

# Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province

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## Abstract

The objectives of this research were 1) to study the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership in Shandong Province, 2) to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and 3) Evaluate the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. The sample group of this research consisted of 331 teachers for questionnaires and 12 experts for interview who worked for Chinese Dance in Shandong Province and were sampled through random clusters. The research instruments included 1) questionnaires, 2) interviews, and 3) evaluation forms. The data analysis statistics were percentages, mean, standard deviations, and content analysis.

The results revealed the following: 1) The current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership were moderate. 2) The strategies for enhancing the sustainable development of Chinese dance teacher leadership include 7 aspects: Professional quality, organizational mechanism, evaluation system, resource support, teacher training, discipline development plan, and international exchange and cooperation. The adaptability and feasibility evaluation results of the strategies implementation were high at the highest level.

**Keywords:** development of strategies, sustainable development, Chinese dance teacher leadership

## 1. Introduction

The development of Chinese dance can be traced back to the ancient dance culture. Chinese dance originated from the religious rituals and farming activities in primitive society. After a long development history, it has gradually formed a unique dance art system. In ancient Chinese culture, dance was regarded as a sacred and solemn expression, often used for sacrifices, banquets, celebrations and other occasions (Tian, 2020).

As time passed, Chinese dance gradually integrated into Chinese opera, folk art, and court culture, forming different dance schools and styles. Among them, dances in opera performances such as Peking Opera, Henan Opera, and Yue Opera, as well as folk dances such as square dance and folk dance, are all essential parts of Chinese dance (Chen, 2023).

In modern times, Chinese dance has been more widely inherited and developed. With the national attention and support for culture and art, the education and research institutions of Chinese dance are constantly emerging, and the number of dance academies and troupes is also increasing. At the same time, Chinese dance has also begun integrating into the modern stage play, film, television, and other media forms, showing a more diversified artistic expression.

In general, the development background of Chinese dance was formed under the influence of ancient culture, which has experienced a long historical development and inherited a rich dance tradition and artistic style. Chinese dance has not been more widely inherited and developed in modern times.

In terms of the leadership development of Chinese dance teachers in Shandong Province, experience can be divided into 3 stages: Early stage (from 1950s to 1970s): The leadership development of dance teachers in Shandong Province was relatively weak. Due to the limited social and economic conditions at that time, the lack of dance education resources, the training mechanism of dance teachers was not perfect, and the overall quality of the teachers was low. Development stage (from 1980s to 1990s): At this stage, Shandong Province began to pay attention to the training and development of dance teachers. Dance academies and troupes have been

established successively, providing professional training and further learning opportunities for dance teachers. The government has also issued relevant policy support and economic incentives to encourage dance teachers' professional development and teaching innovation. Promotion stage (from the beginning of the 21st century to the present): At this stage, the leadership development of dance teachers in Shandong Province has made significant progress. The government has increased its support for dance education and provided more training opportunities and financial support. The training content of dance teachers is also more comprehensive and professional, paying attention to improving teachers' academic research and teaching ability (Zhang, 2020).

Through these processes, the leadership development of dance teachers in Shandong province has not increased due to these procedures, nor has the teachers' overall quality and level. Dance education and dance art creation in Shandong province have not made significant development. Therefore, this research aims to establish the strategies for developing teacher leadership in Chinese Dance to achieve sustainable development goals in Shandong Province.

### *1.1 Research Questions*

- 1) What is the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership in Shandong Province?
- 2) What are the strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province?
- 3) What is the feasibility level of strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province?

### *1.2 Research Objectives*

- 1) To Study the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership in Shandong Province.
- 2) To develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.
- 3) To Evaluate the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

### *1.3 Literature Review*

The researcher analyzed documents, concepts, theories, and research related to the educational management of university administrators.

#### 1) Strategy Development

Definition of strategy:

Strategy involves analyzing external and internal factors to plan and make decisions that align with goals and visions (Popov, 2023).

Liu et al. (2021) emphasized the pivotal role of education in enhancing public scientific literacy and fostering sustainable economic and social development. Strengthening science education supports China's national development strategy and contributes to the holistic development of citizens. The current science education model integrates nature, economy, society, and human elements within sustainable development. The Museum of Chinese Gardens has developed an educational model that blends science communication with practical labour, focusing on teenagers and utilizing museums, science venues, gardens, and ecological parks as key teaching bodies.

