogy.

The third domain, Lesson Planning and Instructional Design, offers practical evidence of curriculum mapping, use of Bloom's Taxonomy, and instructional differentiation. This domain highlights the teacher's ability to embed Islamic values into structured, differentiated lessons that are meaningful and inclusive.

The fourth domain, Classroom Management Reflection, showcases strategies for maintaining discipline and fostering inclusive learning environments. In hybrid settings, effective management also involves modeling Islamic values like *sabr* (patience), *adl* (justice), and *rahmah* (compassion). This domain enhances moral leadership, consistent discipline, and inclusive classroom culture (Marzano & Marzano, 2003).

Fifth, Student and Peer Feedback presents a rich, multi-perspective view of a teacher's impact. Feedback captures communication clarity, cultural responsiveness, and collaboration—critical traits for inclusive, ethical teaching.

The sixth domain, Parent Communication Logs, documents interactions with students' families, emphasizing community involvement. This component supports shared understanding, mutual trust, and faith-aligned educational partnership between home and school.

The seventh domain, Professional Development Activities, tracks a teacher's participation in training, workshops, or academic advancement. This reflects a readiness to evolve professionally across shifting pedagogical and theological landscapes.

Eighth, Student Progress Evidence demonstrates the teacher's ability to measure, interpret, and respond to student learning outcomes through assessments, work samples, and remedial strategies. This domain is responsive, evidence-based teaching rooted in justice and tailored student support.

Ninth, the Self-Reflection and Teaching Goals section reveals the teacher's internal dialogue regarding personal improvement. It cultivates critical self-awareness and intentional growth in both pedagogy and moral leadership.

Finally, the tenth domain, Administrator Feedback, provides insight from school leaders regarding the teacher's institutional alignment and leadership potential. This supports strategic coherence, leadership grooming, and institutional stability grounded in ethical excellence.

This experiment demonstrates that teacher dossiers—when structured across these ten domains—offer a deeper, more holistic framework for assessing and nurturing teacher effectiveness in value-integrated educational settings. As evidenced

by the profiles of MSI and FJ, these dossiers enable both formative and summative assessments that reflect academic capacity alongside character, values, and mission fidelity. These domains embody core elements of Behavioral Competency Theory (Spencer & Spencer, 1993) and align with globally recognized teacher standards.

**Teacher Dossier Domains & Competency Development  
in Islamic Hybrid Schools**

<b>1. Personal &amp; Professional Background</b>
→ Subject Mastery, Role Awareness
<b>2. Teaching Philosophy</b>
→ Reflective Practice, Ethical Orientation
<b>3. Lesson Planning &amp; Instructional Design</b>
→ Outcome-Based Planning, Curriculum Alignment
<b>4. Classroom Management Reflection</b>
→ Behavior Management, Inclusivity
<b>5. Student &amp; Peer Feedback</b>
→ Communication, Adaptability
<b>6. Parent Communication Logs</b>
→ Empathy, Stakeholder Engagement
<b>7. Professional Development Activities</b>
→ Growth Orientation, Lifelong Learning
<b>8. Student Progress Evidence</b>
→ Assessment Literacy, Data Use
<b>9. Self-Reflection &amp; Teaching Goals</b>
→ Goal Setting, Self-Motivation
<b>10. Administrator Feedback</b>
→ Institutional Alignment, Leadership

*Figure 1: Teacher Dossier Domains*

### Benefits of Teacher Dossiers in Pre-Service Evaluation

In hybrid schools, especially institutions like Madrasahs that combine religious and academic curricula, pre-service evaluation is crucial for selecting candidates who not only possess subject knowledge but also embody the values, ethics, and instructional mission of the institution. A teacher dossier—a comprehensive portfolio capturing lesson plans, teaching philosophy, classroom reflections, and developmental activities—offers a far more holistic and authentic way to assess candidate potential and school compatibility. Unlike traditional CVs, which present fixed credentials, they have a far more holistic and authentic way to assess candidate potential and school compatibility (Shulman, 1986; Zeichner & Liston, 1996). For example, when reviewing a candidate’s lesson plan integrated with Islamic ethics or a reflection showing culturally responsive strategies, recruitment teams can better predict on-ground teaching success and alignment with institutional ethos. In this way, dossiers not only ensure more mission-fit hiring but also reduce the risk of later incompatibility or attrition. Furthermore, using dossiers during recruitment

encourages candidates to become early adopters of reflective habits and pedagogical self-awareness – essential for sustained teacher development.

