

## The Future Professional Development of Young Teachers in China's Fine Arts Academies

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### ABSTRACT

The objectives of this research were: (1) To propose the future professional development of young teachers in China's fine arts academies; and (2) To develop the future wheels of Future Professional Development of Young Teachers in China's Fine Arts Academies. The research methodology employed was a qualitative research using the Delphi technique. The population of the study were the young teachers of ten fine arts academies in China, with a sample size of 20 people determined by the research methodology using the Delphi technique. The data collection instruments used were an open-ended interview form and a five-point rating scale questionnaire. The data analysis methods used were Mode, Median, Interquartile Range, and content analysis. The research findings revealed that: (1) There were five dimensions of the future professional development of young teachers in China's fine arts academies, namely: Development of Professional Capacity as a Teacher Specializing in Fine Arts, Improvement of Teaching Competence, Enhancement of Professional Ethics and Morality, Sustainability of Professional Development, Management of Future Professional Development; and (2) The future wheels for the future professional development of young teachers in China's fine arts academies were developed based on an analysis of the feasibility trends of the future professional development of young teachers in China's fine arts academies conducted by a group of experts. The researcher used the analysis results to create a picture of the future wheels.

**Keywords:** Teacher Professional Development, Future Professional Development, Management of Future Professional Development

## 1. Introduction

Teachers bear the historical mission of spreading knowledge, ideas, and truth, and shoulder the heavy responsibility of shaping souls, lives, and people of the times. They were the first resource for educational development. In 2018, the Central Committee of the Communist Party of China and the State Council drafted the Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era. The document put forward an education reform program under the new era and new changes from various aspects such as the hundred-year plan and the establishment of moral education. The aim was to strengthen the teacher team and rationalize the reform pulse from the institutional mechanism, so as to better serve education and the mission to serve the establishment of moral education. In 2021, the Ministry of Education and six other departments jointly issued a document calling for a sound teacher development system in colleges and universities to promote the improvement of teachers' professional quality and capacity. The document aims to improve the teacher development system in colleges and universities and promote the enhancement of teachers' professional quality and ability (Ministry of Education, 2021). The Outline of the Fourteenth Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Vision 2035 states that a high-level modern teacher education system should be established. It also emphasizes the need to strengthen the construction of teacher ethics and style, improve the policy system for teacher management and development, and enhance the quality of teachers' ability to teach and educate. Additionally, it calls for supporting high-level comprehensive universities to carry out teacher education and establishing a mechanism for joint training of "dual-teacher" teachers by higher education institutions, vocational schools, and industrial enterprises. The plan focuses on young teachers and innovation teams to build a high-quality college and university teaching staff. Furthermore, it aims to vigorously improve the teaching level, scientific research and innovation, and social service ability of university teachers (Outline of the Fourteenth Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Vision 2035, 2021). Among them, young teachers were the fresh blood of university institutions, and their professional development ability, ideological quality, overall view, and situational awareness directly impact the quality of university education. As the main force of

teaching and research in China's fine arts academies, and the backbone of teaching, research, and management in the next decade, the professional development of young teachers needs effective planning and management. The core of education reform was curriculum reform, and the core of curriculum reform was classroom reform, which centers around teacher professional development. Development was the nature of teachers, and they were the subjects of development. The history of exploring teacher development and professional development was extensive in Teachers' Professional Development. In the future development of the Academy of Fine Arts, it was necessary to focus on training young teachers. This study proposes the future professional development of young teachers in China's fine arts academies, including developing the future wheels of their professional development.

## 2. Research questions

1. What was the Future Professional Development of Young Teachers in China's fine arts academies?
2. What were the future wheels of Future Professional Development of Young Teachers in China's Fine Arts Academies?

## 3. Research objective

1. To propose the future professional development of young teachers in China's fine arts academies.
2. To develop the future wheels of Future Professional Development of Young Teachers in China's Fine Arts Academies.

