

# Research on the Pathways for Building Teachers' Professional Ethics in Primary and Secondary Schools under the Guidance of the Educator's Spirit

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**Abstract:** *Primary and secondary school teachers play an important role in promoting the cultivation of students' moral qualities and the formation of good behavioral habits, as well as helping students establish correct worldviews, outlooks on life and values. Cultivating good professional ethics among primary and secondary school teachers will be beneficial to the healthy physical and mental growth of primary and secondary school students and promote the healthy development of the education cause. During the period of social transformation, in the field of education, there are occasional phenomena of teachers in primary and secondary schools violating professional ethics. Therefore, it is extremely urgent to construct a good path for the construction of professional ethics. On this basis, the spirit of educators has emerged as the times require. Based on the "Code of Professional Ethics for Primary and Secondary School Teachers", this study, under the guidance of the spirit of educators, analyzes the existing problems in the professional ethics of current primary and secondary school teachers and explores the paths for the construction of professional ethics from two perspectives, namely, the teachers themselves in primary and secondary schools and the external factors related to primary and secondary school teachers.*

**Keywords:** Educator's spirit, Primary and secondary school teachers, Teacher ethics.

## 1. Introduction

The spirit of educators is manifested in the ideal beliefs of having a broad vision and serving the country with utmost sincerity, the moral integrity of leading example and being a role model for the world, the wisdom of enlightening and nurturing students according to their aptitude, the attitude of diligent study and innovation, heart of loving teaching and students and being willing to contribute, and the pursuit of promoting culture and educating people with a global vision. The spirit of educators is a professional spirit and moral quality demonstrated by teachers in the process of teaching and education, and it is the inner driving force and spiritual pillar for the cultivation of teacher's and conduct[1]. Deeply exploring the path of constructing teachers' professional ethics for primary and secondary school teachers under the guidance of the spirit of educators has inestimable value for cultivating a high-quality teaching team, improving the quality of education and shaping students' sound personalities. It is not only related to teachers' personal career development and spiritual sublimation, but also closely linked to the rise and fall of the national education cause. By analyzing the existing problems in the professional ethics of primary and secondary school teachers at present, this article explores the optimization path from both aspects of teachers' own cultivation and external guarantee mechanisms, aiming to make the spirit of educators take root in the field of primary and secondary education, cultivate outstanding talents with both virtue and ability generation after generation, and promote the education cause to move towards a new glorious chapter.

## 2. The Value Implications of Teachers' Professional Ethics Development in Primary

### and Secondary Schools Guided by the Spirit of Educators

#### 2.1 Helps to Shape the Professional Beliefs and Sense of Mission of Primary and Secondary School Teachers

The spirit of educators endows teachers with a strong sense of professional responsibility and mission, making teachers deeply realize their historical responsibilities and contemporary missions[2]. First, the ideal belief of having a great heart and serving the country faithfully in the spirit of educators plays a cornerstone in the professional belief of primary and secondary school teachers. In today's era, primary and secondary school teachers bear the heavy responsibility of cultivating national talents. Teachers with an ideal belief will closely connect their personal educational career with the prosperity of the country. They deeply understand that each student could be a pillar of the future national, and their educational work is not only about imparting knowledge but also laying the talent foundation for the country's technological progress, cultural heritage, and social development. schools in remote areas, teachers overcome harsh teaching conditions and silently their posts, just to let more children leave the mountains and contribute to their hometown and the country This belief supports them in writing extraordinary educational chapters in their ordinary positions. Second, the moral sentiment of being a role model in the spirit of educators is a benchmark the professional image of teachers, powerfully shaping their sense of mission. Teachers hold themselves to high moral standards, being honest, kind, and dedicated to their jobs showing the beauty of humanity and the nobility of character in their interactions with students. For example, teachers patiently answer students' questions and handle class affairs fairly, students' values and morals imperceptibly. Teachers know that their every action may sow the seeds of morality in students' hearts, so they

