

Strategies for the Professional Development of Vocational Education Teachers Guided by the Spirit of Educators

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Abstract: The spirit of educators is a precious spiritual asset forged by the teaching community through long-term practice, and a powerful driving force guiding teachers' professional development. As an important component of the national education system and human resource development, vocational education serves as a crucial underpinning for the implementation of national strategies and socio-economic development. The teaching workforce constitutes the primary resource for the high-quality development of vocational education, and their professional competence and spiritual outlook directly determine the quality of training for technical and skilled talents. Currently, the professional development of vocational education teachers still faces prominent challenges: on the one hand, there is a tendency of "valuing skills over the soul of teaching," and teachers' awareness of nurturing students and professional beliefs need to be strengthened; on the other hand, it is manifested as "valuing theory over practice," where some teachers' engineering practical capabilities are disconnected from the iteration of industrial technologies. Faced with new circumstances and requirements, taking the "spirit of educators" as the guide to reshape the value philosophy and practical paths of teachers' development has become an inevitable choice to address practical predicaments and advance the connotative development of vocational education. This paper will elaborate from three dimensions: the interpretation of the connotation of the spirit of educators, its value guidance for the professional development of vocational education teachers, and the construction of systematic development strategies, so as to provide references for cultivating a high-quality, professional, and innovative vocational education teaching workforce.

1. Introduction

Teacher professional development refers to "the professional growth process in which teachers, relying on professional organizations and through lifelong professional training, acquire educational professional knowledge and skills, exercise professional autonomy, demonstrate professional ethics, and gradually improve their teaching quality to become competent educational professionals" [1]. On September 9, 2023, on the occasion of the 39th Teachers' Day, General Secretary sent a letter to representatives of outstanding teachers across the country, calling on "teachers across the country to

take educators as role models and vigorously promote the spirit of educators" [2]. The spirit of educators is a logically connected and structurally rigorous spiritual framework composed of six aspects: ideal and belief, moral sentiment, educational wisdom, benevolence, dedicated attitude, and the pursuit of advocating the Dao. It not only upholds the original mission of fostering talents for the country, but also sets a model of educational values, serving as an important driving force for advancing the development of China's education cause. Integrating the spirit of educators into teacher professional development is conducive to building a high-level teaching workforce and promoting the high-quality development of China's education cause. Based on this, exploring the specific requirements, contemporary value, and practical strategies of the spirit of educators in guiding the growth of vocational education teachers is of great significance for cultivating teachers who can contribute to national strength, accelerating the process of building a strong education country, and advancing Chinese modernization.

2. The Connotative Essence of the Spirit of Educators

In a general sense, the spirit of educators refers to the internal value pursuit, spiritual characteristics, and professional ethics embodied by educators in the course of engaging in the education cause, which centrally reflects the universal traits and fundamental defining features of educators [2]. Opinions on Promoting the Spirit of Educators and Strengthening the Construction of a High-Quality and Professional Teachers Team in the New Era points out that teachers should be guided to possess the following: the ideal and belief of having the broader interests of the country at heart and serving the nation with utmost sincerity; the moral sentiment of being a model in words for scholars and a paradigm in conduct for society; the educational wisdom of enlightening wisdom, nurturing the soul, and teaching students in accordance with their aptitudes; the dedicated attitude of being diligent in learning, steadfast in practice, and pursuing truth and innovation; the benevolence of enjoying teaching, loving students, and being willing to dedicate; and the pursuit of advocating the Dao of having a global vision and nurturing people through culture [3]. "Having the broader interests of the country at heart and serving the nation with utmost sincerity" requires teachers to always bear in mind their responsibilities and missions, closely integrate personal development with national prosperity, hold the ideal and belief of serving the country, integrate individual aspirations into the greater cause of the nation, and keep in step with the times. "Being a model in words for scholars and a paradigm in conduct for society" demands that teachers exercise strict self-discipline in personal cultivation, continuously improve their moral integrity, influence and inspire students with exemplary behaviors, and act as "great teachers" who guide students in learning, doing things, and conducting themselves. "Enlightening wisdom, nurturing the soul, and teaching students in accordance with their aptitudes" requires teachers to nurture love with love, enlighten wisdom and nurture the soul, and integrate the inspiration of wisdom with targeted education. "Being diligent in learning, steadfast in practice, and pursuing truth and innovation" necessitates teachers to have a broad knowledge reserve and combine in-depth academic research with upholding fundamental principles and pursuing innovation. "Enjoying teaching, loving students, and being willing to dedicate" requires teachers to uphold the professional enthusiasm of being dedicated to teaching and caring for students, love the cause of education, and engage in it with a sincere, dedicated, and benevolent heart. "Having a global vision and nurturing people through culture" demands that teachers, in the process of education and teaching, strengthen cultural confidence, shoulder the responsibility of promoting the common values of mankind, and fully integrate the characteristics and cultural genes of Chinese civilization into education and teaching. It is not difficult to find that the spirit of educators contains profound connotations of serving the country, being self-disciplined, shaping souls and nurturing people, engaging in practical work, being benevolent and noble, and