Yang (2021) highlighted the rising trend of green campus initiatives in Jinan, focusing on ecological civilization education. Jinan Hui Middle School incorporates green education as a core project, embedding it into school systems, curriculum, moral education, and campus development, promoting sustainable practices as a distinguishing feature.

Zhao et al. (2015) stressed the importance of cultivating sustainable development skills among English students. Their teaching reform project focuses on student-centred approaches, integrating traditional and innovative methods like "old-new fusion" and "personalized cultivation," which have shown positive results.

#### 2) Concept of development of sustainable development of Chinese dance

Professional quality:

Ma and Shi (2024) underlined how important educators are to the advancement of education. In order to promote

ongoing advancement in the new period of Chinese-style socialism, high-quality education depends on releasing the knowledge, potential, and worth of instructors.

Xing (2022) suggested that China's teacher leadership development initiatives can be improved by studying Massachusetts's teacher leadership development system and combining it with existing training programs for outstanding teachers. This includes setting leadership standards, developing leadership curricula, and enhancing policies and financial support for leadership development.

Yang and Lahoz (2024) emphasized the leadership development programs now offered to local primary and secondary school teachers in China, proposing enhancements based on Tennessee and Iowa leadership development models Mechanism of organization.

Organizational mechanism:

Cao (2022) pointed out that college teachers' competence can be directly, or the organizational support perception can be taken as the intermediate variable affecting work performance. Enhancing college teachers' competence and organizational support perception helps improve teachers' work performance.

Song and Song (2022) pointed out that the policy suggestions for improving the scientific research performance of university teachers are put forward from four aspects: motivation stimulation, ability training, guarantee mechanism, and performance appraisal.

Evaluation system:

Yue (2020) analyzed merged universities' personnel performance evaluation system, identifying strengths and weaknesses. Improving this system can enhance the efficiency of college teachers in education and research.

Li (2018) proposed a teacher-teaching quality evaluation system that resolves issues of unfair assessments by integrating data management, evaluation schemes, and supervision. This system ensures fair, scientific, and comprehensive evaluations, offering a platform for practical analysis and management of teaching quality.

Resource support:

Wang (2021) explored the connection between human resource management and personnel file management in universities, emphasizing the critical role of personnel files in talent management. Specific suggestions were provided to optimize their use in university settings.

Teacher training:

Yang and Yang (2023) analyzed the current state of new teacher training in local private universities, identified key issues, and explored pathways to enhance training to improve overall teacher quality and provide a reference model for similar institutions.

Zhang and Yu (2023) emphasized modernizing college teachers' pre-service training. They proposed building a comprehensive system of training courses focused on wisdom, optimizing the learning environment, and improving course evaluation to create a continuous, modernized development path.

Discipline development plan:

Fang and Li (2022) proposed that institutions should innovate professional programs, improve reputation, optimize information dissemination, strengthen recruitment teams, and establish research mechanisms for better planning and service to enhance college admissions.

Su and Shi (2018) suggested that universities should develop discipline plans by prioritizing high-quality research, fostering scientific cooperation, enhancing university-industry partnerships, and promoting open science and access to research results.

International exchange and cooperation:

Zhang (2022) noted that with the implementation of the "Belt and Road" initiative, China and ASEAN countries have deepened exchanges, promoting the inheritance and development of China's traditional dragon and lion culture.

Ma (2022) emphasized that internationalization is the future of education. Strengthening global exchanges and drawing on advanced educational experiences are essential for innovating higher education, forming a localized model, and advancing the internationalization of Chinese education.

Context of teacher leadership in Shandong province:

Michel (2020) emphasized fostering lifelong learning and enhancing teachers' leadership by creating a

harmonious culture, establishing policies, defining responsibilities, and improving leadership training.

Warren (2021) emphasized the significance of cultivating teacher leadership via incentives, evaluation systems, training, and teamwork. To increase their impact and efficacy, educators should expand their knowledge of leadership theory, hone their teaching techniques, and conform to educational regulations emphasized the significance of cultivating teacher leadership via incentives, evaluation systems, training, and teamwork. To increase their impact and efficacy, educators should expand their knowledge of leadership theory, hone their teaching techniques, and conform to educational regulations.

## 2. Method

This research used a mixed method. This research is divided into 3 phases.

Phase 1: Studying the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership.

The Population:

The population consisted of 2180 teachers and 220 administrators of sustainable development of Chinese dance teacher leadership in Shandong province. They came from 10 colleges and universities of sustainable development of Chinese dance teacher leadership in Shandong Province.