constantly regulate their behavior a high sense of mission, setting a correct moral example for students. Third, the diligent study and innovative practice in the spirit of educators inspire teachers to continuously explore progress in the field of education, enhancing their professional sense of mission. The characteristics of the teaching profession determine that teachers cannot teach students well with knowledge of only one; they need rich life experiences to better educate students[3]. Education is a constantly evolving field, with new educational concepts, teaching methods, and technological means emerging one after another. Teachers, with this attitude, actively participate in various training sessions and seminars, read cutting-edge books and journals on education, and continuously improve their professional literacy. Meanwhile, they dare to new teaching methods, such as project-based learning, group cooperative learning, and flipped classrooms, to meet students' increasingly diverse learning needs. In this process, teachers are not only disseminators of knowledge but also promoters of educational innovation. They inject new vitality into the cause of education their actions and bear the mission of promoting educational progress. Fourth, the spirit of educators, with its global perspective and cultural pursuit, endows teachers with a noble sense of mission and broad vision. Teachers are not only transmitters of knowledge but also inheritors and innovators of culture. Through various forms such as classroom teaching and campus cultural activities, they pass on China's excellent traditional culture and the achievements of modern civilization to students, cultivating students' cultural confidence and global vision. In today's world where international exchanges are increasingly frequent, teachers guide students to understand the differences and commonalities of different cultures, and cultivate their ability to communicate across cultures and their global sense of responsibility. Teachers are well aware of their important role in cultural heritage and the progress of human civilization. They take it upon themselves to spread culture and uphold justice, elevating their professional beliefs to a higher realm. They dedicate all their efforts to the educational cause and strive to cultivate a new generation with a global perspective and social responsibility.

## **2.2 Contribute to the Professional Growth and Educational Wisdom of Primary and Secondary School Teachers**

The spirit of educators profoundly influences the professional ethics of primary and secondary school teachers from various dimensions, promoting their professional growth and educational wisdom, and providing a solid guarantee for the improvement of educational quality. Firstly, the wisdom of enlightenment and personalized teaching is the manifestation of teachers' professional abilities. Each student is a unique individual with different learning rhythms and thinking patterns. The spirit of educators encourages teachers to deeply understand each student characteristics, tap into their potential, and use diverse teaching methods and means to stimulate students' interest in learning and creativity. For instance, using modern educational technology to personalized learning resources for students with different learning styles, and designing tiered assignments to meet the learning needs of students at different levels. In this process, teachers need continuously learn new educational theories, master advanced teaching technologies, and continuously optimize teaching

strategies to enhance their professional abilities and educational wisdom, achieving the transformation from traditional "book" to "educators". Secondly, the attitude of diligent learning and practical innovation is the continuous driving force for teachers' professional growth. The field of education ever-changing, with new educational concepts and teaching methods emerging one after another. With a diligent learning and practical attitude, teachers can timely absorb the latest educational research results integrate them into daily teaching practices, and continuously improve and refine them to explore teaching models suitable for their own schools and classes. The spirit of seeking truth and innovation teachers to dare to question unreasonable aspects of traditional teaching, to bravely try new teaching methods and curriculum designs, and to actively engage in educational research. For example participating in research projects, writing teaching reflections and educational papers, etc. These activities not only help teachers summarize experiences and refine results, but also enhance their problem-solving and innovative thinking, making their path of professional growth full of vitality and vigor. Thirdly, the heart of loving education and caring for students is the emotional support teachers' professional growth and the exertion of educational wisdom. Loving the education cause and caring for students is the basic professional ethics of teachers, and also the prerequisite the exertion of educational wisdom. When teachers face students with a heart full of love, they can keenly perceive students' emotional changes and learning difficulties, and students' growth with patience and love. This emotional investment makes teachers pay more attention to students' individual feelings in teaching, and able to flexibly adjust teaching methods strategies to meet students' emotional needs and learning expectations. At the same time, in the face of various challenges and pressures in teaching, teachers' spirit of dedication support them to stay in their posts, continuously explore better educational methods, and harvest students' growth and progress in their efforts, further enriching their educational experience wisdom, and elevating their professional value. Fourthly, the pursuit of broad-mindedness and cultural education gives teachers' professional growth a higher realm and deeper significance Teachers are not only transmitters of knowledge, but also inheritors and innovators of culture. In the context of globalization, teachers guide students to understand diverse cultures cultivate their ability to communicate across cultures and cultural inclusiveness, while deeply exploring local cultural resources, integrating excellent traditional culture into curriculum teaching, allowing students to learn about in learning, and enhancing their cultural identity and national pride.