promoting culture and Dao. It is also a concentrated summary of teachers' political quality, moral quality, teaching quality, and learning quality.

3. The value connotations of the educator's spirit in guiding the construction of the teaching staff

To strengthen a country, we must first strengthen education; to strengthen education, we must first strengthen teachers. At the 2024 National Education Conference, General Secretary proposed, "We should implement the initiative of forging souls and strengthening teachers with the spirit of educators, enhance the construction of teachers' ethics and conduct, improve the quality of teacher training, and cultivate a high-level teacher team in the new era" [4]. Guiding the construction of the teacher team with the spirit of educators is an inevitable choice for education to respond to the once-in-a-century great changes, and an inherent requirement for the teacher team to fulfill the fundamental task of fostering virtue through education.

From the perspective of social development trends, the spirit of educators has already transcended the pure scope of education and become a core driving force for social progress. Therefore, the development of China's education cause must be based on the "two overall situations" (the overall strategy for the great rejuvenation of the Chinese nation and the once-in-a-century great changes in the world). In accordance with the logic of "strengthening teachers, strengthening education, and strengthening the country", we should actively promote the spirit of educators, cultivate more educator-type teachers with higher standards, stricter requirements, and more practical measures, and consolidate the important foundation for building a strong education country.

3.1 Practical Need for Enhancing National International Competitiveness

It has become a universally recognized path to national strength and code for success among countries worldwide that education cultivates talents, talents underpin scientific and technological innovation, and scientific and technological innovation drives the improvement of productivity, thereby bringing sustained national prosperity and development. Currently, global competition in science, technology and talents is becoming increasingly fierce. "The strategies of building a strong country through education, science and technology, and talents all require tens of thousands of top-notch innovative talents of various types, and the cultivation of talents depends on teachers." The spirit of educators provides spiritual motivation and theoretical support for the construction of the teacher team. "To vigorously promote the spirit of educators in the new era, we must adhere to the strategic decision of 'prioritizing the development of education' and consolidate the integrated support system of 'education, science and technology, and talents'" [5]. Accurately grasping the phased issues in education development and providing strategic support for the comprehensive construction of a modern socialist country is also an important practical issue that needs to be addressed in building a strong education country in the new era.