The Sample Group:

The researcher used Krejcie and Morgan's Table (1970) to determine the sample size. The sample consisted of teachers, totalling 331, and administrators, totaling 21. A stratified sampling technique was used to study the current situation and supporting factors that enhance the sustainable development of the Chinese dance teacher leadership questionnaire.

Research Instrument:

Questionnaire.

Data Collection:

- 1) Ask for permission for data collection.
- 2) Collect data from the assigned teachers using the developed questionnaire.

Data Analysis:

Descriptive statistics, frequency, and percentage analyzed the data of demographic variables. The variables of sustainable development of Chinese dance teacher leadership in Shandong Province were analyzed by descriptive statistics, mean( $\bar{x}$ ), and Standard Deviation (S.D.). The components of effectiveness for the sustainable development of Chinese dance teacher leadership in Shandong Province were analyzed to reduce irrelevant variables.

Phase 2: Developing the strategies for sustainable development of Chinese dance teacher leadership.

The 12 key informants were professionals who proposed managerial guidelines to sustain the development of Chinese dance teacher leadership in Shandong Province or used relevant Cultivation experience to carry out work.

Research instrument:

Structured interview.

Data Collection:

By Focus Group Discussion, the researcher was a facilitator.

Step 1: Contact key informants and show the researcher's identity and willingness.

Step 2: Visited or sent questions by email or other means.

Step 3: Summarize the discussion and specific data.

Data Analysis:

Content analysis.

Phase 3: Evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership.

The experts for evaluating the managerial guidelines for the sustainable development of Chinese dance teacher

leadership in Shandong Province middle-level administrators were 5 high-level administrators in Shandong Province.

Research instrument:

Evaluation Form.

Data Collection:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, requiring data collection from 5 high-level administrators in Shandong Province.

Step 2: The researcher distributed the evaluation form to 7 administrators—5 high-level.

Data Analysis:

The adaptability and feasibility of guidelines for evaluating the managerial guidelines for sustainable development of Chinese dance teacher leadership in Shandong Province were analyzed using average value and standard deviation.

### 3. Results

In the study “Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province”, the researcher studied the documents concerning the following.

Part I: Personal information of teachers and administrators in Shandong universities, including gender, academic qualifications, etc.

This study involved a total of 331 valid participants. Among the respondents, 121 were male students, accounting for 36.6%, and 210 were female students, accounting for 63.4%. There were 81 bachelor’s degrees, accounting for 24.5%, 235 master’s degrees, 71%, and 15 Doctor’s degrees, accounting for 4.5%. The overall distribution of the population surveyed in this questionnaire is uniform.

Part II: The analysis results of the questionnaire on the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership.

Analysis of the Current Situation for Enhancing of Sustainable Development of Chinese Dance Teacher Leadership (n=331)

The overall enhancement of sustainable development of Chinese dance teacher leadership of the surveyed students is relatively moderate ( $\bar{x} = 3.30$ , S.D.=0.76). From the average values of the four dimensions, the surveyed students are at different levels in each dimension. The following is the ranking of each level, from high to low: the first is Educational background ( $\bar{x} = 3.34$ , S.D.=0.78), followed by School support ( $\bar{x} = 3.33$ , S.D.=0.71), the third is Training experience ( $\bar{x} = 3.30$ , S.D.=0.76), the fourth is Age structure ( $\bar{x} = 3.22$ , S.D.=0.78).

The standard deviation of each dimension of sustainable development of Chinese dance teacher leadership is within 0.71-0.78, indicating that the questionnaire design is reasonable and the survey results are credible and compelling. Among the various components of sustainable development of Chinese dance teacher leadership, the larger the PNI correction value, the more eager students are to improve their ability. Here are the PNI ranked from highest to lowest: Age structure (S.D.=0.78), Educational background (S.D.=0.77), Training experience (S.D.=0.76), and School support (S.D.=0.33).