## **2.3 Helps to Strengthen the Moral Demonstration and Exemplary Role of Primary and Secondary School Teachers**

Under the guidance of the spirit of educators, teachers set vivid moral examples for students through their own moral, behavior, and values, leaving an indelible mark on students' growth and promoting their comprehensive development in morality, intelligence, and emotion. First, the integrity of being a role model and the behavior of being a standard bearer directly determine the moral image of teachers in front of students. Every word and action of teachers paid attention to and imitated by students, from the language used in class and

the rigorous attitude towards knowledge, to the way they treat people and abide by rules campus life, all of which convey moral messages to students. An honest, upright, kind, and respectful teacher will become a model for students to imitate, them to learn how to be a person of high moral character through observation and imitation. Moreover, the correct choices made by teachers in the face of moral dilemmas such as treating every student fairly and not being biased or discriminatory, will be deeply engraved in students' memories and become the reference standard for making correct moral judgments in situations in the future, thus creating a positive and full of positive energy moral atmosphere in the campus. Second, the attitude of diligent study, practical exploration, and spirit demonstrates the teacher's respect for knowledge and relentless pursuit of progress. Teachers continuously learn new knowledge and skills, actively explore new methods and models of teaching and education and this spirit of progress will infect students. When students see teachers carefully prepare for a class and deeply research to answer a question, they will understand the value of and perseverance. Furthermore, teachers encourage students to question, explore, and innovate in teaching, cultivating students' ability to think independently and their spirit of innovation, itself shapes a positive and exploratory moral image, letting students understand that they should dare to break conventions and pursue truth in their growth process, and contribute to the of personal value and social development. Third, the heart of loving education and students, and the spirit of dedication, is the core embodiment of teachers' moral demonstration. Teachers' love for the cause of education and their selfless care for students create a warm and caring environment in the campus. Teachers patiently listen to students' voices care about their life and study troubles, and dedicate their time and effort to students' growth without asking for anything in return. These acts of kindness allow students to the power of love and being loved, to learn to care for others and the collective, and to cultivate their sense of social responsibility and spirit of dedication. Under the influence of teachers, students may actively participate in class activities, care about their classmates, and be willing to help others, forming good moral and habits, and spreading the seeds of love.

### **3. Analysis of the Problems Existing in the Professional Ethics of Primary and Secondary School Teachers**

The "Professional Ethics Code for Primary and Secondary School Teachers" puts forward eight requirements for teachers' professional ethics, including "teaching in accordance with the law, loving and respecting the teaching profession, having a passion for students, being rigorous in academic pursuits, working in unity and cooperation, respecting parents, being honest in performing official duties, and serving as role models". The core of these requirements lies in loving and respecting the teaching profession, imparting knowledge and educating people, and serving as role models. Currently, on the whole, the professional ethics of the primary and secondary school teacher contingent in China is good. The vast majority of teachers can strictly abide by national laws and the regulations of relevant educational departments. They work diligently and conscientiously, care for students, impart knowledge and educate people, and foster virtue through education. However, against the backdrop of

multiculturalism and diverse demands for values in the period of social transformation, a small number of primary and secondary school teachers have wavering ideals and beliefs and a weak awareness of educating people. They even commit acts that violate professional ethics, which has seriously damaged the overall image of the primary and secondary school teacher contingent and caused extremely bad social impacts.

