

# Educator's Spirit is the Primary Orientation of the Construction of a High-Quality Teacher-Team in the New Era

Lin Gao<sup>1\*</sup>, Gaoke Chen<sup>2</sup>, Jiaji Chai<sup>3</sup>

<sup>1</sup>Henan Zhumadian Vocational and Technical College, Zhumadian 463000, China

<sup>2</sup>Big Data Technology, School of International Education, Henan University of Animal Husbandry and Economics, Zhengzhou 450046, Henan Province, China

<sup>3</sup>Second Senior High School, Zhumadian 463000, Henan Province, China

\*Corresponding author: Lin Gao, susan2815589@163.com

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**Abstract:** The educator's spirit is the professional ethos that must be cultivated in the process of shaping the new generation of teachers. It serves as the foundational pillar for the growth and development of educators, aligning with the essential prerequisites of a robust educational landscape in the modern era. The spirit of the educator is the primary guiding force behind the cultivation of high-quality teachers in the new era. By elucidating the connotations and essence of the educator's spirit, it becomes evident that integrating it into teacher development holds unique value. This integration contributes to the advancement of teachers' morality and ethical frameworks, ensuring effective education delivery that meets public satisfaction and strengthens the nation's educational strategy. The integration of the educator's spirit into teacher development is a practical imperative for educators in the new era. It clarifies their value orientation, equips them to navigate risks and challenges, and reconnects them with the true essence of education. Furthermore, incorporating the educator's spirit into the standardization, cultivation, and institutional frameworks presents a tangible pathway to enhancing the high-quality evolution of teacher development in the new era.

**Keywords:** Educator's spirit; High quality; Teaching force; Teacher development

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## 1. Introduction

The spirit of the educator embodies the educational responsibility of teachers in the new era, grounded in the present while aiming toward the future. It also represents the imperative of the times for the high-quality advancement of education <sup>[1]</sup>. As students are the cornerstone of the country's future development, teachers assume a pivotal role in shaping that future. The educator's spirit is intricately linked to the fundamental questions of "whom to train, how to train, and for whom to train," forming a foundational requirement for the high-quality development of the teaching workforce <sup>[2]</sup>.

## **1.1. The value of integrating the spirit of educators into the construction of the teaching force in the current era**

### **1.1.1. As the essence of teacher-team building, it helps promote the construction of teachers' morality and ethics**

Virtue stands as a core concept in traditional Chinese culture, emphasizing the cultivation of personal character and moral integrity. The spirit of educators represents a novel concept and a fresh requirement that amalgamates Marxist educational ideology with the pressing demands for the high-quality development of teacher-team construction in contemporary circumstances. It serves as a clear indicator of the primary objective in teacher-team building: the establishment of a moral foundation. To effectively seize the leading position in the high-quality evolution of teacher training and to establish distinctive advantages in China's emphasis on teacher morality within teacher training, educators imbued with this spirit can genuinely embody the value orientation of prioritizing morality.

On one hand, prioritizing virtue forms the spiritual bedrock for the high-quality progression of teacher-team construction. It underscores the perpetual pursuit of heightened moral refinement, professional conduct, and pedagogical standards throughout the process of teacher-team development. This emphasis influences and guides students toward healthy growth, instilling noble ideals and a profound sense of purpose, thereby accentuating the essence of "people-centeredness and service to the people" within teacher-team construction.

On the other hand, amidst the swiftly evolving international landscape, the construction of the teaching force is significantly influenced. Teacher-team construction in the new era cannot merely replicate the wisdom of ancient sages in Chinese history nor blindly adopt the practices of foreign nations; such an approach would fail to align with China's current developmental stage in education. Hence, the spirit of educators can nurture and transmit exceptional traditional culture and national ethos. It must be steadfastly integrated into the cultivation of teachers' morality and ethics, embodying Chinese characteristics and rooting itself in the interests of the populace, the trajectory of societal progress, and the educational requisites. This ensures that the spirit of educators finds solid footing within China's teacher-team construction efforts <sup>[3]</sup>.

### **1.1.2. As a source of motivation for the construction of the teaching force, it helps ensure good education to satisfy the people**

Teachers, as the cornerstone of education, serve not only as facilitators of instructional tasks but also as guides and mentors for the growth of students, bearing the responsibility of nurturing future leaders. Consequently, the establishment of a high-quality teaching force holds immense significance for the advancement of education and the prosperity of the nation. The spirit of the educator serves as an intrinsic force driving the delivery of satisfactory education to the populace, constituting a core catalyst that propels the teaching force to continuously elevate their professional standards and pursue advancement, while also instilling teachers with the requisite enthusiasm and resilience for the cause of education.

