



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

EDUCATIONAL MANAGEMENT OF CHARACTERISTICS IN AESTHETIC EDUCATION TEACHER TEAM DEVELOPMENT IN CHONGQING CITY

Yu Xiao

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

E-mail: s67561802143@ssru.ac.th

Thada Siththada

Graduate School, Suan Sunandha Rajabhat University

E-mail: thada.si@ssru.ac.th

Abstract

This study is about the distinct aesthetic education teacher team development in Chongqing and its associated practices of strategic educational management. It develops the targeted management strategies of dual-track professional development, interdisciplinary collaboration, technological integration, and incentive mechanisms within the spin-off of the core philosophical part "Truth-Confidence-Emergence- elegantly" and with the anchorage in the "elite education" orientation. In its turn, these spins transform aesthetic education the driving force of choral arts into students' holistic growth. As our research shows, this significantly improved professional competencies of teachers, continuously emerging innovative teaching methods, and very well visible shifts in students have elevated the institution to the level of a regional benchmark. Each case, under the new normal, indeed provides grounded evidence that locally and systematically developing teacher teams in China are of great value to finding characteristic aesthetic education. The establishing local, systematic modes of teacher development goes a step further to ground such aesthetic education. The case also allows further insight into how a philosophy of school, when coupled with actions of targeted management, can create dynamic ecosystems of aesthetic education and provides some insights into its references beyond the immediate context.

Keywords: educational management, Aesthetic Education teacher

Introduction

The backdrop of the universal promotion of quality - oriented education, aesthetics education in China's national policies has received increased attention, being seen as an important cornerstone of quality - oriented education (Ministry of Education, 2020). Guided by this macro - policy orientation, various schools have positively responded to it and worked to develop unique aesthetic education projects. Under such circumstances, professional teacher training becomes strategically important in leading aesthetic education projects and providing essential forces for the sustained development of the programs. Chongqing Primary and Secondary Schools have taken the lead in practicing this concept and policy. With a rich heritage of choral art, Chongqing has provided rich resources and solid support for constructing an aesthetic education system in local primary and secondary schools. Taking this as an advantage, the local schools have fast developed a unique system and followed a local path in



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

aesthetic education. This paper attempts to pursue deep-level analyses of series educational management strategies that local Chongqing primary and secondary schools have applied during the construction of the aesthetic education teacher team. Exactly how the three elements interact in work- systematic planning, resource integration, and innovative practice- is elaborated on, to promote an effectively developed characteristic development of aesthetic education that extremely enhances the educational effectiveness. Therefore, this study will try to provide a reference and inspiration for the construction of the aesthetic education teacher team and the development of a characteristic aesthetic education program in other regions' schools.

Straight matters

Concerning the aesthetic education development plan for primary and secondary schools in Chongqing, a visible characteristic positioning has been established and unfolded toward developing a "comprehensive art education" model centered on choral art. This strategic choice could not have been made out of a vacuum but rather emerged after a thorough analysis of the inherent advantages of the institution. It enjoys a glorious history of achievements in choral music, with many past competition awards and splendid performances serving as a rich artistic backdrop. Further, the very school leadership actively supports aesthetic education; from policy-making to resource allocation, guidance is given to the programs of aesthetic education. An excellent teaching staff stands out as a very important supportive element in the aspect of aesthetic education to be developed by the school. A choral art education has a much stronger promise, thanks to the department's professional quality and experience. In addition, the teaching conditions are improving in this school: it has a music classroom and good audio equipment, creating many learning opportunities for students. Thirdly, students' affection for choral art and their active involvement constitute a significant base for the activities.

The aesthetic education vision of school management is far-reaching.