Analysis of current situation of age structure (n=331)

The current status of the Age structure is moderate ( $\bar{x} = 3.22$ , S.D.=0.78). From the research results, from high to low, Innovating educational methods and improving the quality of education and teaching." score the medium ( $\bar{x} = 3.49$ , S.D.=0.75), "Establishing a sound legal system for fair competition, standardizing market order, and protect the legitimate rights and interests of enterprises." score the moderate ( $\bar{x} = 3.38$ , S.D.=0.91), "Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation." score the moderate ( $\bar{x} = 3.36$ , S.D.=0.93). Strengthening the rewards and support for honour recipients. score the moderate ( $\bar{x} = 3.18$ , S.D.=0.81). Striving to improve the level of education and teaching of middle-aged teachers score moderate ( $\bar{x} = 3.16$ , S.D.=0.61). They are attracting young teachers as new vitality into education score moderate ( $\bar{x} = 3.15$ , S.D.=0.67) and increasing investment in education and promoting educational equity score moderate ( $\bar{x} = 3.12$ , S.D.=0.85). Respecting the teachers who care for older people and affirm their hard work score moderate ( $\bar{x} = 3.09$ , S.D.=0.73). They are building trust, identifying goals, communicating, encouraging collaboration, training, and development, and building effective leadership score moderate ( $\bar{x} = 3.09$ , S.D.=0.73).

#### Analysis of current situation of educational background (n=331)

The current status of educational background is at a moderate level ( $\bar{x} = 3.34$ , S.D.=0.77). From the research results, from high to low, "Constantly trying new methods and new technologies to achieve innovation." score medium ( $\bar{x} = 3.45$ , S.D.=0.86), "Improving students' comprehensive quality to adapt to social needs." score moderate ( $\bar{x} = 3.41$ , S.D.=0.94), "Establishing a diversified training system to improve the quality and quantity of talent training in enterprises." score the moderate ( $\bar{x} = 3.38$ , S.D.=0.73). Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries score moderate ( $\bar{x} = 3.27$ , S.D.=0.69). A teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate teachers' enthusiasm to score a moderate ( $\bar{x} = 3.21$ , S.D.=0.68).

#### Analysis of current situation of training experience (n=331)

The current status of training experience is at a moderate level ( $\bar{x} = 3.30$ , S.D.=0.76). From the research results, from high to low, "Providing teachers with the opportunity to participate in dance competitions, art festivals, and other activities" score moderate ( $\bar{x} = 3.48$ , S.D.=0.87), "Teachers are encouraged to participate in the management and organization of the school ." score the moderate ( $\bar{x} = 3.46$ , S.D.=0.83), "Setting up simulated rehearsal, performance and other practical links." score the moderate ( $\bar{x} = 3.40$ , S.D.=0.80). Organizing teachers to participate in domestic and foreign dance education seminars, workshops, and other activities score moderate ( $\bar{x} = 3.33$ , S.D.=0.77). The training course focuses on dance teachers' psychological quality and emotional wisdom, scoring moderate ( $\bar{x} = 3.30$ , S.D.=0.71). Attaching importance to teachers' personal growth, continuous learning, and striving to improve their own education and teaching ability and quality." score the medium ( $\bar{x} = 3.29$ , S.D.=0.69), "Promoting the development of dance education in China, and improve the leadership level of dance educators." score the moderate ( $\bar{x} = 3.28$ , S.D.=0.75), "Encouraging students to take initiative in learning and develop their ability to think independently and solve problems." score the moderate ( $\bar{x} = 3.27$ , S.D.=0.64). The school sets up an atmosphere of respect for innovation and tolerance for failure and encourages teachers to explore and try in practice, scoring moderate ( $\bar{x} = 3.23$ , S.D.=0.90). Establishing a scientific and comprehensive leadership evaluation system for dance teachers score moderate ( $\bar{x} = 3.19$ , S.D.=0.85). Provide teachers with personalized growth guidance and advice to help teachers improve their leadership skills score moderate ( $\bar{x} = 3.17$ , S.D.=0.63). Giving full play to the results of teachers 'self-evaluation and taking the evaluation results as an essential reference for teachers' professional title evaluation, post-promotion, and other aspects score moderate ( $\bar{x} = 3.13$ , S.D.=0.66).

#### Analysis of the current situation of school support (n=331)

The current school support status is moderate ( $\bar{x} = 3.33$ , S.D.=0.71). From the research results, from high to low, "Strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment. "score moderate ( $\bar{x} = 3.41$ , S.D.=0.80), "The school clarify the direction of characteristic development and characteristic development plans ." score the moderate ( $\bar{x} = 3.40$ , S.D.=0.61), "Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective." score the moderate ( $\bar{x} = 3.37$ , S.D.=0.74). Establishing and improving the teacher training system, clarifying the content, mode, time, and requirements of teacher training, to ensure the standardization and institutionalization of teacher training score moderate ( $\bar{x} = 3.30$ , S.D.=0.71) Strengthening teacher training and improving the level of education and teaching score the moderate ( $\bar{x} = 3.27$ , S.D.=0.64). Enterprises constantly explore their management mode and improve efficiency. "score the moderate ( $\bar{x} = 3.20$ , S.D.=0.78).