#### **3.1 Some Primary and Secondary School Teachers Lack a Strong Sense of Dedication to Their Jobs**

In the current process of vigorous development and transformation of the economy and society, the field of education has also encountered new challenges and opportunities. The "Code of Professional Ethics for Primary and Secondary School Teachers" has always placed "love" and "responsibility" in an important position. Among them, dedication to work is the key to teachers' professional ethics, covering the love for the profession and the care for students. However, in the practice of primary and secondary education, some teachers have some areas that need to be improved in terms of professional attitude and care for students. Some primary and secondary school teachers are slightly lacking in the spirit of dedication to the education cause. Their educational beliefs are not firm enough, and they do not fully realize the great value of the teaching profession. They only regard teaching as a means of livelihood, rather than a noble cause worthy of lifelong struggle. Their dedication needs to be strengthened. In daily work, they are prone to negative attitudes and perfunctory situations, only completing basic teaching tasks and unwilling to invest more energy in studying teaching and innovating methods, making it difficult to update educational concepts and teaching methods in a timely manner, and it is difficult to adapt to the constantly changing learning needs of students. In addition, when dealing with students, some primary and secondary school teachers lack love and humanistic care. They fail to fully respect the individual differences, interests and hobbies, and dignity and rights of students. Occasionally, there are situations such as inappropriate speech and neglect of students' feelings. Although these are not common, these behaviors will still have a certain negative impact on the physical and mental development of students, are not conducive to the cultivation of students' enthusiasm and self-confidence, and may also leave potential hidden dangers for the growth of students.

#### **3.2 Some Primary and Secondary School Teachers have a Weak Sense of Teaching and Educating Students**

The "Code of Professional Ethics for Primary and Secondary School Teachers" clarifies the importance of teachers cultivating students' moral character and promoting their all-round development, which is a crucial manifestation of quality-oriented education in the new era. Quality-oriented education requires promoting students' all-round development and improving the quality of education, aiming to enhance students' ideological, moral, cultural, physical and mental qualities. It aims to help students become both virtuous individuals and talented people. However, in the current educational practice, there are some areas that can be improved in the teaching and educating work of some primary and secondary school teachers. Some teachers unconsciously



separate teaching from educating, focusing more on knowledge imparting and test - taking skills training, overly concerned about exam scores, while neglecting students' moral shaping, spiritual growth, etc. Some primary and secondary school teachers are restricted by the concept of scores, measuring students' value by scores, which deviates from the essence of education. At the same time, there are also cases where some individual primary and secondary school teachers are not fair - minded in handling affairs. They fail to treat all students equally, giving more opportunities to students with good grades or from well - off families, while showing signs of discrimination against students with poor academic performance or those who have made mistakes, and are reluctant to give them sufficient encouragement and help. This approach restricts the development of students' personalities and makes the cultivation of innovative spirit and ability lack a foundation.

### **3.3 Some Primary and Secondary School Teachers have a Weak Sense of Being Role Models**

In the concept of modern education, the "Code of Professional Ethics for Primary and Secondary School Teachers" emphasizes that teachers should pay attention to personality cultivation. Being an exemplary person is an important foundation for teachers to carry out educational work and establish educational prestige. Primary and secondary school teachers should lead by example in various aspects such as morality, knowledge, behavior, and teaching methods, and guide students with their own charm and knowledge to achieve good teaching by precept and example. However, in current educational practice, there are some aspects that need improvement in terms of some primary and secondary school teachers being exemplary persons. Some teachers' overall qualities need to be enhanced. They have insufficient professional knowledge reserves and outdated teaching methods, making it difficult to meet students' learning needs and resulting in low classroom efficiency. In terms of moral cultivation, they lack professionalism and patience with students, which affects the teacher - student relationship. In terms of professional norms, there are also deficiencies. Some primary and secondary school teachers' language expressions are not rigorous enough, and their appearance and deportment are not decent enough, weakening the exemplary image of teachers. Influenced by bad social trends, some primary and secondary school teachers engage in behaviors such as paid tutoring and purchasing teaching materials on behalf of students. This not only undermines educational fairness but also increases the economic burden on students' families.

## **4. Optimizing Paths for Teachers' Professional Ethics Development in the Spirit of Educators Leading the Way**

Under the guidance of the spirit of educators, in response to the problems existing in the professional ethics of primary and secondary school teachers, we can explore ways to build professional ethics from two perspectives: the teachers themselves and the external factors of teachers.

### **4.1 From the perspective of teachers themselves, they should strengthen their personal cultivation, value self-improvement, and form self-discipline**

The spirit of educators reflects the requirements for teachers' professional ethics to some extent. Guided by the spirit of educators, it is quite necessary for primary and secondary school teachers to study and implement the "Code of Professional Ethics for Primary and Secondary School Teachers", which helps to improve the construction of teachers' professional ethics in primary and secondary schools and promotes the continuous improvement of the quality of the teaching staff in primary and secondary schools. The following mainly discusses from the perspective of teachers themselves, based on the cores of loving and respecting the job, imparting knowledge and educating people, and being a model for others in the "Code of Professional Ethics for Primary and Secondary School Teachers", so as to strengthen teachers' personal cultivation, attach importance to self-improvement and form self-discipline.