On one hand, the educator's spirit can foster cohesion and unity within the teaching force, cultivating a supportive environment characterized by solidarity and mutual assistance. Leaders of the Party and the State have consistently stressed that robust education hinges on the empowerment of teachers, emphasizing that the construction of the teaching force constitutes the paramount foundational endeavor in building a strong education-oriented nation. The elevation of this task from "foundational work" to "the most crucial foundational work" underscores the pivotal role of teaching force construction in fostering a robust educational landscape. Teachers must collaborate and support one another in fulfilling their educational mandates. The spirit of the educator empowers teachers to inspire, exchange work experiences, and share educational insights, fostering a collaborative dynamic that not only enhances the overall quality and competence of the teaching force but also

propels the wholesome progression of education.

On the other hand, the spirit of the educator can ignite innovative thinking and entrepreneurial spirit within the teaching force. In a rapidly evolving social milieu, education endeavors must contend with constant new challenges, necessitating continuous learning and innovation on the part of teachers. The spirit of the educator invigorates the teaching force with a sense of purpose, fostering a culture of self-directed learning and improvement. Through continuous learning and practical application, teachers are spurred to explore new educational paradigms and methodologies, thereby catalyzing innovation and reform within the educational sphere <sup>[4]</sup>.

### **1.1.3. As an intrinsic requirement for the construction of the teaching force, it helps consolidate the strategy of strengthening the country through education**

Education stands as a pivotal determinant in the ascent or descent of a nation, and the development of a robust educational system is integral to a nation's enduring strength through comprehensive advancement in the realm of education. Thus, it is imperative to fully acknowledge the strategic significance and role of fostering a robust education-oriented nation in national progress. With the unveiling of the "Higher Education Power Index," China has assumed a leading position globally, showcasing remarkable advancement and affirming the efficacy of the socialist education model tailored to Chinese characteristics.

On one hand, human capital represents the foremost asset for national strength. By fortifying the construction of the teaching force, the spirit of the educator can bolster the high-quality evolution of the teaching cadre, nurturing a sense of value realization among educators. It empowers teachers to engage in rigorous research and reflective practices concerning prevailing educational models and methodologies, ultimately cultivating individuals endowed with professional proficiency and innovative prowess. This encourages educators to prioritize educational equity, address the educational needs of marginalized groups, advocate for the equitable allocation and distribution of educational resources, and uphold the principle of meritocracy in talent cultivation.

On the other hand, grounded in scientific and progressive educational principles, the educator's spirit steers the trajectory of educational development, effectively underpinning educational reform and innovation. It facilitates the cultivation of teachers who are steadfast in upholding and perpetuating the rich traditions of Chinese culture, thereby fortifying the foundation of a robust educational nation. Furthermore, it emboldens educators to embark on exploratory endeavors, spearhead innovation, and achieve breakthroughs. This entails a commitment to continuous learning and self-improvement, championing lifelong learning initiatives, monitoring the influence of scientific and technological advancements and societal shifts on education, and actively advocating for the seamless integration of education with industry and society <sup>[5]</sup>.

## **2. The educator's spirit in the new era: addressing the realities of teaching force construction**

### **2.1. Clarifying the starting point of value orientation**

In the midst of a complex and ever-evolving international landscape, the introduction of diverse value orientations can precipitate conflicts, impede educational progress, and even engender social unrest. Education, being a noble and intricate pursuit, not only shapes the growth and prospects of students but also underpins the advancement and prosperity of society.

First and foremost, educators themselves grapple with myriad value choices and pedagogical approaches. To instill in the younger generation a correct understanding of the interplay between the world, the nation,

and the individual, and to delineate the path of correct value alignment, educators must first ascertain their own value orientations. This constitutes a pivotal task that demands precedence in the realm of teaching force construction, with its core essence residing in educators who embody the spirit of the educator.

Secondly, value orientation transcends mere indoctrination or conscious blocking; rather, it involves the embodiment and enactment of the educator's spirit. Educators create an open, inclusive, and pluralistic learning environment, characterized by objectivity and comprehensiveness. Here, they guide students to comprehend, respect, and appreciate diverse value systems, aiding them in discerning and evaluating the underlying principles and influences. This cultivates a broadened global perspective, heightens multicultural awareness, and safeguards against the perils of singular-value indoctrination, enabling students to navigate the complexities of reality by striking a balance among competing values.

Lastly, education extends beyond the transmission of knowledge; it encompasses the cultivation of values and the development of personality. The spirit of the educator facilitates the holistic development of educators, fostering empathy and respect for others, society, and the environment. Through various practical activities, educators grasp societal issues and needs, championing correct value orientation and seamlessly aligning personal aspirations with national development imperatives <sup>[6]</sup>.