## 4. Research method

The research methodology used in this study was qualitative research with the Delphi Technique. The research design consisted of two steps: (1) studying the concepts of professional development for young teachers in China's fine arts academies. The researchers used in-depth interviews with an open-ended interview format to collect data from a panel of experts to study the concepts of professional development for young teachers. (2) proposing future professional development requirements for young teachers in China's fine arts academies. The population of this study was the young teachers of ten fine arts academies in China, including the Central Academy of Fine Arts, China Academy of Art, Lu Xun Academy

of Fine Arts, Tsinghua University Academy of Arts & Design, Fine Arts College Shanghai University, Guangzhou Academy of Fine Arts, Xi'an Academy of Fine Arts, Sichuan Academy of Fine Arts, Tianjin Academy of Fine Arts, and Hubei Institute of Fine Arts. The researchers established a project research team, identified consulting experts, and formed an expert working group. They conducted research on "the future professional development of young teachers in China's Fine Arts Academy" using the Delphi method. After obtaining opinions from experts on the predicted issues, the researchers sorted, summarized, and tabulated the data. They then anonymously provided feedback to the experts, asked for their opinions, and repeated the process. The first round of research included a literature review, analysis of relevant research, and acquisition of pertinent concepts, principles, and theories. The researchers developed the outline for the next open-ended interview and created the first round's open-ended interview form. The study included interviews with 20 experts from ten art academies. The interviews were conducted by telephone, WeChat, and in-person. The researchers conducted a detailed analysis of the content from the first round of open-ended interviews and developed a list of variables for the future professional development of young teachers. The researchers developed the next round of questionnaires based on the list of variables, which were coded using the Likert scale. The second round of questionnaires consisted of two parts: (I) Demographics and (II) Variables. The questionnaires were distributed via WeChat and email. Descriptive statistics were performed on the demographics of the 20 key informants, and the frequency and percentage of each item were analyzed. The researchers analyzed the mode, median, and quartile range of each variable and obtained the results of the Second Round Results of Each Item in the Questionnaires from Key Informants, identifying items of consensus and disagreement. In the third round, the researchers conducted new interviews with the key informants to confirm the items of disagreement and reach a consensus.

## 5. Research results

### 1. Descriptive Statistics of the Sample

Table 1 presents the demographics and characteristics of the participants. Thirteen key informants were female and seven were male. Six key informants were under the age of 35, nine key informants were between the ages of 36-40, and five key informants were between 41-45 years old. Twelve participants held a master's degree, while eight held a doctoral degree. Eleven participants held the current title of lecturer, seven held the current

title of associate professor, and two held the title of professor. Seven had 5-7 years of teaching experience, seven had 8-10 years of teaching experience, and six had more than 10 years of teaching experience. Fifteen were teachers of professional courses, and five held both professional courses and management positions.

**Table 1** Frequencies and percent of personal of respondents.

Variables	Status		Frequency	Percentage
Gender	Female		13	65%
	Male		7	35%
Age	Below 30		6	30%
	36 ~ 40		9	45%
	41 ~ 45		5	25%
Educational Level:	Bachelor's degree or equivalent		0	0%
	Master's degree or equivalent		12	60%
	Doctor's degree or equivalent		8	40%
Title	Lecturer		11	55%
	Associate Professor		7	35%
	Professor		2	10%
Years of Experience in that position Year (s)	5 – 7 years		7	35%
	8 - 10 years		7	35%
	More than 10 years		6	30%
Any Study Abroad or International Academic Exchange Experience	Have		7	35%
	Have not		13	65%
Position	Teachers		15	75%
	Administrators		5	25%
Total			20	

## 2. Result of Data Analysis for Research Objective

The Delphi method was used to analyze "the future professional development of young teachers in China's Fine Arts Academy," and relevant variables were determined. The

study aimed to analyze the future professional development of young teachers in China Academy of Fine Arts and identified five dimensions of future professional development:

Dimension 1. Development of Professional Capacity (DPC) as a Teacher Specializing in Fine Arts.

DPC 1: The inner professional structure of young teachers was constantly renewed, evolving, and enriched.

DPC 2: Promoting research and thinking on practical techniques for the fine arts major.

DPC 3: Young teachers enhancing the skills and aesthetic character of their profession in future professional development.

DPC 4: Having a high level of professionalism and a correct attitude towards future professional development.

DPC 5: Young teachers should improve the theoretical level of the profession in their future professional development and closely integrate theoretical research with creative practice.

DPC 6: They should establish their own future professional development goals and realize their artistic aspirations.

DPC 7: They should do academic work with the attitude and method of "deep, real, knowledgeable, and disciplined" and have a diverse professional knowledge structure.

DPC 8: They should form their own professional language and establish their own academic characteristics in future development.

DPC 9: They should become an "expert" in future professional development, forming core propositions for their own future professional development.

DPC 10: They should present a diversified creative landscape and form their own historical development of art.