### **Critical Evaluation of Teacher Dossiers in Light of Behavioral Competency Theory**

From the perspective of Behavioral Competency Theory (Spencer & Spencer, 1993; Boyatzis, 2008), teacher dossiers are a powerful tool for identifying real-world behaviors linked to impactful teaching performance. Behavioral competencies—defined as observable behaviors based on underlying knowledge, skills, motives, and traits—are difficult to measure through conventional hiring formats like interviews or certificates. A dossier, however, allows recruiters to assess these competencies within authentic practice. For example, a teacher’s reflection on failed classroom management strategies, coupled with their corrective action plan, reveals . growth mindset, emotional maturity, and adaptive professionalism—core traits of strong educators. Moreover, a well-structured dossier showcases competencies across domains such as planning, communication, leadership, and collaboration, all of which are central to value-aligned hiring systems. Critics may argue that dossiers are self-reported and could be exaggerated but this risk is mitigated by triangulating dossier content with external validation sources such as peer reviews, student input, and live demos. Thus, in light of competency-based recruitment, teacher dossiers are not only external validation sources such as peer reviews, student input, and live demos.

### **Minimizing Recruitment Costs through Dossier-Based Evaluation**

One of the persistent challenges in educational recruitment is the reactive, post-hire screening cycle—where misaligned hires result in turnover, rehiring, and learning disruptions. This process is not only costly in terms of institutional time and morale, but destabilizes both teacher culture and learner continuity. Incorporating teacher dossiers into the recruitment process significantly minimizes these costs by equipping hiring teams with evidence-based judgment before the appointment. Dossiers offer clear snapshots of pedagogical style, growth orientation, and value alignment thus reducing the likelihood of misalignment that would necessitate re-hiring or intensive corrective supervision. Research in HR management supports the view that competency-aligned hiring boosts retention and job fulfillment (Ingersoll & Strong, 2011; Boyatzis, 2008). Furthermore, once a school adopts dossier-based hiring as a policy, it can institutionalize a rubric-driven, value-informed hiring flow that accelerates quality placements. For head teachers and administrators in hybrid schools, this approach not only boosts hiring precision but ensures students receive both academic and ethical guidance from the start.

### **Implications for Job-Seeking Teachers**

This article carries significant implications for prospective teachers, especially those seeking positions in hybrid schools like Madrasahs, where dual-outcome goals

integrate academic standards with spiritual development. First, understanding the role of teacher dossiers in competency-based recruitment allows job seekers to go beyond static resumes and start building purpose-driven portfolios with authentic teaching insights. By doing so, candidates can actively align their profiles with the institution's values—well before any interview begins. This alignment demonstrates not only academic fluency but also commitment to its faith-based, ethical learning culture—setting them apart. Furthermore, building a dossier encourages teachers to reflect on their emotional insight, relational conduct, and professional growth habits—all core to behavioral competency frameworks (Spencer & Spencer, 1993). Therefore, job seekers who consciously prepare their teacher profiles show intentionality, reflection, and credibility—rare traits in today's crowded recruitment field.

## RECOMMENDATIONS

Science teachers in hybrid educational environments, particularly Madrasahs, must adopt a holistic approach to their professional development that goes beyond textbook fluency. It is essential for educators to cultivate a reflective teaching identity that aligns with both academic standards and Islamic ethical values. This dossier should document teaching philosophy, lesson plans that integrate moral concepts, classroom management strategies, and 360° feedback from learners and colleagues. Such evidence not only deepens self-insight but strengthens one's recruitment case under competency-focused hiring.