#### **4.1.1 Cultivate a spirit of dedication to one's job**

In the diverse environment of the socialist market economy, primary and secondary school teachers face many temptations, so it is particularly important to establish a of loving one's job and being dedicated to it, which is closely linked to the spirit of educators. To love one's job and be dedicated to it, and secondary school teachers need to first establish noble professional ideals and firm beliefs, understand the mission of education in shaping souls, inheriting civilization, and promoting social progress and regard education as a great cause, not just a means of livelihood. In daily teaching, such links as lesson preparation, teaching, homework correction and student tutoring should all be permeated with a sense of reverence for education, which is a concrete manifestation of the spirit of loving one's job and being dedicated to it. From the perspective of the spirit of educators, cultivating noble moral sentiment is the core of loving one's job and being dedicated to it. Teachers should take educators as role models, delve into teaching methods, enhance their professional qualities and adapt to the educational needs of the times. Only in this way can they stick to their posts in the face of difficulties and temptations and interpret the value of education. In the construction of teachers' professional ethics, teachers should be guided to recognize the unique significance of their profession and understand that their words and deeds may contribute to the growth of students. Teachers can obtain social recognition by improving their educational level, establish a good image and win respect and praise. They can let the spirit of educators shine on their ordinary posts and achieve the sublimation of their self-worth. Taking the spirit of educators as the guide, it is crucial to enhance teachers' sense of responsibility and mission in engaging in the educational cause. Teachers should keep in mind the important task of cultivating the next generation and closely connect their personal growth with the development of students. When seeing students grow and make progress under their instruction, the sense of professional achievement and happiness generated will become the driving force, inspiring teachers to "devote themselves to teaching and educating students with a peaceful mind", inherit and carry forward the spirit of educators, promote the vigorous development of the educational cause, make unremitting efforts to cultivate the future pillars of the motherland, shine brightly in the field of education and achieve the common growth and progress of individuals and the educational cause.

#### 4.1.2 Enhance the awareness of teaching and educating people

Under the guidance of the spirit of educators, enhancing the awareness of teaching and nurturing among primary and secondary school teachers crucial. Educators always uphold respect and care for students, tailor their teaching methods to individual student needs, and strive to unleash each student's potential. This is spiritual core we should inherit. First, understanding and respecting individual differences among students is the foundation of teaching and nurturing. Each student has a unique learning style, and growth pace. Teachers need to observe patiently, analyze carefully, and accurately grasp the individual characteristics of students, thereby implementing personalized teaching, as Confucius, to guide students to shine in their own fields. Second, it is a necessity of the times to establish a diversified talent evaluation concept that adapts to the times. In today's society, there are diverse demands for talents. Primary and secondary school teachers should not judge students solely by their academic achievements. As long as students demonstrate outstanding abilities in aspects such as morality, intelligence, physique, and aesthetics, teachers should give them timely affirmation and recognition, encourage them to develop further in the directions of their strengths, and cultivate comprehensive and individualized talents, which conforms to the pursuit of comprehensiveness and individualization in education in the spirit of educators. Third, teachers should show love and patience towards students who are in learning difficulties. They should be good at discovering their shining points, which might be a small improvement or a unique insight. Efforts should be made to create a democratic, pleasant, tolerant and harmonious classroom atmosphere, so that these "disadvantaged groups" can feel the warmth of the collective and the care of teachers, and let them experience the happiness of being cared for and the joy of success just like being bathed in the spring breeze. This is also an embodiment of humanistic concern in the spirit of educators. Fourth, we should unswervingly adhere to the concept of putting education at the center. Taking cultivating students' good conduct, stimulating their innovative spirit and promoting their all-round development as the starting point and the ultimate goal of all work is the fundamental task of education and also the belief passed down from generation to generation among educators. Finally, teachers should strive to improve their abilities in teaching and educating people. They should possess advanced educational concepts to keep up with the educational trends of the times, profound professional knowledge to answer students' questions and solve their doubts, superb educational and teaching skills to improve classroom efficiency, and noble professional ethics to set good examples for students by precept and example, and practice the spirit of educators in an all-round way and shoulder the important task of cultivating the future pillars of the motherland.