DPC 11: They should activate their own cultural genes and symbols and make their professional works part of modern civilization and contemporary art.

DPC 12: They should absorb the spirit of the roots of national traditions in future professional development, gaining strength through the journey between the present and tradition and being able to integrate and master it.

DPC 13: They should establish the concept of professional disciplinary integration, cross-disciplinary study, and break professional barriers.

DPC 14: They should integrate art and science for artistic creation of fusion and innovation.

DPC 15: They should integrate personal insights with the teaching philosophy

of a large institute and develop their own system.

DPC 16: They should keep an eye on new trends and future ideas in world art development and keep up with the digital age in future development.

#### Dimension 2. Improvement of Teaching Competence (ITC)

ITC 1: Young teachers need to implement "reflective" teaching practices and strategies to improve teaching effectiveness.

ITC 2: Improve the ability to teach theoretical knowledge and the ability to "practice" fine arts in teaching.

ITC 3: Acquire teaching skills outside of traditional teaching were as to become a "well-rounded" teacher who can teach multiple specialized courses.

ITC 4: Observe students' responses during the teaching process, grasp their psychological activities, and stimulate their motivation and interest in learning, initiative, and creativity.

ITC 5: Improve "oral language skills" and the art of teaching language in the teaching process, and expand body language expression.

ITC 6: Adopt online and offline hybrid teaching, with networked, intelligent, and digital modes, to innovate the teaching curriculum.

ITC 7: Give full play to the advantages of "youth," continue to practice, explore, and extend teaching methods, and change the content and methods of education and teaching with the times.

ITC 8: Young teachers need to continuously update their teaching philosophy and "think critically" about their teaching practice in their future professional development.

ITC 9: Student-centered teaching, targeted educational experiments based on the basic scope of education, where "teaching" and "learning" complement each other and promote each other.

ITC 10: Clarify own philosophical view of teaching and integrate teaching philosophy with contemporary development, practicing the "art of education" in the future of art education.

ITC 11: In actual teaching, respect the different backgrounds and traits of students, and control the education of commonality and cultivation of individuality.

ITC 12: Establish good communication and cooperation with co-professionals, share and discuss teaching ideas with fellow teachers, and be able to communicate.

ITC 13: Actively carry out Aesthetic Education teaching reform and innovation, and explore the future of art education in an autonomous development path.

ITC 14: With the vision and care of the "community of human destiny," have a self-critical spirit and breakthrough innovation spirit.

ITC 15: Have a wide range of knowledge beyond one's "specialty" and build a rich, broad, and deep knowledge structure.

ITC 16: Enhance future educational design and monitoring skills and educational activity organization skills.

ITC 17: Have an awareness of scientific research, able to solve problems encountered in the process of educational practice through scientific research.

ITC 18: Expand one's inner pattern of connotation and have a "Big Picture View," establish an independent personal spiritual life, and expand the dimension of reflecting on the current social situation.

ITC 19: Maintain mental health and improve physical fitness now and in the future, have good social adaptability, and strengthen the sense of "service to society."

ITC 20: Keep up with changes in the supply and demand for education in the country and changes in the educational environment at home and abroad.

ITC 21: Have the ability to transform traditional culture and the mission spirit of cultural revitalization.

ITC 22: Be at the forefront of the times, with an international perspective, be concerned about the development of the country and society and the common problems facing human development.

### Dimension 3. Enhancement of Professional Ethics and Morality (EPEM)

EPEM 1: In addition to being "teachers" and "artists", young teachers should also have the goal of developing as ethical, well-rounded people in their future professional development.

EPEM 2: Both virtue and art require practice, so work on strengthening moral cultivation.

EPEM 3: Art education was also the education of people, and the fundamental task of art education was to cultivate individuals.

EPEM 4: Young teachers need to establish a correct view of education in their future professional development; "Establishing moral values and educating people" was as important as "teaching and educating people."

EPEM 5: Establish educational ideals and beliefs, be passionate about education, identify oneself as a teacher, and build belief in the "profession" of teaching.

EPEM 6: Maintain an amiable attitude towards students, making them feel

at ease.

EPEM 7: Have a spirit of love for students, and focus on the intrinsic and holistic development of each individual student.

EPEM 8: Cultivate a self-concept and pattern connotation, and have a "compassionate care" spirit.

EPEM 9: Promote the spirit of "aesthetic education" in education, and provide aesthetic, emotional, and spiritual education.