Part III: The interview and analysis result of the strategies for enhancing the sustainable development of Chinese dance teacher leadership.

In the interview, in addition to providing strategic suggestions, the interviewer also answered questions about each factor's advantages, weaknesses, opportunities and threats.

<ol style="list-style-type: none"> <li>1. The competition in the industry is fierce, and the excellent talents are scarce;</li> <li>2. Emerging art forms impact the status of traditional dance;</li> <li>3. Epidemic situations and other emergencies affect offline teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditional dance culture is profound, which has a strong attraction;</li> <li>2. Chinese dance education system is perfect, with strong teachers;</li> <li>3. Policies to support the development of dance education.</li> </ol>
<ol style="list-style-type: none"> <li>1. The dance market develops rapidly and the demand is large;</li> <li>2. The social awareness of dance education is constantly improving;</li> <li>3. Technological progress provides more possibilities for dance teaching. not strong.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher team has a large mobility and poor stability.</li> <li>2. Teaching methods are single, lack of innovation.</li> <li>3. Teachers have less communication and interaction, and the sense of cooperation is not strong.</li> </ol>

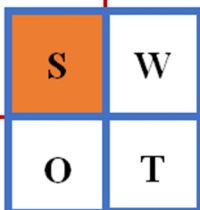


Figure 1. SWOT analysis interview content

Table 1. SWOT-PEST analysis results

S	W
1) Establish a teaching evaluation system.	1) Organize peers to evaluate teachers, understand teachers' teaching level professionally, and suggest constructive suggestions.
2) Improve the treatment guarantee.	2) Encourage teachers to self-evaluate, reflect on their teaching practice, and make personal development plans.
3) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm.	3) Evaluate whether teachers actively participate in continuing education and training and constantly improve their professional quality and teaching ability.
4) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.	4) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.
5) Strengthen the construction of campus culture, hold all kinds of dance activities, and create a stage for students to show their talents.	5) Strengthen the international training of Chinese dance teachers and train Chinese dance teachers with a global vision and teaching ability.
6) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills.	
O	T
P: Formulate a more perfect and specific dance teacher management system.	P: Clarify the qualification standards for dance teachers and raise the entry threshold.
E: Organize regular professional training to improve teachers' professional ability.	E: With market demand and technological progress, constantly adjust and improve the course content.
S: Encourage the participation of various forces and increase the investment in dance education.	S: Strengthen exchanges and cooperation with domestic and foreign counterparts to broaden their horizons
T: Make full use of the Internet +, virtual reality and other advanced technical means to enrich the teaching forms.	T: Teachers are encouraged to continue to learn and improve themselves to meet the development needs of The Times.
1) Strengthen the publicity and promotion of dance education and improve the social recognition and respect for Chinese dance teachers.	1) We are strengthening practical teaching.
2) Pay attention to the mental health of dance teachers, provide psychological counselling and support, and improve their teaching happiness.	2) Create an excellent educational environment.
3) Establish and perfect the incentive mechanism of dance teachers to stimulate teachers' work enthusiasm and creativity.	3) Strengthen teachers' professional title evaluation and promotion mechanism to stimulate their enthusiasm.
	4) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.
	5) Cultivate a group of Chinese dance education experts with international influence.

According to the results of the questionnaire analysis and interview results, the SWOT-PEST analysis interview content was used. It can be found that the sustainable development of Chinese dance teacher leadership in Shandong Province needs to be optimized in terms of Professional quality, organizational mechanism, evaluation system, resource support, teacher training, discipline development plan, international exchange, and cooperation. Based on questionnaires and interviews, this research proposed strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province, which mainly includes seven aspects in 86 measures. The list of strategies is as follows in Table 2.