## **2.2. The ability to cope with risks and challenges**

The field of education remains in a perpetual state of flux and evolution, often accompanied by risks and challenges. In an educational milieu fraught with such uncertainties, the spirit of the educator enhances teachers' capacity to navigate these obstacles, enabling them to better cater to students' needs, foster the high-quality advancement of education, and contribute to societal progress.

Firstly, in confronting these risky challenges, the educator's spirit demands that teachers exhibit the courage to transcend traditional models and paradigms. They are encouraged to explore novel educational methodologies, techniques, and strategies, continuously refining their teaching philosophy and pedagogical approaches. By fostering a culture of continuous innovation and adaptation, educators can devise more effective educational solutions, remaining agile in response to shifts in the educational landscape.

Secondly, risk challenges may engender complex and multifaceted educational contexts and dilemmas. Here, the educator's spirit augments teachers' adaptability and fosters an inclusive mindset. Educators are urged to proactively explore and implement personalized educational approaches, viewing risk challenges through a multifaceted lens. By fostering open communication and understanding, educators can create an inclusive learning environment, guiding students to respect and comprehend one another's perspectives, while offering tailored support and guidance to unlock students' full potential and achieve their individual goals.

Lastly, risk challenges often precipitate crises and pressures that exacerbate societal inequalities and educational disparities. The educator's spirit equips teachers with the resilience to manage and navigate crises, fostering a calm and composed response to emergent situations. Teachers are empowered to advocate for the equitable distribution of educational resources, safeguarding the rights and interests of both education and marginalized groups. By assuming the mantle of educational equity and social responsibility, educators contribute to the sustainable development of both education and society, thus championing societal progress and advancement <sup>[7]</sup>.

## **2.3. Tracing the true meaning of education back to the family's original heart**

The spirit of the educator embodies a noble quality and professional ethos upheld throughout the process of teacher-team cultivation. As stewards of education, teachers bear the weighty responsibility of nurturing talent

and transmitting civilization, with the educator's spirit underscoring the imperative for teachers to imbue their educational endeavors with a profound sense of purpose. This fosters a return to the essence of education, compelling teachers to hold themselves to a higher standard in order to effectively fulfill the educational mission.

Firstly, teachers must not only bolster their professional development but also devote attention to cultivating their own character, thought processes, and innovative capacities. By igniting their passion and dedication toward the cause of education, educators are urged to embrace and accommodate the individual differences among students, enabling them to authentically embody their roles and enrich the educational experience.

Secondly, the spirit of the educator underscores the importance of teachers engaging in introspection and continuous professional growth. By perpetually assessing their educational practices and outcomes, educators are encouraged to prioritize their holistic personal development. Fostering an environment of collaboration and interaction within the teacher-team building process, educators enhance their educational prowess, ultimately providing superior educational services and embodying the essence of education.

Lastly, the educator's spirit engenders a broader perspective, emphasizing that teacher-team construction should prioritize the cultivation of teachers' sense of social responsibility and civic consciousness. Guiding teachers to actively engage with societal realities and challenges, educators are prompted to participate in social advocacy and voluntary service initiatives. This realization empowers educators to perceive themselves as catalysts for societal progress, integrating theory with practice and leading by example to establish upright values and social morality. By making positive contributions to the enhancement of education quality and social development, educators embody the true essence of education <sup>[8]</sup>.

### **3. The practical path of integrating the educator's spirit into the teacher-team building in the new era**

#### **3.1. Integrating the spirit of the educator into the standard system of teacher-team building**

Incorporating the spirit of the educator into the standard system of teacher-team building holds the potential to enhance the quality and competence level of educators, thereby laying a robust foundation for educational advancement. A standard system infused with the essence of the educator's spirit can yield outstanding educators distinguished by noble qualities, a profound sense of responsibility, and a commitment to social welfare. Simultaneously, educators will develop a deeper understanding and resonance with the core objectives and values inherent in the educator's spirit, thereby contributing to the sustainable progression of the educational enterprise.

Firstly, prioritizing teacher education emerges as a pivotal avenue for fortifying the teaching force. By intensifying the cultivation of the educator's spirit among prospective teachers, tailored training programs, curriculum content, and instructional methodologies can be devised, aligning with the fundamental knowledge, values, and competency requisites of the educator's spirit. This equips aspiring educators with the foundational elements necessary to embody the essence of educators.

Secondly, the refinement of professional development standards for educators warrants continual enhancement, with close integration of the educator's spirit. By articulating the core value of the educator's spirit within the framework of professional standards, and delineating the requisite knowledge, skills, abilities, and qualities across various career stages, educators are guided to prioritize the foundational qualities and spiritual attributes intrinsic to educators throughout their professional development journey.