EPEM 10: Young teachers should establish the responsibility and commitment of teachers, and have the dedication and service spirit of a teacher.

EPEM 11: Study the spirit of documents on teacher ethics and professional ethics, and develop humanistic qualities.

EPEM 12: Reinforce professional ethics and professional morality, establish the right values, professional attitudes, and behaviors.

EPEM 13: Expand and transcend the traditional scope of teacher ethics.

EPEM 14: Resonate with the spirit of the college, have continuity with the inherited spirit of the college, and strengthen the emotional connection to the college.

EPEM 15: Adhere to the spirit of "professional technology and moral practice together."

#### Dimension 4. Sustainability of Professional Development (SPD)

SPD 1: Continuing professional development accompanies teachers throughout their lifelong growth process.

SPD 2: Establish the "direction" or "goal" of your future professional development, set your own academic aspirations, and plan for future professional development.

SPD 3: Continuously create new artworks and improve your professional attainment.

SPD 4: Continuously increase a broad range of knowledge related to the profession, extensively acquire profession-related information, and enrich the development of your professional "connotation."

SPD 5: Enhance your awareness of proactive development in the future and take the initiative to further your studies.

SPD 6: Continuously enrich, replenish, and improve your understanding of "professionalism," have your own discernment and foresight in the academic development of your field of expertise.

SPD 7: Continuously engage in self-renewal and development in the process of education, optimize your knowledge structure, and update your professional framework.

SPD 8: Establish the concept of lifelong learning and develop a sense of conscious and voluntary development.

SPD 9: Be open to accepting new technology and new media in the profession, finding a place for art in the new collision of science and art.

SPD 10: Pass on local culture and spirit in continuous development, and independently innovate based on the inheritance of traditional culture.

SPD 11: Pass on the traditional culture and academic lineage of the Academy, the artistic achievements and experience accumulated over generations.

SPD 12: Clarify your personal mission and responsibility based on heritage, change in continuous inheritance, and innovate in holding.

SPD 13: Consciously improve yourself, develop insight in the workplace, and develop the ability to autonomously develop.

SPD 14: Clearly define the goals of your future professional development, and come up with a path of your own independent development.

SPD 15: Teachers need to spend a lifetime in continuous reflection and improvement; it takes many "decades" of accumulation.

SPD 16: Look at the global art dynamics and define the goals and momentum for positive development.

SPD 17: Give birth to a new professional awareness and pedagogical form within the framework of the current era and the institute where you were located.

SPD 18: Increase your basic knowledge and keep the profession updated and iterative in development.

#### Dimension 5. Management of Future Professional Development (MFPD)

MFPD 1: Foster the spirit of innovation and struggle, creative thinking qualities, and thinking skills of young teachers.

MFPD 2: Enhance young teachers' sense of professional identity and responsibility, and strengthen their perception of professional values.

MFPD 3: Establish a mentorship system for young teachers and give full play to the role of senior professors in "teaching, helping, and driving" the professional development of young teachers.

MFPD 4: Research and promote emerging science and technology products applicable to teaching, and provide opportunities and support for young teachers to record online courses.

MFPD 5: Foster a collaborative culture among young faculty, create an atmosphere of professional cooperation, and build interdisciplinary teams of young faculty.

MFPD 6: Establish partnerships with internationally renowned institutions to

develop international perspectives and dialogue skills of young teachers.

MFPD 7: Strengthen cooperation between young teachers and the community and enterprises and enable them to participate in effective social practice.

MFPD 8: Guide young teachers to follow the development of the times, participate in the highly disruptive technological revolution and cognitive change of the current era.

MFPD 9: Balance the teaching tasks of young teachers and middle-aged and older teachers to avoid overloading young teachers with teaching workload.

MFPD 10: Give some academic exchange, training, and research opportunities of "famous teachers" or "leaders" to young teachers.

MFPD 11: Provide opportunities for young teachers to participate in policy decisions related to teacher professional development.

MFPD 12: Base the evaluation criteria for young teachers on a generally suitable basis with references to their personal characteristics.

MFPD 13: Provide instructional support to teachers and ask participants to provide feedback for improvement for the next instructional support.

MFPD 14: Increase the importance of "quality of teaching" in the evaluation and enhance the attention of young teachers to "quality of teaching."

MFPD 15: Focus on teaching and research ability in the evaluation of young teachers' titles, emphasizing professionalism, practice, and innovation.