Table 2. List of strategies

NO.	Aspects of Strategies	Numbers of Measures
1	Strategies for strengthening Professional quality	12
2	Strategy for optimizing the Organizational mechanism	10
3	Strategies for improving the evaluation system	10
4	Strategies for promoting Resource support	15
5	Strategies for teacher training	13
6	Strategies for Strengthening Discipline Development Plan	16
7	Strategies for enhancing International exchange and cooperation	10
Total	7	86

The specific strategies are as follows (Table 3 to Table 9):



Table 3. Strategies for strengthening professional quality of sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for improving Professional quality	<ol style="list-style-type: none"> <li>1. Strengthen teacher training</li> <li>2. Establish a qualification certification system</li> <li>3. Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance.</li> <li>4. Add dance majors in colleges and universities</li> <li>5. Encourage continuing education</li> <li>6. Promote exchanges and cooperation</li> <li>7. Introduce new dance technology</li> <li>8. Strengthen the dance theory education.</li> <li>9. Pay attention to moral education.</li> <li>10. Carry out dance research.</li> <li>11. Establish a teaching evaluation system.</li> <li>12. Improve the treatment guarantee.</li> </ol>

Table 4. Strategies for optimizing the organizational mechanism of sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for optimizing the Organizational mechanism	<ol style="list-style-type: none"> <li>1. Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers.</li> <li>2. Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities and improve their dance performance and creation ability.</li> <li>3. Improve the teacher assessment system, carry out regular assessments, and comprehensively evaluate teachers' teaching level</li> <li>4. Set up to encourage teachers to research Chinese dance education and teaching</li> <li>5. Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability.</li> <li>6. Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education.</li> <li>7. Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers.</li> <li>8. Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm.</li> <li>9. Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.</li> <li>10. Strengthen the construction of campus culture, hold all kinds of dance activities, and create a stage for students to show their talents.</li> </ol>

Table 5. Strategies for strengthening evaluation system for sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for strengthening the evaluation system	<ol style="list-style-type: none"> <li>1. To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives.</li> <li>2. Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect.</li> <li>3. Evaluate whether the teachers can choose the appropriate teaching content according to the student's age, level and interest, and the teaching materials' appropriateness.</li> <li>4. Evaluate the teacher's ability to teach dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc.</li> <li>5. Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students.</li> <li>6. Collect students' evaluations of teachers and understand students' learning experiences in class as a reference for evaluating teachers.</li> <li>7. Organize peers to evaluate teachers, understand teachers' teaching level professionally, and suggest constructive suggestions.</li> <li>8. Encourage teachers to self-evaluate, reflect on their teaching practice, and make personal development plans.</li> <li>9. Evaluate whether teachers actively participate in continuing education and training and constantly improve their professional quality and teaching ability.</li> <li>10. Evaluate the teachers' achievements in the students' dance competitions and performances, their love for the dance, and their interest in continuous learning.</li> </ol>

Table 6. Strategies for promoting resource support for sustainability development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for promoting resource support	<ol style="list-style-type: none"> <li>1. Organize regular training courses for Chinese dance teachers.</li> <li>2. Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources.</li> <li>3. Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights.</li> <li>4. Encourage dance colleges to cooperate with dance performance groups and education institutions, provide practical teaching opportunities, and improve teachers' practical experience.</li> <li>5. Using Internet technology, establish an online education platform for Chinese dance.</li> <li>6. Organize experts to compile dance teaching materials in line with the characteristics of dance education in China and provide teachers with authoritative and practical teaching content.</li> <li>7. The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.</li> <li>8. Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.</li> <li>9. Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.</li> <li>10. Improve the professional title evaluation system for dance teachers and encourage them to improve their quality and teaching level.</li> <li>11. Improve the treatment of dance teachers to protect their legitimate rights and interests.</li> <li>12. Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.</li> <li>13. Strengthen the publicity and promotion of dance education and improve the social recognition and respect for Chinese dance teachers.</li> <li>14. Pay attention to the mental health of dance teachers, provide psychological counselling and support, and improve their teaching happiness.</li> <li>15. Establish and perfect the incentive mechanism of dance teachers to stimulate teachers' work enthusiasm and creativity.</li> </ol>

Table 7. Strategies for teacher training for sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for teacher training	1. Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects.
	2. Set up the China Dance Teacher Certification Committee to formulate the certification standards.
	3. Combine modern educational concepts integrated with traditional Chinese dance teaching resources.
	4. Strengthen the basic skills training to ensure students master a solid dance foundation.
	5. Emphasize the importance of body rhyme in Chinese dance teaching.
	6. Use modern educational technology, such as multimedia, Internet, etc., to innovate teaching means.
	7. Strengthen the research and development of teaching materials.
	8. Regular Chinese dance teacher exchange conferences are held to promote experience sharing.
	9. Set up the teacher award fund.
	10. Expand the international vision of teachers.
	11. Strengthen the construction of teachers.
	12. Strengthening practical teaching.
	13. Create an excellent educational environment.