Highlighting the leading role of the spirit of educators in the construction of the teacher team is a practical need for improving education quality and enhancing international competitiveness. On the one hand, the spirit of educators embodies the country's in-depth reflection on and contemporary interpretation of China's traditional teacher ethics culture, as well as the professional ideals and value pursuits of teachers in their teaching practice. Teachers are the main force of the education system; the spirit of educators can guide teachers to enhance their personal cultivation while transforming this spirit into the collective consciousness and cultural strength of the entire teacher team. This drives teachers to internally identify with the mission and responsibility of education, always respect the laws of education, pay attention to students' development, and contribute to

cultivating students with all-round development in morality, intelligence, physical fitness, aesthetics and labor, as well as advancing the connotative development of education. On the other hand, the spirit of educators reflects the value orientation of educator-type teachers who take the fate of the country and the world as their own responsibility, endowing teachers with new missions of the times and spiritual benchmarks. Education is an important foundation for scientific and technological innovation and talent cultivation, and the teacher team is the foundation of this foundation.

3.2 An Inherent Requirement for Promoting High-Quality Educational Development

High-quality education that is high-standard and equitable serves as a crucial foundation for people's pursuit of a better life. Since the new era, education has exerted an increasingly significant impact on economic development and social prosperity. The great rejuvenation of the Chinese nation urgently calls for high-quality education, which in turn relies on high-quality and professional teachers. As a key variable in the high-quality development of education, teachers have attracted growing attention from all sectors of society, and there is an urgent need to advance the high-quality development of education through the high-standard and balanced development of the teaching workforce.

High-quality education is not only a core component of people's pursuit of a better life but also an important guarantee for social harmony and sustainable development. Currently, China's education system is in the transition from "large-scale" to "high-quality". Conflicts in the field of education are intertwined and complex, and the gap in educational resources between urban and rural areas, different regions, and different schools remains significant. To address these issues, we must attach importance to the inheritance and development of the spirit of educators. It can be said that the quality of teachers equals the quality of education, and the high-standard and balanced distribution of teachers to a certain extent represents the high-standard and balanced development of education. Vigorously promoting the spirit of educators among teachers, cultivating educator-type teachers, and continuously improving the overall quality of rural teachers will help drive the flow of high-quality teaching resources between urban and rural areas, narrow the educational gap between urban and rural areas as well as different regions, better meet the people's strong demand for high-quality education, and advance the fair and balanced development of education.

3.3 The Inevitable Path to Achieving Teachers' Professional Development

For the cause of education, teachers are the foundation; for the growth of teachers, development is the core. Currently, the construction of a strong education country has entered a critical stage of accumulating momentum for breakthroughs and achieving all-round advancement. On the new journey of building a strong education country, teachers' professional development has shifted from enhancing knowledge reserves to cultivating educational feelings, forging talent-nurturing capabilities, and accumulating educational wisdom. "The spirit of educators is the call of the times for advancing the construction of a strong education country, as well as the ideal pursuit and mission of teacher team construction" [6], which provides a value coordinate and practical paradigm for promoting teachers' professional growth and achieving their professional development. With its unique spiritual character and value pursuit, the spirit of educators guides us to build a positive development mechanism covering the entire professional attributes of teachers: "spiritual guidance - professional growth - professional development - educational innovation". Highlighting the leading role of the spirit of educators in teacher team construction is the inevitable path to deeply understanding and accurately grasping the laws of education and teachers' growth, and realizing teachers' professional development.

First, "ideal and belief" is the soul of teachers' professional development, anchoring the value coordinate for it. Strengthening teachers' persistent belief in the cause of education enables them to break through the limitations of being a mere "teacher of knowledge" and the superficial needs of "professional survival", establish a sense of mission and responsibility to foster talents for and the country, and elevate their professional development to the value pursuit of "serving the country through education".

Second, "moral sentiment" is the foundation of teachers' professional development, building the value bottom line for it. Emphasizing the exemplary value of teachers' moral character not only reflects the concept of "adhering to integrity and self-discipline, being strict with oneself, and engaging in education with honesty" in the Professional Code of Conduct for Teachers in the New Era, but also echoes the excellent tradition of "teaching by personal example" in contemporary times.

Third, "educational wisdom" is the method to enhance teachers' professional development capabilities, providing methodological guidance for it. The essence of teachers' professional development is to improve their talent-nurturing capabilities and educational wisdom. When teachers integrate educational considerations and infiltrate value guidance into teaching, they can transform subject knowledge into educational resources and elevate teaching skills into educational art.