MFPD 16: Subsidize young teachers to carry out professional improvement programs and provide financial and policy support for teachers to participate in social practice and academic communication activities.

MFPD 17: Establish an incentive-based compensation system to increase the motivation of young teachers.

MFPD 18: Hold exhibitions and teaching competitions for young teachers' artworks to promote their teaching ability through exhibitions and competitions.

MFPD 19: Establish a professional development center for young teachers to identify new problems and improve them in the process of management.

MFPD 20: Appropriately "de-administrate" and explore ways to manage the future professional development of young teacher members in a more humane way than at comprehensive universities.

MFPD 21: Provide work-life balance for young teachers that does not overstretch their limited energy and put an end to the phenomenon of "emphasizing the use of young teachers and neglecting their cultivation."

MFPD 22: Transform the narrow sense of "management" of young teachers

into "service and support" and "implicit management" to guide the future professional development of young teachers.

MFPD 23: Establish a new partnership between the government and the college and create more opportunities for the future professional development of young teachers.

These five dimensions can be divided into two perspectives: "teachers' own professional development" and "management of young teachers' professional development." The future professional development of young teachers was a two-way construction process in which "teachers' own" and "management of young teachers" interact with each other

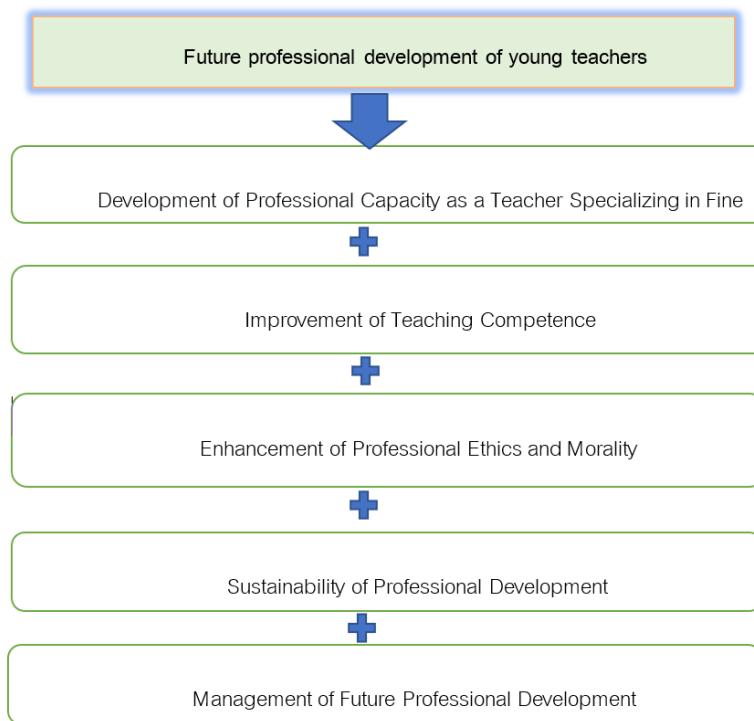


Figure 1. Five dimensions of the future professional development of young teachers

(2) The future wheels for the future professional development of young teachers in China's fine arts academies were developed based on an analysis of the feasibility trends of the future professional development of young teachers in China's fine arts academies conducted by a group of experts. The researcher used the analysis results to create a picture of the future wheels.

## 6. Conclusion and discussion

### 1. Conclusion

This study draws on the theory of the future professional development of young teachers to define the content and composition of future professional development in the Academy of Fine Arts and to explore the future professional development of young teachers in the Academy based on various factors. The main conclusions were as follows:

(1) Propose what was the future professional development of young teachers in China's Academy of Art. The future professional development of young teachers in China's Academy of Fine Arts involves the development of their professional abilities as art teachers, improvement of their teaching abilities, enhancement of their professional ethics and moral standards, and continuous professional development. The management of young teachers' future professional development was a collaborative effort to build the "Future Professional Development of Young Teachers in the Academy of Fine Arts".