Table 8. Strategies for strengthening discipline development plan of sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for Strengthening Discipline Development Plan`	1. Establish and improve the training system for Chinese dance teachers to improve the training quality.
	2. Strengthen the curriculum setting of teacher training and pay attention to the combination of theory and practice.
	3. Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality.
	4. Formulate a unified teaching syllabus and materials to ensure the standardization of the teaching content.
	5. Promote excellent teaching methods and improve the classroom teaching effect.
	6. Strengthen the examination and evaluation system to ensure the quality of teaching.
	7. Strengthen the research of the Chinese dance discipline and promote theoretical innovation.
	8. Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their educational horizons.
	9. Establish a disciplined research base to promote transforming research results.
	10. Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit.
	11. Innovative choreography, combining tradition with modernity.
	12. Strengthen foreign exchanges and promote Chinese dance to the world.
	13. Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education.
	14. Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers.
	15. Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.
	16. Cultivate a group of Chinese dance education experts with international influence.

Table 9. Strategies for strengthening international exchange and cooperation of sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies for strengthening international exchange and cooperation	1. An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance.
	2. International Chinese dance competitions will encourage dancers from all countries to learn and perform Chinese dance and promote the international dissemination and exchange of Chinese dance.
	3. Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents.
	4. Invite internationally renowned dance educators and artists to lecture in China to improve Chinese dance teachers' teaching level and artistic quality.
	5. Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the global status of Chinese dance.
	6. Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.
	7. Modern scientific and technological means, such as online teaching and online courses, should be used to broaden the international teaching channels of Chinese dance so that more overseas lovers can have the opportunity to learn Chinese dance.
	8. Strengthen the publicity of the international exchange and cooperation projects of Chinese dance and improve the attention and awareness of Chinese dance at home and abroad.
	9. Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills.
	10. Strengthen the international training of Chinese dance teachers and train the Chinese dance teachers with a global vision and teaching ability.

#### 4. Discussion

Through a survey of the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership in Shandong Province, it is found that there are many problems in age structure, educational background, training experience, and school support of Chinese dance teachers. By analyzing the average and standard deviation of age structure, educational background, training experience, and school support, it is found that they are at a moderate level and require improvement.

Then, the researcher proposed strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province, including professional quality, organizational mechanisms, resource support, teacher training, discipline development plan, international exchange and cooperation, and evaluation system in Shandong Province. By analyzing the average and standard deviation of strategies, including the professional quality, organizational mechanism, resource support, teacher training, discipline development plan, international exchange and cooperation, and evaluation system, it is found that strategies are at a high or highest level to apply.

##### 4.1 Discussion on Professional Quality

The professional quality of dance teachers in Shandong Province is currently moderate. Enhancing their professional competencies is essential for improving leadership abilities. The finding is related to many researchers, such as Ma and Shi (2024), who emphasized how crucial educators are to the advancement of education. High-quality education depends on freeing teachers' knowledge, potential, and worth in order to drive continuous progress in the new era of Chinese-style socialism. According to Xing (2022), China can enhance its teacher leadership development programs by looking into Massachusetts's approach and integrating it with its current training initiatives for exceptional teachers. This includes creating a leadership curriculum, establishing standards for leadership, and improving the financial and policy supports for leadership development. The Chinese elementary and secondary school teachers receiving leadership training were highlighted by Yang and Lahoz (2024), who also recommended changes based on leadership development models from Tennessee and Iowa.

##### 4.2 Discussion on the Organizational Mechanism

The organizational mechanisms supporting dance teacher leadership are functional but need refinement to facilitate better educator communication and collaboration. According to Cao (2022), work performance might

be directly impacted by a college teacher's competency or indirectly by the sense of organizational support. Improving the perception of managerial support and the ability of college lecturers contribute to better work performance. Additionally, Song and Song (2022) have highlighted that policy recommendations to enhance university professors' scientific research performance are based on four pillars: guarantee mechanisms, ability training, incentive stimulation, and performance appraisal.