Not mere vocational training, but truly elevating comprehensively developed students, spatial, organic integration of aesthetic education with moral, intellectual, and physical education is thus committed. Under the influences of art, choral art and other forms of comprehensive art education are to be viewed in light of widening life horizons for students and enabling them to develop holistic qualities. The school concept based on "Truth, Confidence, Excellence, and Elegance" echoes this sound. It emphasizes the inner quality cultivation of teachers and students: knowledge accumulation, moral shaping, ability cultivation, demeanor, and taste improvement. Following this, the term "elite education" attaches itself to the booming development within the school. This has hardly anything to do with the usual sense of choosing a few gifted students out of an entire body but refers to high-quality holistic potential within each student and active enabling measures in each one's field of education through shining support. The notion of aesthetic education highlights the deep, multilayered, systematic way that school management has provided for developing the teacher teams appropriate for this challenge identified during its development.



Dual - Track Professional Development and Mentorship ("Qinglan Project"):

With the aesthetic education teachers having different levels of development, the school management adopts a very careful, stratified training strategy. For new aesthetic education/choral teachers, the school has prepared an intensive basic training program. They will undergo complete training in professional skills through workshops and compulsory activities, such as "Debut Lessons," "Qualified Lessons," and "Demonstration Lessons." The training includes vocal pedagogy so that new teachers can master scientific vocalization methods and teaching techniques, which will help them guide students in singing. In rehearsal techniques, they are taught how to organize students for efficient rehearsal, which eventually elevates the overall standard of choral performances. In basic instructional design, new teachers learn the basic principles and methods of curriculum design to ensure the teaching content meets not only the syllabus requirements but also provides students with a good stimulus for learning. Most importantly, under the "Qinglan Project," the school assigns a backbone teacher to each newly recruited teacher for a one - on - one, continuous guiding mentorship. Thanks to rich teaching experience and professional knowledge, mentors provide comprehensive support and assistance to new teachers, from the application of teaching methods and classroom management skills to the design of the curriculum content and guidance of artistic performance, so that they can grow rapidly.

The school provides opportunities for professional development in further academic training, research programs, and senior-level exchanges, thus enabling well-experienced teachers and subject leaders, such as the music subject leader, to go beyond their development-related bottlenecks and become acquainted with state-of-the-art academic ideas and teaching methods. This would stimulate innovative thinking in the participants. Advanced academic training allows in-depth studies of advanced music education theory, both nationally and internationally, opening up new views on music education. Participation in different research projects would encourage the linking of theoretical knowledge with teaching practice to continue searching for more effective teaching models and ways. High-level exchange activities provide a platform for communication with peer experts and continuous professional quality improvement through ideas' collision.

Interdisciplinary Collaboration and Curriculum Integration:

The leadership of the school actively removes barriers among disciplines and forms interdisciplinary teaching and research teams around deep themes, such as "Multidimensional Interpretation of Traditional Culture." In such teams, representatives of different disciplines discuss how to integrate choral art into literature, history, and other disciplines. Considering the literary aspect, for example, one can guide students in developing their understanding and appreciation of musical works. At the same time, the historical aspect may be used to show the music culture of various historical periods and its relation to social and cultural conditions.

In this regard, the school provides dedicated common preparation time for the teachers in writing lessons, sharing materials, and further developing niche courses. An excellent example of this form of interdisciplinary course integration is the characteristic course "Science on the Tip of the Tongue." Scientific knowledge, labor education, and language arts are



integrated into this course. While acquiring scientific knowledge, students experience making food through practical labor and express their impressions and experiences in appropriate language. In this way, it allows elements of aesthetic education to seep into broader fields of learning, the teachers of aesthetic education will acquire the ability to integrate their professional knowledge into an entire curriculum system, and students' learning horizons will be opened to improve their general qualities.

Technology Integration and Digital Literacy Enhancement:

In this regard, the school management actively seeks close cooperation with several technology companies so that all aesthetic education teachers may receive well-targeted training on an entire series of high-end teaching technological tools, such as interactive whiteboards, like Seewo. This kind of board can diversify the display of teaching content and make classroom interaction more effective, simple animation tools that will help create vivid and interesting teaching animations in an effort to make teaching content more attractive, online teaching platforms that eliminate time and space constraints and thus open for students more opportunities and channels for learning, AI-assisted teaching tools aimed at delivering personalized teaching guidance through the use of artificial intelligence technology, and data analysis tools for personalized feedback. Such tools will analyze the students' learning data and thus arm the teacher with precisely what suggestions are needed in order to improve teaching. In order to integrate technology into choral teaching and aesthetic appreciation activities on a more profound level, the school has established several special technology demonstration classrooms capable of showcasing advanced cases in the application of teaching technologies. In addition, there are teaching competition activities in which participation inspires every teacher to search for new practical applications of technologies. All this enhances the digital literacy of the teachers, making them more capable of responding to the digital era's teaching needs and offering students aesthetic education that is richer, more efficient, and more convenient.