(2) The future wheels for the Future Professional Development of Young Teachers in China's

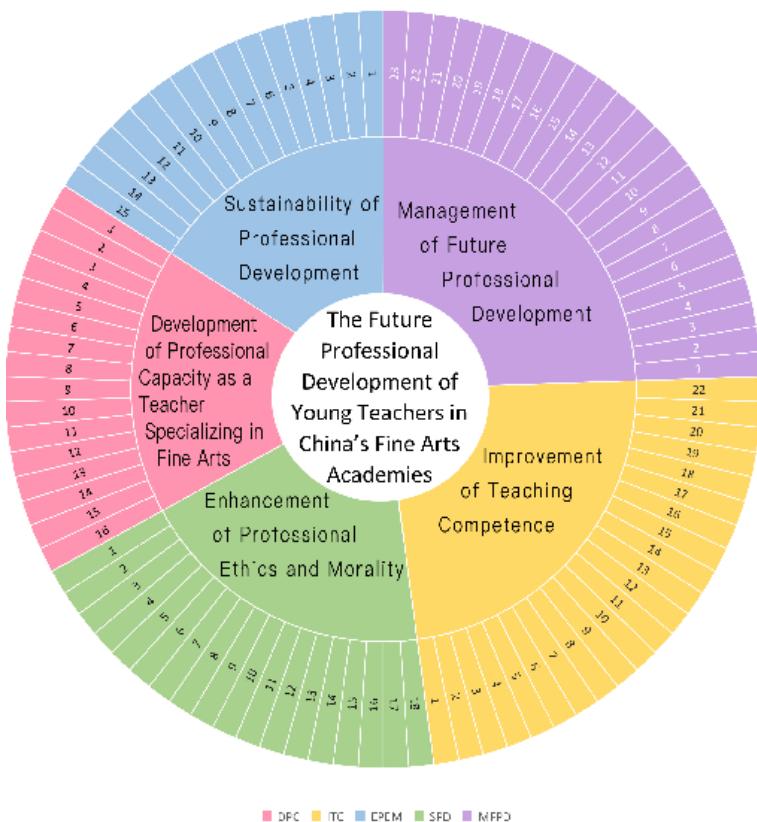


Figure 2. Shows the future wheels: The Future Professional Development of Young Teachers in China's Fine Arts Academies

Fine Arts Academies were developed. After three rounds of the Delphi Technique method, and by combining the results of data analysis, 94 future professional development contents were identified in five dimensions (Figure 2). These five dimensions provide an intuitive understanding of the future professional development content of young teachers in China's fine arts academies. Based on the analysis results from 20 key informants on the "Future Professional Development of Young Teachers in China's Fine Arts Academies," the researchers created "the future wheels of Future Professional Development of Young Teachers in China's Fine Arts Academies," which included the following five aspects: Development of Professional Capacity (DPC) as a Teacher Specializing in Fine Arts, consisting of 16 items; Improvement of Teaching Competence (ITC), consisting of 22 items; Enhancement of Professional Ethics and Morality (EPEM), consisting of 15 items; Sustainability of Professional Development (SPD), consisting of 18 items; and Management of Future Professional Development (MFPD), consisting of 23 items.

## 2. Discussion

The research findings have revealed the following: (1) There were five dimensions of the future professional development of young teachers in China's fine arts academies, which were Development of Professional Capacity as a Teacher Specializing in Fine Arts, Improvement of Teaching Competence, Enhancement of Professional Ethics and Morality, Sustainability of Professional Development, and Management of Future Professional Development. (2) The future wheels for the professional development of young teachers in China's fine arts academies were developed based on an analysis of the feasibility trends of their future professional development by a group of experts. The researchers used the analysis results to create a picture of the future wheels.

According to the researcher, young teachers in fine arts academies should develop their professional competence as teachers of fine arts. The results of this study encompass the content of professional training for art teachers proposed by Luo Kai (2017: 145-146), which includes building a complete art subject knowledge system, developing theory and professional practice collaboratively, creating a pluralistic and three-dimensional learning community, and developing self-learning and self-reflection skills. Additionally, the results of this study align with the definition of professional development proposed by Jia Yajuan (2021: 13-14), which involves enhancing professional knowledge, improving professional competence, and improving professionalism. The study suggests that professional development was a dynamic process of specialization and a process of integrating multiple disciplines. The

professional competencies derived from this study include: (a) practical ability in the art major, (b) academic level in the art major, (c) accumulation of connotations of the fine arts major, (d) correct attitude towards the development of the fine arts major, (e) creating art works that follow the times, and (f) integrating disciplines.