Fourth, "dedicated attitude" is the essence of tempering teachers' professional development, expanding and optimizing the path for it. The spirit of educators contains the persistent commitment of "it takes ten years to grow a tree, but a hundred years to educate a person", which can drive teachers to continuously delve deeper into educational practice, verify educational theories in classroom practice, condense educational wisdom in the process of nurturing talents, and achieve professional breakthroughs through continuous reflection [7].

Fifth, "benevolence" is the source of nurturing teachers' professional development, reshaping the practical form for it. The spirit of benevolence is the core of teachers' professional ethics, embodying the broad love of "teaching without discrimination". It can prompt teachers to always prioritize students' growth in their professional development and help them practice the educational pursuit of "nurturing people through culture" in their interactions with students.

4. Practical Strategies for Guiding the Growth of Vocational Education Teachers with the Spirit of Educators

4.1 For Teachers Individually: Achieving Four-Dimensional Growth in "Cognition, Emotion, Will, and Behavior"

The integration of the spirit of educators into the growth of vocational education teachers is a gradual process, which needs to go through the psychological development stages of "cognition, emotion, will, and behavior". Only when teachers deeply understand the connotation and practical value of the spirit of educators and convert it into theoretical cognition can they gradually internalize it into emotional identity, elevate it to personal will, and finally externalize it into conscious practice.

First, theoretical cognition is the foundation. Vocational education teachers' cognition of the spirit of educators is the key to its transformation into educational and teaching practice. Therefore, vocational education teachers need to correctly understand the connotation and value of the spirit of educators, including how it guides them to realize the unity of knowledge impartment and value guidance in teaching, and cultivate students' professional skills, vocational qualities, innovative awareness, and international perspective. On this basis, vocational education teachers should reposition their roles, clarify the gaps between themselves and educator-type teachers as well as the

causes, and reflect on how to become educator-type teachers. Specific measures include participating in seminars and lectures related to vocational education and the spirit of educators, conducting on-site visits to enterprises, and deeply understanding the value of the spirit of educators to the development of vocational education, the growth of vocational education teachers, and the cultivation of students. Meanwhile, vocational education teachers should learn to arm themselves with the spirit of educators: be diligent in learning, good at reflecting, master professional knowledge and skills, and strive to become excellent teachers with both moral integrity and professional competence, as well as proficiency in both technology and education.

Second, emotional identity is the key. Vocational education teachers should not only stay at the cognitive level of the spirit of educators but also develop emotional identity with it. Emotional identity is the driving force for vocational education teachers to internalize the spirit of educators into personal will and belief, and it determines whether teachers truly accept and appreciate the concept of educator-type teachers. To this end, vocational education teachers can learn the educational ideas, practices, and achievements of role models in teaching and educating people in the vocational education field by reading books and using internet platforms. They should analyze the distinctive spiritual traits of educators embodied in these role models, such as the ideal and belief of loving vocational education and aspiring to strengthen the country, the moral sentiment of cultivating teachers' ethics and teaching by personal example, the educational wisdom of delving into teaching and nurturing talents through scientific research, the dedicated attitude of daring to challenge and pursuing excellence, the benevolence of caring for students and helping them realize their dreams, and the pursuit of advocating the Dao by applying knowledge to serve society. Through this process, they can imperceptibly shape a positive mindset, form positive emotional experiences and rational cognition, and establish emotional identity with the spirit of educators.