Strong Incentive Mechanisms and Fostering a Culture of Collaboration: The school management focused on a clear-cut team structure through subject groups and grade groups. In other words, problems encountered in the teaching process are organized, through regularly held "teaching diagnosis" meetings, that originate from the teachers, the causes analyzed, and collectively possible solutions sought. This stimulates teacher-to-teacher communication and cooperation and deploys the wisdom and strength of the team. At the same time, the school has set up a fund to reward team collaboration, with material rewards given to teams (also covering aesthetic education) that yield exceptional teaching results or overcome any teaching difficulties. This incentive mechanism has greatly enhanced the cohesion and enthusiasm of the teams, making the teachers focus more on team collaboration and establishing a good atmosphere of mutual help and common progress. Under such influences of the collaborative culture, the teachers have not only become better in their professional fields but have also done more for the overall development of the school.

Expanding Resources through School - Community - School Linkages ("Three Extensions"): School management strategically expands educational resources via close and



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

cooperative relationships with high-quality schools, nearby universities, and regional cultural institutions . Collaboration with quality schools facilitates professional exchanges and enhances mutual observation and sharing of classroom teaching experiences to raise the teaching standard. Further, Opportunities for in-service training and seminars expose teachers to leading academic ideas and innovative pedagogical practices. At the same time, it is possible for university professionals to get involved in giving guidance and advice on the school's aesthetic education. Collaboration with cultural institutions enriches the school's source of art. For instance, professional art activities—performance, exhibition, etc.—are introduced that allow students to come into direct contact with the best art. More could be done in joint textbook preparation: community resources could be pooled so the contents would be more relevant to the needs of the students concerned and more locally grounded and cultural. In community collaboration, the professionalism of big events, such as the annual "Choral Festival" that most students take part in and the results of which have shown the school's aesthetic education, has been improved. It puts the students' practicing in art and aesthetic education further into good order. It enriches the ecological complexion of the school's aesthetic education and affords students broader platforms to display their artistic talents to enhance all-round development.

Outcomes and Impact of Characteristic Teacher Team Development:

Systematic, holistic strategies at the level of school educational management yield impressive, almost revolutionary results within the school. Enhanced Teacher Competency: After professional development training and continuous support, aesthetic education teachers have made significant progress in teaching skills, artistic expertise, and technological application abilities. In teaching skills, various training and teaching practice activities enable teachers to master more diversified and flexible teaching methods, develop personalized teaching plans according to the characteristics and needs of different students, and improve teaching effectiveness. In artistic expertise, continuous improvement of musical literacy and performance ability enables the teacher to better guide students in choral training and artistic creation. In technological application capability, the teacher first grasps different advanced teaching ICT tools and confidently integrates them into the teaching process in a way that Student-centered Learning is vividly, interestingly, efficiently, and easily realized in the classroom. The details of these improvements emanate from the marked increase in high-quality course awards. Courses are painstakingly prepared by the teacher and recognized by the school. The courses are well done and passed for course assessments at municipal, provincial, and even national levels. On the active teaching research of these teachers, the 210 papers published in core journals evidence only a small part of their deep academic accomplishments. A good number of them have been appointed as regional subject leaders due to their excellent professional quality and teaching ability, in a leading and exemplary role at the local education field.