The future professional development of young teachers, which aims to enhance their teaching abilities, can be summarized as follows: (a) transformation of teaching strategies; (b) improvement of teaching philosophy and awareness; (c) becoming all-round teachers; (d) innovative teaching curriculum with technology; (e) caring for students; (f) continuous exploration of teaching; (g) critical reflection on teaching; (h) establishing peer teaching collaboration; (i) following the development of the times. Jin and Li (2014: 8-19) proposed that teaching involves the development of teachers' cognition and cultivation of quality, which covers both teachers' knowledge accumulation and preparation for teaching, as well as judgment of classroom conditions during the process of teaching and post-lesson reflections. Liu and Li (2013: 110) constructed a structural model of teacher educators' teaching competencies, covering the competencies of carrying out teaching activities, researching and developing teaching, and focusing on the influential competencies of teaching. The researcher's findings on young teachers' teaching competencies from the perspective of future professional development basically covered the findings of the above-mentioned researchers. However, the expert content analysis of the interviews and questionnaire results made this study a more practical and comprehensive indication of the connotation of the improvement of young teachers' teaching competence in future professional development than the findings of the above-mentioned researchers.

The improvement of professional ethics and moral standards was a fundamental element of the future professional development of young teachers in China's fine arts academies. Morality was generally considered the highest goal of humanity, and therefore, of education. Teachers and education have a moral connotation, and teachers, as the "human" element in educational activities, were "educating people." Due to the specificity of educational activities, teachers also have an important influence on students as a community. The researcher concludes that the "Enhancement of Professional Ethics and Morality" in the future professional development of young teachers in fine arts academies contains the following elements: (a) Being ethical, (b) Equally valuing virtue and art, (c) Establishing moral values, (d) Being just and loving towards students, (e) Promoting the spirit of "aesthetic education", (f) Having a spirit of dedication and service, and (g) Strengthening professional ethics and morality. Zhu Shuiping (2014: 58) suggests that the professional ethics of teachers

were based on the core of "how to treat students," which includes caring, understanding, encouragement, fairness, responsibility, tolerance, patience, respect, and sincerity. Xu Ye (2014: 63) proposed that the professional ethical category of college teachers contains basic ethical principles such as educational responsibility, educational conscience, educational justice, educational honor, and educational care. The researcher's findings were consistent with the above study. The professional ethics of college teachers, as a rationale for dealing with various social relationships of college teachers, reflect the expectations and requirements of society for college teachers and serve as a guideline for college teachers "as teachers." The content of the research was more relevant in the context of fine arts academies and was more practical and instructive for young teachers in fine arts academies.

Continuing Professional Development (CPD) was similar to Lifelong Learning, Lifelong Education, and Continuing Professional Education (CPE), as all concepts revolve around the sustainability of professional development. The Chinese proverb "Live till old, learn till old" also advocates lifelong learning, reflecting the need for continuous learning in the continuous professional development of "teachers as human beings". In 2015, the British Council published the Continuing Professional Development Framework for Teachers (CPD Framework), which provides guidance on the CPD of teachers teaching English abroad in the UK. The Framework focuses on Planning Lessons and Courses, Understanding Learners, Managing the Lesson, Knowing The Subject, Managing Resources, Assessing Learning, Integrating ICT, Taking Responsibility For Personal Development, Using Inclusive Practices, Using Multilingual Approaches, Promoting 21st Century Skills, and Understanding Educational Policies and Practice, all of which focus on the quality of teaching and learning in the classroom. It provides comprehensive guidance for teachers' continuous professional development, from the awareness stage, understanding stage, participation stage, to the integration stage. Zhu Xiaohong (2011: 74-84,111-119) discussed the continuous professional development of teachers in terms of "building professional learning organizations" and "building a reflective personal growth model of teachers". The strategies and models for teachers' continuous professional development were discussed at two levels. The professional learning organization includes workshops, research groups, immersion activities, action research, coaching, and mentoring; the reflective teacher growth model includes "improving teachers' self-awareness," "encouraging and supporting teachers to design their own careers," and "developing a model for teachers' professional self-development." The reflective teacher personal growth model includes "improving teachers' self-awareness," "encouraging and supporting teachers to engage in self-design," "developing and implementing independent teacher professional development

plans," and "creating an atmosphere and system for independent learning." All the previously mentioned studies were conducted within a broader context of teacher development. The researcher combined specific research with the reality of young teachers in fine arts academies and concluded that, for the continuous professional development of these young teachers in China, they should: (a). Clarify their professional development goals. (b). Continuously enrich their professional knowledge. (c). Develop their own learning in the future. (d). Update their professional structure in education. (e). Establish the concept of lifelong learning. (f). Be receptive to new ideas. (g). Innovate while building upon their heritage. (h). Enhance their information literacy. (i). Update their iterative development. Young teachers must update their professional structure in education, embrace the concept of lifelong learning, be open to new ideas, innovate based on their heritage, and update their iterative development.