Third, subjective will is the guarantee. Will issues instructions to human senses from a rational perspective and controls people's seeing, hearing, words, and deeds [8]. The integration of the spirit of educators into the growth of vocational education teachers is a long-term and challenging process that requires profound changes in teachers' ideology and behavior. In this process, the subjective will of vocational education teachers is the core support for the continuous integration of the spirit of educators into the construction of the vocational education teacher team. Therefore, vocational education teachers should forge strong willpower through self-suggestion, motivation, and evaluation. They should set action goals and plans in line with the spirit of educators, maintain self-control when facing pressure and difficulties, adhere to the belief of "having the broader interests of the country at heart and serving the nation with utmost sincerity", establish the professional attitude of "devoting oneself to the teaching field without regret", and always maintain love for vocational education.

Fourth, practical action is the destination. Practice is the process through which vocational education teachers convert their cognitive and emotional identity with the spirit of educators into conscious behavior. This stage focuses on how to integrate the spiritual elements of educators—such as enlightening wisdom, being steadfast in practice, innovating, and being benevolent—into specific educational and teaching behaviors, thereby becoming the core driving force for promoting the development of students' vocational skills.

4.2 For Schools: Constructing an Integrated Pre-Service and In-Service Training System

The spirit of educators serves as the spiritual soil for cultivating vocational education teachers in the new era. Only by nurturing and promoting this spirit can more vocational education teachers be inspired to dedicate themselves to educating students and devote themselves to the teaching field to forge the soul of educators. However, guiding the construction of the vocational education teacher

team with the spirit of educators is a systematic and complex project, which requires overall planning. With normal universities and vocational colleges as the main bodies, an all-process training system should be constructed to promote the sustained cultivation of the spirit of educators.

The pre-service training stage is crucial for the professional development of vocational education teachers—it is both the starting point of their professional growth and the golden period for shaping educator-type vocational education teachers. Therefore, regular higher normal universities and vocational normal universities need to do a good job in the pre-service training of vocational education teachers.

First, clarify training objectives. Normal universities should take cultivating vocational education teachers with the spirit of educators as the core goal. Specifically, they need to focus on fostering pre-service vocational education teachers' adherence to teachers' ethics, passion for teaching and love for students, vocational education sentiment, ability to impart knowledge and skills, innovative awareness, critical thinking, social responsibility, and awareness of lifelong learning. Meanwhile, emphasis should be placed on cultivating their practical capabilities to adapt to the rapidly changing technological and industrial needs, and their international perspective and cross-cultural communication skills to meet the teaching and cooperation needs in the context of globalization. In short, when formulating training objectives for pre-service vocational education teachers, normal universities should comprehensively consider the particularities of vocational education teachers, enabling them to become models in professional skills, educational philosophy, and teachers' ethics.

Second, make efforts in the training process. As an important carrier of education, courses play an irreplaceable role in nurturing the spirit of educators in pre-service vocational education teachers. On the basis of explicit courses such as "Vocational Education" and "Vocational Education Psychology", normal universities need to improve the construction of implicit courses and create a vocational education campus culture and atmosphere full of the spirit of educators. Beyond knowledge-based courses, activity-based, experiential, and characteristic courses should be added: cultivate the benevolent feelings of "enjoying teaching, loving students, and being willing to dedicate" through activities; inspire the noble ideal of "having the broader interests of the country at heart and serving the nation with utmost sincerity" through experiences; and establish the broad pursuit of "having a global vision and nurturing people through culture" by telling stories.

The spirit of educators should be activated through the implementation of generative-oriented courses. For example, vocational normal universities can cooperate with vocational schools in remote areas to carry out educational internships, so as to improve pre-service vocational education teachers' comprehensive education capabilities, cultivate their spirit of courage to take responsibility and face challenges, commit them to the national vocational education cause, and help them form the educational philosophy of serving the country with sincerity. In addition, normal universities need to explore diversified and systematic training programs for vocational education talents, set up educational practices, internship experiences, and graduation tasks that are consistent with the spirit of educators, ensuring that students understand and comprehend the spirit of educators from multiple perspectives and in depth. At the same time, the universities could integrate new technologies such as big data, artificial intelligence, and machine learning to develop interactive and contextualized training platforms, form an online-offline integrated training model, and empower the cultivation of the spirit of educators.

