

Research on the Development of High-Quality Teachers for Ideological and Political Theory Courses in the New Era

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ABSTRACT

Ideological and Political Theory (IPT) courses stand as the core curriculum to fulfill the fundamental mission of fostering virtue through education, and a high-quality cohort of IPT teachers serves as the foundational backbone for delivering effective IPT teaching and cultivating young talents tasked with national rejuvenation. Since the launch of the New Era, the Communist Party of China (CPC) and the Chinese government have placed unprecedented emphasis on the development of IPT teaching teams and released a suite of policy documents to orient team building. However, the construction of such teaching teams is still plagued by practical challenges: inadequate coordinated improvement of teachers' political literacy and professional capabilities, fragmented integrated development across primary, secondary and tertiary education, and defective teacher training and cultivation mechanisms. Against the backdrop of advancing China's strategy of building a powerful nation through education, this study draws on existing academic literature and questionnaire survey data, employing literature analysis and systematic analysis as core research methods. It elaborates on the intrinsic connotations and value implications of constructing high-quality IPT teaching teams in the New Era, identifies prominent bottlenecks obstructing team development, and puts forward targeted optimization strategies from four dimensions: political guidance, comprehensive competency upgrading, cross-stage integrated development, and institutional system improvement. This research intends to facilitate high-quality development of IPT teachers and furnish robust talent support for nurturing young generations who can shoulder the historic mission of rejuvenating the Chinese nation.

KEYWORDS

New Era; Teachers of Ideological and Political Theory Courses; High-Quality Teaching Staff; Spirit of Educators; Integrated Development Across Educational Stages.

1. INTRODUCTION

The Report to the 20th National Congress of the CPC clearly proposes to strengthen the construction of teachers' ethics and professional conduct, cultivate high-quality teaching teams, and foster a social atmosphere that respects teachers and values education, setting the core direction for teacher team development in the New Era. As pivotal courses for realizing the fundamental task of fostering virtue through education, IPT courses exert a decisive influence on shaping young students' values and their all-round development. Teachers, as the primary implementers of IPT instruction, directly determine the effectiveness of moral cultivation education [1]. Since the New Era, the CPC Central Committee with Comrade Xi Jinping at its core has prioritized the development of IPT teaching teams within the broader education sector and issued a series of targeted policy documents that provide fundamental guidelines and practical references for team construction.

Notably, the Opinions on Promoting the Spirit of Educators and Strengthening the Development of High-Quality Professional Teaching Teams in the New Era, jointly issued by the CPC Central Committee and the State Council in August 2024, identifies IPT teachers as a priority group for capacity building and requires that the Spirit of Educators lead the comprehensive improvement of teachers' literacy and professional competence [2]. In addition, regulatory documents such as the Regulations on the Construction of Ideological and Political Theory Teachers in Institutions of Higher Education in the New Era have been fully enforced, systematically arranging the development of IPT teachers from the perspectives of political attainment, professional competency, training mechanisms, and safeguard systems, and achieving historic progress in team construction [3]. The intensive rollout of these recent policies demonstrates the top-level attention the Party and the state devote to IPT teacher development, and delineates a clear practical roadmap for building high-quality IPT teaching teams in the New Era.

Driven by policy guidance and practical promotion, China's IPT teaching teams have expanded in scale, optimized their demographic structure, and witnessed steady improvement in overall literacy, laying solid foundations for the connotative development of IPT education [4]. Even so, confronted with new challenges brought by artificial intelligence, new requirements arising from the construction of an education powerhouse, and evolving characteristics of contemporary youth, multiple unresolved issues remain in IPT teacher development. Partial teachers lack firm political resolve and profound theoretical foundations, rendering them incapable of accurately interpreting the CPC's innovative theories. The integrated construction of IPT teachers across primary, secondary, vocational and higher education suffers from disjointed progression, accompanied by unbalanced and insufficient supply and cultivation of teaching staff [5]. Teacher training systems lack targeted design and practical effectiveness [6]. Mechanisms covering entry screening, dismissal, assessment and incentives remain incomplete, failing to fully stimulate internal motivation among IPT teachers [7]. These drawbacks hinder the full realization of IPT education's moral cultivation function and impose higher standards on the construction of high-quality IPT teaching teams in the New Era.

