

Driving Teacher Self-Growth and Teaching Reform with the Spirit of Educator

Xia Dong^a, Xiaodong Yu, Fengying Ma, Jinfeng Zhang

Department of information and automation, Qilu University of Technology (Shandong Academy of Sciences), Jinan 250353, China.

^a dongxia6078@163.com

Abstract

The educator spirit is a profound manifestation and concentrated epitome of the Chinese spirit in the educational development of the new era. It demonstrates the educational confidence of Chinese modernization and serves as a invaluable spiritual asset driving the advancement of China's education endeavors. Courses are the core element of talent cultivation. Only by building them to be robust and high-quality can we truly provide the most fundamental and solid guarantee for improving the quality of talent development. Frontline teachers are the primary drivers of courses development and reform. Only by deeply understanding and internalizing the educator spirit, translating this philosophy into practice, can they consciously unlock their potential, enhance their wisdom, develop their talents, and elevate their professional realm. This profound personal growth is the essential precondition for them to effectively improve curricula and, ultimately, for that impact to be genuinely felt by students and reflected in their learning outcomes. Hence, research into guiding teacher Self-growth and course-teaching reform through the educator spirit is critically important.

Keywords

Educator spirit; Teacher Self-growth; Course-teaching reform.

1. Introduction

The educator spirit embodies the ideals and beliefs of selfless dedication and sincere devotion to the nation, the moral integrity of exemplary conduct and setting behavioral standards, the educational wisdom of enlightening minds and personalized teaching, the professional attitude of diligent learning, practical action, and innovation, the benevolence of passion for teaching, love for students, and a spirit of contribution, the global vision of a broad perspective and commitment to cultural enlightenment [1]. The Chinese educator spirit not only captures the essence of the nation's educational practitioners but also charts the course for every teacher's growth and professional journey. Furthermore, it serves as a guiding blueprint for cultivating outstanding talents and building a powerful education system [2].

The educator spirit must ultimately be translated into concrete actions in talent cultivation. This calls for education professionals to delve into educational theory and practice, continuously enhancing their teaching proficiency and professional competence [3]. By innovating teaching methods and techniques to continuously improve the quality and effectiveness of instruction, we guide students to form correct outlooks on life, worldviews and values while empowering them with innovation and practical skills, shaping them into future pillars of socialism. Therefore, the significance of the educator spirit lies in its application; however, current research in this area remains relatively scarce. This paper aims to investigate the implementation of the educator spirit within the domains of teacher self-growth and teaching reform.

2. Exploring the Path to Teacher Self-Growth Under the Guidance of the Educator Spirit

2.1. Igniting Educational Innovation Through Continuous Learning

We must deeply study and correctly understand the essence and profound significance of the educator spirit, grasp its core nature, and internalize it as our own spiritual blueprint. We must gain a profound understanding of the educational practices corresponding to each dimension of the spirit. Rooted in the frontline, we should pursue innovative breakthroughs in key areas like curriculum development and teaching models. The ultimate goal is to internalize and practice this spirit through four pathways: theoretical understanding, emotional resonance, willpower, and practical application. This process will significantly enhance our lifelong learning, curriculum reform, technology application, collaboration, and innovative development capabilities, transforming them into "hexagonal warrior" fully equipped to serve the nation.

2.2. Value Growth Through Action Research

We place a high priority on daily teaching and reflective practice. With a parental-level care for students, we are committed to crafting exceptional lesson plans and executing impactful classroom instruction, while constantly reflecting on the practical challenges in education to drive ongoing curricular and pedagogical innovation. By proactively inviting distinguished and expert teachers for classroom observations and feedback, we can summarize practical experience and continuously explore adjustments.

By actively participating in diverse teaching research activities such as observations, competitions, forums, conferences, and training sessions, we can stimulate vitality and innovation in our teaching. We actively participate in collaborative group-based research projects. Focusing on genuine issues in curriculum and teaching, we conduct learning inquiry through various methods such as literature review, reflective investigation, and dialogic training. We then use the outcomes—including papers, books, and reports—to inspire ourselves to delve into innovative strategies for teaching.

We learn from the best to excel. By engaging with exemplary educators around us, such as teaching role models or "Most Admired" teachers, to exchange ideas on educational philosophy, teaching methods, and professional development, we can cultivate a deeper passion for education and enhance our teaching abilities under their inspiring and tangible influence.

2.3. Achieving Self-Innovation By Being Problem-Driven

Guided by a problem-oriented approach and constantly reflecting for renewal, we identify issues in content, models, and processes from the student's perspective. We strive to resolve them by adhering to scientific principles, thereby continuously innovating teaching content, models, methods, and means. This journey fosters our growth as educator-style teachers who lead curriculum and teaching reform.