#### 4.1.3 Enhance the awareness of being a role model

Guided by the spirit of educators, it is crucial for primary and secondary school teachers to enhance their awareness being role models. Educators, with their noble personalities and outstanding examples of conduct, have set high standards for the education profession, profoundly illustrating the demeanor that teachers exhibit. Nowadays, even though ethical lapses among teachers are confined to a minority, they have severely

damaged the overall image of the teaching profession, negatively impacting students physical and mental health development. In view of this, primary and secondary school teachers urgently need to strengthen their self-cultivation from multiple perspectives, standardize their words and deeds an all-round way, and really play a leading role. In terms of ideology, they should deeply understand the progressive and innovative qualities contained in the spirit of educators, to keeping pace with the times, actively absorb the essence of modern educational concepts and ideas, continuously update their educational outlook, and guide students to explore the forefront of with keen educational perspectives, stimulating their independent thinking and innovation awareness, thus infusing vitality into students' ideological growth. In the field of business, they should follow' pursuit of excellence in the education profession, continuously delve into their professional fields, thoroughly study educational theories and methods, accurately grasp the knowledge system of their subjects students' learning patterns, and enhance their teaching level steadily through various learning and practice methods. They should ensure the scientific, systematic, and effective nature of teaching activities providing students with high-quality platforms for knowledge transmission and ability cultivation. In terms of work practice, they should maintain a rigorous and serious educational attitude, meticulously implement teaching such as lesson preparation, teaching, and homework correction, and ensure teaching quality with a high sense of responsibility and dedication. By carefully designing teaching plans, accurately explaining knowledge points, and timely feedback on learning situations, they can achieve high-quality teaching, helping students to firmly grasp knowledge and skills, promoting their academic growth and overall improvement. As for the field of life, they should always remember the moral integrity and professional self-discipline required by the spirit of educators, consciously resist the erosion social malpractices, adhere to the bottom line of honesty and self-discipline, and defend the dignity of the teaching profession. With noble moral sentiments, proper and deeds, and appropriate manners, they can set a positive example for students in their daily lives, conveying positive energy and subtly influencing students' moral cultivation and habit.

#### **4.2 From the perspective of teachers, establish and improve the long-term mechanism of teacher ethics construction in primary and secondary schools, and form external discipline**

In the process of teacher ethics construction, in addition to the efforts of teachers themselves, it is also necessary to utilize some external conditions such as administrative departments, schools, and all sectors of society to jointly build a systematic long-term mechanism as an implementation guarantee. To establish and improve the long-term mechanism of ethics construction in primary and secondary schools, we can focus on seven aspects: "innovating teacher ethics education, strengthening teacher ethics publicity, enhancing teacher ethics supervision strictly assessing teacher ethics, highlighting teacher ethics incentives, standardizing teacher ethics punishment, and paying attention to teacher ethics protection" to deeply implement the tasks of teacher construction.

#### 4.2.1 Innovate the mechanism of teacher's professional ethics education

Innovating the mechanism of teacher ethics education is one of the core contents of teacher ethics construction in primary and secondary schools. Practice has proved if teacher ethics construction in primary and secondary schools wants to maintain vitality and vigor, it must continuously innovate the mechanism of teacher ethics education. We need to prioritize teacher education in teacher education work, and build a teacher training system focusing on teacher ethics training for both pre-service teacher students and in-service teachers. Firstly, terms of teacher ethics training content, it should reflect the spirit of the times and richness. It is necessary to integrate socialist core values education, traditional Chinese culture education and socialist rule of law education throughout the process of teacher ethics education for primary and secondary school teachers. Secondly, in terms of teacher ethics training methods, diversity and should be reflected. In addition to organizing primary and secondary school teachers to study various laws and regulations, various forms such as combining theoretical study with teaching research, expert with observation learning, offline master classrooms with online network courses, and combining topic debates with case analysis can be adopted. Thirdly, in terms of teacher ethics training, we should adhere to the principles of self-education, positive education, incentive education, hierarchical education, targeted education, systematic education, and legal education. We guide primary and secondary school teachers not only to have a complete professional knowledge system, scientific teaching and education theories, and profound humanistic accomplishment, but also to focus inspiring the moral education ability of primary and secondary school teachers, thereby improving the effectiveness of teacher ethics training.