Scholars have produced abundant research on IPT teacher development. Existing studies include systematic textual analysis of relevant policies [3], empirical investigations into the status quo and dilemmas of team construction [7], and in-depth discussions on specific domains such as teacher competency upgrading, training system design, and cross-stage integrated development [6]. These outcomes lay a solid theoretical and practical foundation for this paper. Nevertheless, there remains room for further systematic and targeted research that aligns with newly released policy guidelines and focuses on high-quality IPT teacher development in the New Era.

Against this backdrop, grounded in the national strategy of building an education powerhouse, closely following up-to-date policy orientations, and combining established research with field survey data, this paper systematically unpacks the core connotations and realistic predicaments of high-quality IPT teacher development, and explores feasible construction pathways. It aims to deliver theoretical references and practical strategies for advancing high-quality growth of IPT teaching teams, improving the efficacy of moral education via IPT courses, and fully implementing the fundamental task of fostering virtue through education.

2. INTRINSIC CONNOTATIONS AND VALUE IMPLICATIONS OF CONSTRUCTING HIGH-QUALITY IPT TEACHING TEAMS IN THE NEW ERA

2.1. Core Connotations of High-Quality IPT Teaching Teams in the New Era

The construction of high-quality IPT teaching teams in the New Era is far more than simple quantitative expansion. Centered on the pursuit of "high quality", it targets comprehensive advancement of teachers' political literacy, professional competence, ethics, and educational

dedication, striving to build a professional cohort defined by six benchmarks: strong political stance, profound educational devotion, innovative thinking, broad vision, rigorous self-discipline, and upright personality [7]. Drawing on national top-level policies, the normative requirements of the Spirit of Educators, and mature academic consensus, this paper divides the core connotations of high-quality IPT teachers into three progressive dimensions: political grounding, professional expertise, and ethical integrity.

2.1.1. Firm Political Literacy: The Fundamental Prerequisite

As disseminators of the CPC's innovative theories and guides of young people's ideals and beliefs, IPT teachers must possess unwavering political resolve and systematic theoretical expertise—an indispensable attribute distinguishing IPT instructors from teachers of other disciplines. General Secretary Xi Jinping set a rigid standard for IPT teachers, mandating “political strength”. All educators must uphold the correct political orientation, deeply grasp the decisive significance of the “Two Establishments”, strengthen the Four Consciousnesses, bolster the Four-Sphere Confidence, and uphold the Two Maintenances, and apply Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era to daily teaching practice [8]. IPT teachers must continuously track theoretical innovations emerging after the 20th CPC National Congress, integrate new judgments and strategic deployments into classroom instruction, and synchronize theoretical learning with curriculum delivery [1].

Furthermore, teachers must maintain sharp political judgment to identify and resist erroneous social ideological trends. Relying on classroom teaching, they guide young people to establish scientific worldviews, outlooks on life, and values, fulfilling the core mission of cultivating talents for the Party and the country [9]. Survey data reveal that some teachers engage in superficial theoretical learning and lack the capacity to translate academic theories into accessible narratives aligned with young people's cognitive rules, highlighting the urgency of reinforcing political literacy cultivation [7].

2.1.2. Sound Professional Competence: The Core Support

Professional competence constitutes the basis for IPT teachers to deliver effective moral education, encompassing four core capacities: theoretical research, classroom instruction, practical education, and digital teaching. Contemporary youth grow up in a fully digital environment, rendering traditional one-way lecture-based pedagogy inadequate for moral education demands. Teachers must master educational laws, innovate instructional carriers, and leverage case studies, social practice, and digital resources to enliven abstract theoretical content [11].

IPT courses integrate theoretical depth and practical value. University IPT teachers need to strengthen research capabilities in Marxism theory, while primary and secondary school teachers focus on classroom moral cultivation, and vocational college teachers develop dual-qualified practical capabilities. Sustained transformation of teaching research outcomes helps boost classroom appeal [6]. Two problematic tendencies impair educational effectiveness: overemphasis on theoretical recitation while ignoring pedagogical innovation, or blind pursuit of novel teaching forms detached from theoretical core logic, both leading to disconnection between political guidance and professional instruction [9].