Moreover, teachers should intentionally align their instructional methods with the school's ethical vision. Integrating Quranic perspectives and Islamic values into scientific content helps students connect their faith to contemporary knowledge, nurturing both intellect and integrity. Teachers must be proactive in showcasing this alignment during recruitment processes, especially through well-documented reflections and sample lesson designs.

In addition, science educators should invest in the continuous development of soft skills such as communication, emotional intelligence, adaptability, and cultural sensitivity. These competencies, often overlooked in traditional training, play a crucial role in navigating diversity and earning learner trust. Engaging in mentorship, peer collaboration, and intentional self-evaluation helps these skills mature over time.

Professional growth must also be driven by continuous, purposeful development. Teachers should participate in workshops, seminars, and academic certification programs, particularly those focused on Islamic pedagogy and performance driven frameworks. These initiatives not only enhance subject knowledge but also signal dedication to personal mastery—an essential trait in value-centered hiring systems.

Finally, science teachers are encouraged to approach their career as a mission grounded in self-renewal and institutional harmony. By combining reflective practice with visible proof of value-conscious teaching, teachers can position themselves as credible educators shaped by both knowledge and conscience. This not only increases their employability in faith-integrated institutions but also amplifies on student flourished and school progress.

### **FUTURE ACTION RESEARCH**

Building on the insights from this study, future action research should focus on developing, implementing, and evaluating structured competency-based recruitment models across a broader range of Madrasahs and hybrid Islamic schools. A key area for exploration is the lasting influence of dossiers on teaching strength and learner progress. By tracking newly recruited teachers over a 3–5 year period, researchers can assess how initial dossier-based recruitment shapes retention, pedagogical growth, and ethical cohesion with school identity. Another vital avenue is the creation and validation of a national rubric for Islamic teacher dossiers. Such a rubric should include specific indicators across pillars like spiritual lesson planning, moral delivery, adaptive leadership and value-rooted reflection—ensuring consistency in evaluation across schools. Action research could test the effectiveness of this rubric in improving recruitment accuracy and reducing post-hire mismatches.

Additionally, future studies could investigate the role of digital platforms in supporting live updates, collegial feedback loops, and administrative insights. Exploring tools like teacher LMSs and digital portfolios may reveal scalable, cost-effective methods to embed reflective practice in resource-constrained Madrasahs. Another recommended direction is the professional development impact of using dossiers as formative tools, not just for recruitment but also for ongoing teacher evaluation and growth. By embedding dossier reviews into mentorship cycles and evaluation rhythms, researchers can study how this practice influences educator drive, peer synergy, and spiritual teaching identity.

Finally, a comparative action research project could analyze outcomes in schools that use competency-based recruitment versus those that follow traditional hiring practices. This would offer valuable data to policymakers and education leaders, supporting informed scaling of Islamic competency models across Bangladesh and similar Ummah-aligned systems.

### **CONCLUSION**

In value-based educational institutions such as hybrid Islamic schools, the recruitment of teachers must move beyond basic qualifications toward deeper, moral, instructional and character-based congruence. This study has shown that teacher dossiers offer a powerful tool not only for pre-service evaluation but also for continuous professional development. By providing concrete proof of a teacher's



methods, mindset and reflective practice, dossiers reduce recruitment mismatches and enhance retention. However, the impact of teacher dossiers should not be limited to the hiring stage. Once teachers are recruited, school leaders should incorporate dossier development into ongoing training programs, mentoring systems, and performance appraisals. This allows teachers to monitor their own progress, stay mission-aligned, and build essential skills like compassion and spiritual leadership. Schools that invest in dossier-based growth models cultivate empowered educators and embed a culture of purpose, introspection, and holistic excellence.

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