#### 4.2.2 Strengthen the publicity mechanism for teacher ethics

In the construction of teacher ethics in primary and secondary schools, strengthening the teacher ethics publicity mechanism is crucial. It is a powerful of teacher ethics education and can greatly enhance educational effectiveness. For the touching advanced deeds of teacher ethics role models, schools should make full use of various publicity channels for dissemination. Within the campus, traditional media such as blackboards, school newspapers, and bulletin boards should be updated in a timely manner, using vivid text and images showcase the noble virtues and educational wisdom of the role models. Meanwhile, leveraging the powerful dissemination power of new media platforms, such as WeChat and short platforms, their stories should be pushed from multiple perspectives, allowing more teachers, students, and parents to learn from and be inspired by them. This plays a positive role in public opinion and makes the spirit of teacher ethics deeply rooted in people's hearts. Additionally, it is necessary to deeply dig out the typical deeds of excellent within the school and actively recommend them to social media and educational departments, creating a strong leading and driving effect, and inspiring more teachers to pursue excellent teacher ethics. Moreover, through publicity activities, the hard work and dedication of primary and secondary school teachers should be conveyed to all sectors of society, calling for more understanding, support and trust for teachers. This helps create a strong social

atmosphere of respecting teachers and valuing education, providing a solid social foundation for the construction of teacher ethics in and secondary schools, and promoting the vigorous development of the education cause.

#### 4.2.3 Strengthen the teacher ethics supervision mechanism

The mechanism of strengthening teacher ethics supervision holds significant importance in the construction of teacher ethics in primary and secondary schools, and it a critical measure to elevate teacher ethics to new heights. On the one hand, it is imperative to build a diverse teacher ethics supervision system. Teacher peers can provide professional insights into details of teacher ethics in the teaching process; students, as direct participants in educational activities, have firsthand experiences of teachers' daily words and deeds, and their feedback genuine and intuitive; parents, concerned about their children's growth, can discover teachers' educational attitude and sense of responsibility through home-school communication and children's daily performance the broad participation of society can review the overall image of the teacher team from a macro perspective, injecting strong external motivation into teacher ethics supervision. The collaboration of all forms a comprehensive and multi-level supervision network, ensuring no blind spots in teacher ethics supervision. On the other hand, schools need to take the initiative to establish complete and feedback channels. By setting up dedicated email addresses, online platforms, etc., schools can widely collect information from teachers, students, parents, and society, publicize the hotline for supervision on prominent positions on the school website and bulletin boards, making it convenient for supervisors to provide clues at any time. For the reports of teacher's moral misconduct, we should quickly organize an investigation to verify the facts, and truthfully feedback the progress and results of investigation to the reporter within the stipulated time, so as to effectively ensure the authority and effectiveness of the supervision and reporting, thereby creating a clean and positive environment and promoting the healthy and vigorous development of primary and secondary education.

#### 4.2.4 Strict teacher ethics evaluation mechanism

The strict teacher ethics evaluation mechanism is another important aspect of teacher ethics construction in primary and secondary schools. Doing a good job in teacher evaluation has an important constraining and promoting effect on improving the level of teacher ethics in primary and secondary schools. To effectively improve the current teacher ethics evaluation system in and secondary schools, a scientific and operable teacher ethics evaluation indicator system must be established. Firstly, in terms of the content and standards of teacher ethics evaluation, content of teacher ethics evaluation includes six aspects: "patriotism and law-abiding, dedication to work, care for students, teaching and educating people, a role model, and lifelong learning". In terms of the teacher ethics evaluation model, a characteristic evaluation model of "five-in-one" teacher self-evaluation, mutual evaluation, student evaluation, parent evaluation, and social evaluation, as well as a combination of qualitative evaluation and process evaluation, should be constructed to achieve comprehensive of the evaluation subject and full-time coverage of the evaluation process. Finally, in terms of the feedback on the results of



teacher ethics evaluation, the results of teacher evaluation should be linked to the selection, promotion, advancement, and rewards and punishments of primary and secondary school teachers, and the “one-vote veto system” be strictly enforced.