2.1.3. Noble Ethics and Deep Educational Dedication: The Inherent Foundation

Guided by the Spirit of Educators, teachers' ethics and educational devotion form the moral bedrock of high-quality IPT instructors. “Words serve as models, deeds as standards” represents the basic norm for IPT teachers, whose words and personalities subtly shape young people's value choices [2]. Profound educational dedication manifests in lofty commitment to national rejuvenation and sincere care for young learners. Teachers are expected to embrace the grand mission of national revitalization, treat all students equally, tailor instruction to individual aptitudes, and proactively resolve students' ideological confusions. Meanwhile, they must uphold strict self-regulation, maintain consistency between words and deeds, and practice upright education, delivering subtle value guidance through

positive personal charisma [14]. Lack of ethical standards or weak educational dedication directly erodes the persuasiveness of IPT courses, which necessitates lifelong cultivation of teachers' ethics as a long-term priority in team construction [7].

2.2. Value Implications of Constructing High-Quality IPT Teaching Teams in the New Era

Developing high-quality IPT teaching teams constitutes an internal requirement for fulfilling the fundamental task of fostering virtue through education, a vital driver for the connotative development of IPT education, and a core pillar for building an education powerhouse, carrying profound contemporary and practical value.

2.2.1. Facilitating the Implementation of Moral Education and Cultivating Responsible Young Generations

IPT courses shape young people's souls, lives, and identities, with teachers acting as the core vehicle for realizing moral education goals [10]. High-quality IPT teachers integrate ideal and belief education, patriotism education, and moral cultivation into all teaching links. They guide young people to consolidate lofty ideals, nurture patriotic sentiments, and cultivate refined morality, growing into capable successors tasked with national rejuvenation [1]. Amid increasingly complex growth environments and clashing social ideologies, only a high-quality cohort of IPT teachers can respond effectively to students' ideological perplexities, steer them toward sound value orientations, and guarantee full delivery of the virtue-fostering mission [9].

2.2.2. Promoting Connotative Development of IPT Education and Enhancing Instructional Quality

China's IPT education has shifted from extensive quantitative expansion to intensive connotative upgrading, whose core goal lies in improving teaching quality and educational efficacy [4]. Teachers' overall competency directly determines IPT teaching standards. High-quality IPT instructors innovate pedagogical methods and optimize curriculum content, breaking the confines of traditional teaching modes and aligning IPT education with contemporary social progress [6]. Establishing systematic training systems to upgrade teachers' professional capacities accelerates the connotative transformation of IPT education, turning IPT courses into popular, lifelong-beneficial learning experiences for students [6].

Additionally, competent IPT teachers actively adapt to pedagogical transformations driven by artificial intelligence, applying digital educational resources to innovate teaching modes and strengthen the attractiveness, infectiousness, and persuasiveness of IPT instruction [11]. This addresses persistent issues including insufficient pertinence and weak practical effects in IPT classrooms, and advances high-quality development of IPT education [4].

2.2.3. Underpinning the Strategy of Building an Education Powerhouse with Talent Support

The core objective of building an education powerhouse is cultivating high-caliber talents, and IPT teacher development forms an indispensable component of this national strategy [2]. Beyond formal IPT teaching, IPT teachers lead campus ideological education and cultural construction, whose competency shapes the overall educational quality and school-running standards of educational institutions [12]. The Opinions on Promoting the Spirit of Educators and Strengthening the Development of High-Quality Professional Teaching Teams in the New Era explicitly positions IPT teacher development as a key initiative serving the education powerhouse strategy [2].

Developing high-quality IPT teachers drives overall competency improvement of school faculty, optimizes comprehensive moral education systems, and cultivates morally sound and capable builders and successors for the education powerhouse strategy [12]. Furthermore, integrated development of

IPT teachers across primary, secondary, vocational and higher education connects segmented educational chains and generates collaborative educational synergy, consolidating the ideological and moral education foundation for building an education powerhouse [5].