#### *4.3 Discussion on Resource Support*

Resource support, including professional development opportunities and educational materials, is moderate. More significant investments are needed to empower teachers effectively. The personnel performance evaluation system of combined universities was examined by Yu and Li (2023), who noted its advantages and disadvantages. By improving this system, college instructors' effectiveness in research and instruction can be increased. By combining data management, evaluation systems, and supervision, Li (2018) presented a teacher-teaching quality evaluation system that addresses concerns with biased assessments. This approach provides a framework for the administration and practical examination of the quality of instruction by guaranteeing impartial, thorough, and scientific evaluations.

#### *4.4 Discussion on Teacher Training*

The effectiveness of teacher training programs for dance teachers is moderate. More comprehensive and targeted training is needed to enhance leadership skills. To increase overall teacher quality and provide a reference model for similar schools, Yang and Yang (2023) examined the existing status of new teacher training in nearby private universities, highlighted essential difficulties, and investigated approaches to improve training. Zhang and Yu (2023) highlighted the need to update pre-service college teacher training. To construct a modernized, continuous development route, they suggested creating a complete system of wisdom-focused training courses, optimizing the learning environment, and enhancing course evaluation.

#### *4.5 Discussion on the Discipline Development Plan*

The discipline development plans for dance education are moderately structured. Further refinement is required to ensure long-term success and sustainable leadership growth. To improve discipline development plans, Fang and Li (2022) suggested that universities create new professional programs, increase their reputation, maximize information sharing, fortify their recruitment teams, and set up research mechanisms for improved planning and service. According to Su and Shi (2018), universities should prioritize conducting high-quality research, encourage scientific collaboration, strengthen their relationships with businesses, and support open science and public access to research findings while creating their discipline plans.

#### *4.6 Discussion on International Exchange and Cooperation*

International exchange and cooperation initiatives are at a high level, providing valuable opportunities for teachers to enhance their leadership skills and broaden their perspectives. According to Zhang (2022), China and ASEAN nations have increased their exchanges since the "Belt and Road" plan was implemented, which has helped China's traditional dragon and lion culture survive and flourish. Internationalization is the way of the future for education, according to Ma (2022). To innovate higher education, create a customized model, and progress the internationalization of Chinese education, it is imperative to fortify international exchanges and leverage advanced educational experiences.

#### *4.7 Discussion on the Evaluation System*

The evaluation systems in place are well-developed and highly effective in supporting the growth and sustainability of dance teacher leadership. By setting rules, defining roles, cultivating a positive culture, and advancing leadership development, Michel (2020) highlighted promoting lifelong learning and improving teachers' leadership. Warren (2021) highlighted how crucial it is to develop teacher leadership through training, incentives, collaboration, and assessment techniques. Teachers should improve their teaching methods, adhere to educational policies, and deepen their understanding of leadership philosophy in order to have a greater influence and effectiveness.

### **5. Recommendation**

#### **1) Professional Quality**

Implement targeted professional development programs focusing on advanced dance techniques, leadership skills, and pedagogical strategies. Encourage continuous education and certification to elevate the overall professional quality of dance teachers.

## 2) Organizational Mechanism

Revise and streamline organizational structures to foster better communication and collaboration among teachers, administrators, and external partners. Introduce leadership roles that allow experienced teachers to mentor and guide less experienced colleagues.

## 3) Resource Support

Increase funding and access to specialized training workshops, up-to-date teaching materials, and technological tools that support innovative teaching methods. Establish partnerships with local cultural organizations to share resources and expertise.

## 4) Teacher Training

Develop and implement more comprehensive and specialized training programs tailored to the specific needs of dance teachers. These programs should include theoretical knowledge and practical skills, emphasising leadership and classroom management.

## 5) Discipline Development Plan

Create a long-term discipline development plan with clear goals, milestones, and performance indicators. Ensure the plan is regularly updated based on feedback from teachers, students, and industry trends. Include opportunities for interdisciplinary collaboration to enhance the curriculum.

## 6) International Exchange and Cooperation

Expand international exchange programs to increase opportunities for Chinese dance teachers to study abroad, attend international conferences, and collaborate with foreign experts. Encourage cultural exchanges that allow teachers to bring back innovative practices and global perspectives.

## 7) Evaluation System

Strengthen the evaluation system by incorporating more frequent and diverse assessment methods, including peer reviews, student feedback, and self-assessments. Ensure that the evaluation process is transparent and provides constructive feedback for teachers to improve their leadership skills. Additionally, evaluation criteria should be aligned with the goals outlined in the discipline development plan.

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### **Informed consent**

Obtained.

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### **Data sharing statement**

No additional data are available.

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