The researcher combined the results of experts and literature to identify aspects of young teachers' future professional development management. The study concludes that this management can be divided into the following elements: (a) providing care and assistance to young teachers' professional development, (b) fostering a culture of cooperation among young teachers, (c) enhancing young teachers' network and information literacy, (d) coordinating young teachers' teaching and research, (e) creating an external environment to drive young teachers' professional development, (f) driving young teachers' future professional development from within, (g) turning stereotypical management into service and support, (h) establishing young teachers' professional development centers, (i) improving training systems for young teachers, (j) developing reasonable evaluation mechanisms, (k) establishing new partnerships with the government, and (l) enhancing young teachers' capacity for social service. These results coincide with those of Yang Xiao, Zhang Linlin, and Zheng Xiang (2022: 86-90), who put forward the following countermeasures for young teachers' professional development: formulating a professional development plan to clarify the path of young teachers' professional development; improving the performance evaluation system to enhance young teachers' belief in professional development; and reforming the title evaluation system to activate the motivation of young teachers' professional development. Additionally, the study recommends establishing a professional development center to lead the direction of young teachers' professional development; building a diversified training system to meet the needs of young teachers' professional development; and cultivating a new campus culture to guarantee the environment for young teachers' professional development. The research results of this study also align with those of Zhang Xiaoxi (2018: 118-121), who summarized the teacher management system developed in Singapore to

improve the quality of teachers into the following two aspects: first, flexible and diverse promotion paths, which provide a broad space for teachers with different career plans to develop; and second, clearly defining the responsibilities of teachers at different levels of development, and having fair and perfect incentive and assessment policies to give full play to teachers' professional autonomy. The teacher management system includes clear responsibilities and tasks for teacher positions and specialist positions, rich and diverse teacher incentive policies, targeted teacher training activities, and flexible and concise teacher evaluation policies.

During the open-ended interview phase of the questionnaire, experts provided rich feedback, influenced by individual differences such as upbringing, field of expertise, and level of openness and inclusiveness of consciousness. However, the future of professional development cannot be confined to these five dimensions alone, as they require continuous updates with the evolution of time and people's understanding of professional development. While the five dimensions were presented separately, they were not independent of each other but were closely interconnected in the future professional development of young teachers.

## 7. Recommendations

### 1. Recommendation for Practical Application

According to the specific content of the future professional development of young teachers in China's fine arts academies, the Academy of Fine Arts and its administrators may establish corresponding service measures and management policies, an extended study of teachers' professional development may also be undertaken on this basis. The professional development of young teachers in the specific context of the Academy of Fine Arts was a multi-layered and complex system. This study found through interviews and research that the future professional development of young teachers was influenced by different faculty environments and social contexts in addition to individual differences. Promoting the future professional development of young teachers in fine arts academies requires changes in both young teachers and management policies, and the policies developed need to be acceptable to both young teachers and administrators.

It was recommended that young teachers develop both their competencies as art professionals and as teachers in this new era, improve their professional ethics and morals, and engage in sustainable professional development, renewing iterative development in their

own future professional development. The Academy of Fine Arts should provide comprehensive care and assistance for the professional development of young teachers in the future, create an external environment that drives the professional development of young teachers, and turn stereotypical management into service and support. The academy should foster a culture of cooperation among young teachers, improve their online and information literacy, coordinate their teaching and research, establish a professional development center for young teachers, improve the training system for young teachers, develop a reasonable evaluation mechanism, and establish a new partnership with the government to enhance their social service capabilities.

## 2. Recommendation for Further Research.

Based on the researcher's study of this topic, the following suggestions have been made for future research: (1) How to improve the effectiveness of the future professional development of young teachers in the Academy of Fine Arts. The researcher proposes expanding the scope of the study to include separate interviews and surveys of professional teaching staff and non-teaching staff administrators in the Academy of Fine Arts. Additionally, increasing the total number of studies and enriching the study structure will ultimately lead to a more comprehensive understanding of the future professional development of young teachers. This will help young teachers recognize what they need to develop and how administrators of the Academy of Fine Arts can better manage and support young teachers in their professional development. (2) Research on the future professional development of older faculty members in the Academy of Fine Arts.

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