#### 4.2.5 Improving the teacher ethics reward and punishment mechanism

Improving the reward and punishment mechanism for teachers’ professional ethics is an indispensable and crucial link in the construction of teachers’ professional ethics in primary and secondary schools. In terms of rewards, for those teachers who have outstanding performances and remarkable achievements in the construction of teachers’ professional ethics, a variety of incentive measures should be given. In terms of material rewards, it can be bonuses, prizes and so on to affirm their hard work; as for spiritual rewards, forms such as awarding honorary certificates and public commendations can be adopted to enhance their sense of professional honor. At the key points concerning teachers’ professional development, such as the processes of evaluating excellence and awarding prizes, professional title promotion, post employment, and the selection and cultivation of backbone teachers and subject leaders, priority should be given to these teachers with excellent professional ethics, providing them with broader development space and motivating more teachers to actively engage in the improvement of their professional ethics. Conversely, for teachers who violate professional ethics, a zero-tolerance attitude must be adhered to. Strictly in accordance with relevant laws and regulations, they should be severely criticized and punished accordingly, and no leniency should be shown. For behaviors with serious circumstances and causing extremely bad social impacts, the “one-vote veto system” should be firmly implemented to cancel their relevant honors and qualifications. Once it is found that there are serious violations of the law or even suspected crimes, they should be promptly transferred to judicial organs for handling in accordance with laws and regulations. Through this mechanism with clear rewards and punishments and well-defined boundaries between right and wrong, it can not only regulate teachers’ behaviors but also fully stimulate the enthusiasm and initiative of primary and secondary school teachers in teaching and educating students, create a favorable educational ecological environment, and promote the continuous and healthy development of the education cause.

#### 4.2.6 Focus on Policies and Legal Guarantees for Teachers’ Professional Ethics

The construction of teachers’ professional ethics in primary and secondary schools cannot be separated from the guarantees provided by relevant policies and laws. Relevant policy and legal documents emphasize that “the status of teachers should be safeguarded, the rights and interests of teachers should be protected, the treatment of teachers should be improved, so that teaching can become a respected profession”, and that “continuous efforts should be made to improve teachers’ working, learning and living conditions to attract outstanding talents to engage in teaching for a long time or even for a lifetime”. It can be seen from this that governments at all levels should continue to increase

investment in education, continue to improve the school-running conditions of primary and secondary schools as well as the living and working environments of teachers, and enhance the welfare benefits of primary and secondary school teachers. Meanwhile, policy and legal documents have outlined the blueprint for the construction of teachers’ professional ethics, which is to “adopt comprehensive measures and build a long-term mechanism”.

## 5. Conclusion

In the plan of a hundred years, education is the foundation; in the plan of education, teachers are the foundation; in the plan of teachers’ ethics are the foundation[4]. The spirit of educators provides profound connotations and value guidance for the construction of professional ethics among primary and secondary school teachers, and is the spiritual banner for the development of the teacher team in the new era. In the journey of solving the existing problems of professional ethics among primary and secondary school, we make efforts from two aspects: the teachers’ own cultivation and the construction of external mechanisms. Teachers enhance their personal cultivation, establish a spirit of dedication to posts, and let their passion for education burn in the classroom; they strengthen their awareness of teaching and educating people, and organically integrate knowledge imparting with moral; they reinforce their consciousness of being role models, and shape students’ character with their own words and deeds. In the external environment, innovative teacher ethics education mechanisms nourishment for teachers’ growth, publicity mechanisms make teacher ethics models become exemplary forces, supervision and assessment mechanisms ensure teachers’ behavior is standardized, reward and punishment mechanisms teachers’ motivation to advance, and policy and legal guarantees provide a solid backing for the construction of teacher ethics. Looking to the future, we should continue to deepen inheritance and development of the spirit of educators, and continuously improve the path of construction of professional ethics among primary and secondary school teachers. Let every teacher deeply understand essence of the spirit of educators, internalize it as the soul of education, and externalize it in educational practice. In the wave of educational reform, they adhere to their original aspiration, strive forward, and write a magnificent chapter of primary and secondary education in the new era.

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