3. Exploring the Path to Curriculum and Teaching Reform Under the Guidance of the Educator Spirit

3.1. Deepening the Implementation of Ideological and Political Education in Courses

We have explored a curriculum ideological and political education design and implementation system based on the "Four Integrations" approach, which encompasses: ① Content integration: scientifically and rationally identifying ideological-political elements within the subject matter. ② Resource inclusion: deeply developing educational resources through collaboration among

a "triad" of instructors: subject teachers, political theory teachers, and industry experts. ③ Implementation immersion: teachers designing and delivering high-quality, educative classroom experiences. ④ Team investment: continuously innovating the models, methods, and pathways for developing curriculum-based ideological and political education. The ultimate goal is to achieve a deep integration of ideological and political elements into specialized courses: infusing them throughout the teaching syllabus, embedding them seamlessly into textbooks, incorporating them holistically into lesson plans, and blending them thoroughly into teaching methods.

3.2. Exploration of Integrated Sci-Edu and Ind-Edu Training Models

We have explored a training model that integrates scientific research with education and fosters industry-education collaboration. A "dual-qualified" teaching team centered on campus teachers, supplemented by mentors from research and industry is built. We have explored multidimensional pathways that integrate key phases, including the co-development of distinctive courses, joint research in scientific projects, collaborative guidance in practical training, and team mentoring for academic competitions. This approach transforms the strengths of science-education-industry integration into industrial advantages, and converts research and technological prowess into curricular strengths. Thereby, it creates a situation where all parties jointly manage the training process, promote training quality, and share the outcomes. Through this collective effort, we enhance students' comprehensive competence, innovative capacity, and engineering practice skills.

3.3. Innovating an IT-based Teaching Model That Integrates Online With Offline and In-Class With Out-Of-Class Activities

Guided by the OBE concept, we have explored and innovated an IT-enabled teaching model that integrates online with offline and in-class with out-of-class activities. By building online courses and AI course resource libraries, we leverage the pioneering and flexible nature of online teaching, allowing students to independently learn knowledge before class, teachers to analyze online learning data, and develop real-time offline teaching content and strategies; Offline teaching adopts a problem-oriented approach, reconstructing course content through research cases and practical complex engineering problems. Combining flipped classroom and BOPPPS model, we adopt diverse teaching methods such as problem chain, heuristic, analogy, etc., transforming preaching style into constructivist style, allowing students to discover, solve and form their own opinions, highlighting students' subjectivity and teachers' leadership. We have established a multi-dimensional evaluation system to promote the comprehensive enhancement of students' knowledge, skills, and competencies.

4. Conclusion

A nation can only thrive through quality education, which begins with empowering educators. Guided by the spirit of educatorism, exploring how to grow into high-quality, professional, and soulful educators for a powerful nation, and how to embody this spirit in the actions, nuances, and details of curriculum and teaching reform, plays a crucial role in both teachers' self-development and the enhancement of talent cultivation quality. Therefore, the research on guiding teachers' self growth and curriculum and teaching reform with the spirit of educators is of great significance.

Acknowledgements

Supported by the key teaching research project of Qilu University of Technology(2024zdo9): The spirit of educators guides teachers' self growth and course teaching reform.

Supported by Shandong Provincial Postgraduate Education and Teaching Reform Research Project (SDYJSJGC2023062): Construction and Practice of a Talent Training System for Electronic Information Professional Degree Postgraduates Based on the Four-in-One Integration of Research, Education, Production, and Innovation

Supported by the Excellent Teaching Team Training Plan Project of QILU UNIVERSITY OF TECHNOLOGY.

References

- [1] A Letter to China's Outstanding Teachers from Jinping Xi. [EB/OL]. (2023-09-09) [2023-09-15]. https://www.news.cn/politics/leaders/2023-09/09/c_1129854339.htm.
- [2] Xuexin He, Lucheng Zhang: Connotation, Characteristics and Cultivation of the Spirit of Chinese Educators [J]. Education Sciences in China, Vol. 7 (2024), No. 2, p. 50-62.
- [3] Wenli Yu: Strengthening Teachers and Instilling Spirit through the Educatorism in the New Era [J]. The Party Building and Ideological Education in Schools, No. 728 (2024), p.9-12.
- [4] Hongxiu Li, Xiao Liu: The Reconstruction and Implementation of Teacher Education Curriculum Guided by the Spirit of Educators [J]. Journal of Higher Education Management, Vol. 18 (2024), No. 2, p. 84-92.