Lastly, the design and implementation of educator's spirit courses tailored to educators of diverse

backgrounds and expertise levels are imperative. These courses should encompass the ideologies and attributes emblematic of educators, principles of professional conduct and management, as well as effective pedagogical approaches. Through systematically structured courses, educators gain a nuanced understanding and mastery of the essence and practical methodologies associated with the educator's spirit <sup>[9]</sup>.

### **3.2. Integrating the educator's spirit into the training system of teacher-team building**

The integration of the educator's spirit into the training system of teacher-team building assumes a pivotal role in fostering a profound educational ethos, stimulating pedagogical innovation and reform, and nurturing holistic student development. This integration is intrinsically linked to steering and advancing the trajectory of teacher-team construction, elevating the overall caliber of the teaching cohort, and enhancing educational quality, thereby empowering educators to authentically embody the essence of education and propel the continuous advancement of China's educational endeavors.

Firstly, a robust emphasis must be placed on bolstering theoretical comprehension of the educator's spirit. Through the dissemination of knowledge pertaining to the educator's spirit, educators can cultivate a deeper understanding and appreciation of its essence and value, thereby igniting their fervor and dedication to assuming the role of educators. Furthermore, by immersing themselves in the works of eminent educators and relevant scholarly literature, educators can glean profound insights into the ideologies and attributes emblematic of educators, enriching their own educational acumen.

Secondly, emphasis should be placed on cultivating the practical aptitude inherent in the educator's spirit. Beyond theoretical comprehension, the educator's spirit embodies a practical skill set encompassing exemplary leadership, innovation prowess, organizational acumen, and effective management capabilities. Through experiential learning modalities such as classroom teaching, case studies, and practical exercises, educators can hone these competencies, gradually embodying the demeanor and disposition of exemplary educators.

Lastly, a concerted effort must be made to fortify practical experiential learning. To cultivate a cadre of adept educators, practical exposure to the nuances of the educator's spirit is imperative. Through immersive activities such as school visits, exchange programs, and practical coursework, educators gain invaluable insights into the realities of educators' work, honing their practical skill sets. This immersive approach enables educators to effectively implement the tenets of the educator's spirit, fostering a profound understanding and experiential proficiency in educators' work <sup>[10]</sup>.

### **3.3. Integrating the spirit of the educator into the institutional system of teacher-team building**

The cultivation and maturation of the educator's spirit extend beyond the actions of individual educators or groups; it encompasses the institutional environment and the array of systems governing teacher-team development. The integration of the educator's spirit into the institutional system of teacher-team building necessitates collaborative efforts across various fronts, including policy formulation, the establishment of evaluation mechanisms, and educational institution management.

Firstly, it is imperative to underscore the significance and imperative of the educator's spirit in the evolution of the teaching profession. Policies and regulations can be actualized through legislation, regulatory frameworks, and guiding directives. It is paramount to solicit input from education experts, scholars, and teachers' representatives to ensure the scientific rigor and practicability of these systems.

Secondly, establishing an evaluation mechanism for the educator's spirit is crucial. This entails delineating the requisite attributes and specific manifestations of the educator's spirit and integrating them as pivotal criteria for assessing the quality and caliber of teacher-team construction. Incorporating the educator's spirit into

teacher title evaluations, performance assessments, and promotion criteria incentivizes educators to espouse and embody the educator's spirit in their professional endeavors, fostering a conducive atmosphere for education and pedagogy.

Thirdly, bolstering the management of educational institutions is imperative. Across all levels of educational establishments, a robust education management framework must be established, elucidating the responsibilities and prerogatives of educational institutions while enhancing oversight mechanisms.

Lastly, prioritizing the cultivation of educators within educational institutions is paramount. Enhancing the quality of educator recruitment, appointment, and training processes serves to comprehensively propagate the educator's spirit, thereby fostering a favorable educational ecosystem conducive to its flourishing.

## 4. Conclusion

In conclusion, the spirit of the educator stands as a crucial pillar and cornerstone in the endeavor to construct high-quality teachers in the new era, serving as a wellspring of inspiration for educators to incessantly strive for excellence in their educational pursuits. As the linchpins of society, educators shoulder the vital responsibility of nurturing future talents and perpetuating the wisdom of civilization. Embodied within the educator's spirit are noble ideals and lofty aspirations, wielding profound significance in fortifying their professionalism and elevating the educational landscape <sup>[11]</sup>.

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## Disclosure statement

The authors declare no conflict of interest.

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