Innovative Teaching Practice: With the improvement of teacher competence, the model of classroom teaching has gradually shifted toward interactive, inquiry-based, and project-based models. In an interactive classroom, there is increased interaction among teachers and students and among students. Students become the leading role in classroom discussion,



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

performance, and other activities. Inquiry-based classrooms put emphasizing student unassisted knowledge exploration- the innovative thinking and practice ability of students is cultivated by their asking questions and solving problems. Projects as tools for teaching project-based teaching employ real-life projects as vehicles through which students learn to integrate multidisciplinary knowledge- and develop skills related to teamwork and problem-solving. Characteristic interdisciplinary classes flourish, breaking down traditional disciplinary barriers and considerably broadening and enriching students' learning experiences. For example, the course "Science on the Tip of the Tongue" wholesomely integrates science, labor education, and language arts. In it, students explore the mysterious side of science while enjoying delicious food and honing their practical skills through labor education, later articulating all this in vivid language. The all-embracing technology also fosters personalized learning even in choral and general aesthetic education.

Conclusion

Constructing a top-notch, characteristically aesthetic education teacher team is a multidimensional systemic interventional task that clearly falls under complicated education management. The Chongqing Qijiang District Experimental School represents one successful case based on strategic positioning against embedded institutional resources and an explicit educational philosophy and systemic implementation of multidimensional development strategies. Such development strategies include personalized professional growth pathways, interdisciplinary cooperation and integrative nurturing, facilitative technological innovation, inspiring motivational systems, and resource-advancing partnerships. All these have borne out enhancements in teacher professionalism, pedagogic innovations, and holistic student development—proof that it works. Hence, it holds a special case study value in that respect for China as an extension of attempts concerning educational management at the school level in reproducing distinctiveness and influence under the aesthetic education program using strategic teacher team building. This involves deepening personalized teacher development, further translating interdisciplinary research into classroom practice, and continuously updating technological training in this key area of educational advancement and momentum.

References

- Brown, C. P. (2019). *Cultivating a culture of learning: The principal's role in teacher development*. Teachers College Press.
- Chen, X. (2021). Differentiated professional development models for K–12 teachers in China: Challenges and strategies. *International Journal of Educational Development*, 84, 102409.
- European Commission/EACEA/Eurydice. (2023). *Supporting teacher careers: A policy guide*(2023 ed.). Publications Office of the European Union.
<https://eurydice.eacea.ec.europa.eu/publications/supporting-teacher-careers-policy-guide-2023> (Provides comparative perspective on holistic teacher support systems relevant to "elite education" concept)



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

- Fullan, M., & Langworthy, M. (2018). *A rich seam: How new pedagogies find deep learning*. Pearson. (Discusses pedagogical shifts towards deep learning & student agency, relevant to "elite education" outcomes and innovative practices documented)
- Li, Y. (2022). Dynamic capability building in school management for sustainable teacher professional development in the digital age. *Sustainability*, 14(15), 9523.
- Liu, J., Zhang, M., & Hu, B. (2023). Integrating aesthetic education across the curriculum: A case study of project-based learning in Chinese primary schools. *Arts Education Policy Review*, 124(2), 78–91.
- Ministry of Education, People's Republic of China. (2020). *Guidelines on comprehensively strengthening and improving school aesthetic education in the new era*[Official policy document].
http://www.moe.gov.cn/srcsite/A17/moe_794/moe_624/202010/t20201015_494940.html
- Qin, L. (2023). Localized innovation in aesthetic education reform: Evidence from district-level experimental schools in Chongqing. *Chinese Education & Society*, 56(1), 45–60.
- Wang, H., & Li, S. (2022). Constructing a characteristic school culture: The role of aesthetic education in holistic student development. *ECNU Review of Education*, 5(4), 689–709.
- Zhang, Y. (2020). Enhancing teacher digital literacy for art education: Professional development models in Chinese K–12 schools. *Computers & Education*, 158, 103988.
- Zhao, G. (2021). Building collaborative teacher cultures: The role of school leadership and incentive systems in China. *Asia Pacific Journal of Education*, 41(Suppl. 1), S17–S31.
- Zhu, J., & Wang, D. (2019). Teacher motivation and incentives in China: A review of recent research and reforms. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(12), em1790.