Normal universities should take the lead in establishing an innovative multi-collaborative training system for vocational education teachers based on the spirit of educators, covering normal universities, vocational schools, vocational education teacher development institutions, and practice bases. Vocational schools cooperate with enterprises to provide pre-service vocational education teachers with industry development trends and practical training platforms; vocational education teacher development institutions organize pre-service vocational education teachers to participate in

various teaching skills training, competitions, and seminars to strengthen their scientific spirit, teaching innovation, professional sensitivity, and practical ability; practice bases provide pre-service vocational education teachers with real working environments to promote the integration of theory and practice. The collaborative participation of multiple subjects is a reasonable and efficient cooperation mechanism, which can improve the overall quality of pre-service vocational education teacher training.

In the in-service training stage of vocational education teachers, vocational colleges, as their employers, should take over the "baton" of integrating the spirit of educators into the training of vocational education teachers.

First, strengthen the learning of the spirit of educators. Vocational colleges should organize special learning and thematic learning activities on the spirit of educators. Through collective learning, independent study, discussion and exchange, and writing experience, vocational education teachers are guided to deeply understand the essence of the spirit of educators.

Second, strengthen the publicity of the spirit of educators. All departments of vocational colleges should use online reports, public lectures, special seminars, and achievement display boards to publicize the advanced deeds and spiritual traits of vocational educators. Through multi linkage and the use of various publicity platforms, advanced models are established to give play to the power of role models, forming a good atmosphere in the whole school where everyone learns from models, advocates models, and strives to be models. At the same time, stories, cases and educational achievements related to the spirit of vocational education instructors should be integrated into the classroom teaching practices of vocational education teachers, thereby enhancing their spiritual appeal and influence.

Third, strengthen the cultivation of core competencies of educators. Guided by the spirit of educators, vocational colleges should build a comprehensive training system integrating theoretical learning and teaching practice, aiming to systematically cultivate the educator qualities and comprehensive literacy of vocational education teachers. On this basis, the core competencies of educators should be given priority for development. The core competencies of educators are the qualities accumulated in long-term practice and exploration, as well as the abilities formed to adapt to the dynamic, professional, and practical characteristics of vocational education. To become educator-type teachers, vocational education teachers need to comprehensively develop core competencies, including industry adaptability, innovation ability, practical ability, lifelong learning ability, and cross-cultural communication ability. To this end, vocational colleges should organize vocational education teachers to participate in diversified activities such as industry seminars, enterprise internships, social services, teaching competitions, and international exchanges and training, so as to comprehensively improve their core competencies and promote their professional development.

4.3 For Governments: Optimizing Top-Level Design to Form Coordinated Synergy

Guiding the construction of the vocational education teacher team with the spirit of educators is a large-scale project. Relying solely on the efforts of vocational education teachers, normal universities, and vocational colleges is insufficient to guarantee its quality and progress. It is necessary to strengthen top-level design and unite the forces of governments at all levels to provide guarantee conditions for the high-quality development of vocational education teachers.

(1) Improve the Growth and Development Plan for Educator-Type Teachers

The growth of educator-type vocational education teachers is a long-term process, which goes through four stages: new teachers, backbone teachers, expert-type teachers, and educator-type teachers. In this process, the leading role of the spirit of educators should be exerted, and the

principle of gradual progress should be followed to guide the theoretical literacy and practical behavior of vocational education teachers to the height of educators step by step.

Therefore, governments at all levels need to organize experts in the field of vocational education and technical experts from industries and enterprises to demonstrate the logical relationship and degree of fit between the spirit of educators and the growth of vocational education teachers. Combined with the characteristics of vocational education and vocational education teachers, they should refine the contents of vocational education teachers' ideal and belief, moral sentiment, educational wisdom, dedicated attitude, benevolence, and pursuit of advocating the Dao, and integrate them into the whole process of the training objective planning of vocational education teachers.

The plan should include short-term, medium-term, and long-term goals, clarify the key contents of each stage, and form institutional documents. This provides clear goals and direction guidance for the training of vocational education teachers in various regions and vocational schools at all levels and types, ensuring the orderly development of training work.

(2) Consolidate the Guarantee System

Vocational education teachers have dedicated their lives to the cause of vocational education, made selfless contributions, and made great efforts to the cultivation, promotion, and practice of the spirit of educators. Safeguarding their basic rights and interests is the key to stimulating their work enthusiasm and promoting the spirit of educators. Therefore, governments at all levels urgently need to build a guarantee system for guiding the construction of the vocational education teacher team with the spirit of educators to encourage vocational education teachers to continuously promote the spirit of educators.

Specifically, first, the government should grant honorary awards and rewards to vocational education teachers who have outstanding performances in teachers' ethics, teaching practice, social services, international exchanges and cooperation, etc. This aims to create a social trend of valuing skills and advocating labor, form a social atmosphere of respecting vocational education teachers and attaching importance to vocational education, and thereby improve the social status of vocational education teachers.

Second, establish special funds for the training of vocational education teachers, broaden funding sources, ensure the investment and use of funds, venues, equipment, and human resources, and implement welfare benefits and promotion of professional titles. This enables the majority of vocational education teachers to teach with peace of mind without worries.

Third, provide vocational education teachers with diversified resources such as academic sabbaticals, research start-up funds, research environments, academic exchange platforms, career planning guidance, and opportunities for overseas study and research. This creates an environment for nurturing the spirit of educators that advocates academic freedom, encourages innovation, and pursues excellence.

(3) Establish a Sound Evaluation Mechanism

In terms of evaluation criteria, combined with the training objectives of educator-type vocational education teachers, the Delphi method should be adopted to take multiple dimensions—including teachers' ideal and belief, care for students, teaching skills, professional ethics, personal development goals, vocational education sentiment, and educational innovation—as evaluation indicators. A set of evaluation criteria for integrating the spirit of educators into the training of vocational education teachers should be constructed, and regular assessments of the training of vocational education teachers should be conducted [9].

In terms of evaluation subjects, break through the previous single evaluation mechanism for teacher development, and establish a multi-subject evaluation system involving governments, society, industries and enterprises, vocational school administrators, teachers, and students. This

forms a fair, just, and open evaluation and monitoring mechanism for the development of vocational education teachers.

In terms of evaluation methods, fully rely on new-generation technologies such as big data, artificial intelligence, cloud computing, and blockchain, and gradually build a smart and information-based grand evaluation system for the development of educator-type vocational education teachers. This realizes intelligent, refined, and professional recording and evaluation of the effectiveness of vocational education teachers' practice of the spirit of educators. It provides a theoretical basis for education decision-makers to formulate vocational education teacher training strategies, offers modern support for the high-quality development of vocational education teachers guided by the spirit of educators, and contributes to the construction of a strong education country.

5. Conclusion

The spirit of educators serves as the "root and soul" of the professional development of vocational education teachers, endowing it with value depth and humanistic dimension beyond technical training. It is by no means an empty slogan, but a value system and action guide integrating ideal and belief, moral sentiment, educational wisdom, and practical innovation, requiring teachers to internalize it in the heart and externalize it in action. The systematic professional development strategies constructed in this paper—from conceptual reconstruction, institutional guarantee to practical empowerment and cultural infiltration—aim fundamentally to awaken, nurture, and promote the spirit of educators in every vocational education teacher. Only with this as the core can we effectively guide teachers to break through the development bottlenecks of "valuing skills over nurturing and valuing theory over practice," and realize the identity transformation from "craftsman" to "educator."

Ultimately, this will drive the construction of the vocational education teacher team toward connotative, professional, and new heights, injecting sustained and profound impetus into the high-quality development of China's modern vocational education system.

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