2.2.4. Promoting the Spirit of Educators and Cultivating a Society-Wide Ethos of Respecting Teachers

The construction of high-quality IPT teaching teams guided by the Spirit of Educators fully demonstrates the responsibilities and missions of IPT teachers, showcasing the positive demeanor of educators in the New Era [2]. The Spirit of Educators encompasses six dimensions: lofty ideals rooted in national interests and sincere devotion to the country; moral integrity that sets verbal and behavioral standards; educational wisdom to enlighten minds and teach students in accordance with their aptitude; rigorous attitudes of diligent learning, truth-seeking and innovative practice; benevolent hearts of loving teaching and sacrificing selflessly for students; and a pursuit of cultural communication with a global vision. These dimensions align perfectly with the professional requirements of IPT teachers [2].

Cultivating high-quality IPT teachers leverages exemplary role models to inspire the broader teaching community, fostering a society-wide atmosphere of respecting teachers and valuing education, and stimulating educators' enthusiasm, initiative, and creativity in educational undertakings, gathering powerful momentum for educational development in the New Era [3].

3. REALISTIC PREDICAMENTS IN CONSTRUCTING HIGH-QUALITY IPT TEACHING TEAMS

Boosted by policy guidance and practical advancement, remarkable progress has been achieved in the scale, structural optimization, and overall literacy of China's IPT teaching teams. Nevertheless, aligned with updated policy requirements and field survey results, prominent bottlenecks still constrain the development of high-quality IPT teachers. To visualize segmented challenges across educational stages, this study conducted stratified questionnaire surveys targeting IPT teachers in universities, vocational colleges, primary and secondary schools within a regional scope. A total of 230 questionnaires were distributed, and 216 valid responses were retrieved, yielding an effective response rate of 93.9%. Samples cover teachers with varying teaching seniority and urban-rural work backgrounds, with statistical analysis conducted across five dimensions: team structure, competency development, cross-stage collaborative integration, training effectiveness, and assessment incentives. Table 1 presents the basic demographic structure of survey respondents.

Table 1. Demographic Distribution of Surveyed IPT Teachers by Educational Stage

Educational Stage	Sample Size	Proportion	Full-Time Teacher Ratio	Majored in Ideology & Politics Ratio	Teachers under 35 Years Old Ratio
University	72	33.33%	96.2%	91.7%	45.8%
Vocational College	63	29.17%	41.3%	28.6%	68.3%
Primary & Secondary School	81	37.50%	65.4%	52.3%	59.3%
Total	216	100%	68.5%	58.3%	56.5%

Table 1 clearly reveals tiered gaps among teachers across three educational stages: full-time staffing and professional matching ratios follow a descending order: Universities > Primary & Secondary Schools > Vocational Colleges. In contrast, the proportion of young teachers under 35 exhibits a reverse ascending trend: Vocational Colleges > Primary & Secondary Schools > Universities. Such structural disparities in teaching staff create imbalanced development of comprehensive competencies, forming fundamental barriers to cross-stage integrated collaboration, training implementation, and institutional optimization.

3.1. Insufficient Coordinated Advancement of Political Literacy and Professional Competence

Political literacy and professional competence are two core mutually complementary attributes of IPT teachers, yet most instructors across all educational stages fail to advance both dimensions synchronously, leaving their comprehensive competency unable to meet contemporary teaching demands [7]. Stratified data from Table 1 demonstrate distinct tiered gaps in political grounding and professional capabilities across stages.

3.1.1. Tiered Disparities in Political Literacy: Prominent Shortfalls in Basic Education and Vocational Education

University IPT teachers possess the most solid political foundations. 96.2% of university respondents hold full-time positions, and 91.7% majored in ideological and political disciplines, receiving systematic training in Marxist theories and equipping them with profound theoretical foundations and robust capacity to interpret the CPC's innovative theories. Meanwhile, only 45.8% of university teachers are under 35, with a larger cohort of experienced mid-career teachers boasting richer political training and teaching experience.

Primary and secondary school IPT teachers demonstrate moderate political literacy with structural deficiencies. Only 65.4% of primary and secondary respondents are full-time IPT instructors, and merely half (52.3%) hold relevant academic majors; a considerable number of IPT courses are taught by cross-disciplinary teachers or homeroom teachers. Young teachers under 35 account for 59.3% of primary and secondary IPT staff, a higher proportion than universities. Many young teachers receive fragmented theoretical training and lack systematic mastery of the CPC's innovative theories.

Vocational college IPT teachers face the most severe deficits in political literacy. Only 41.3% of vocational college respondents are full-time IPT instructors, and a mere 28.6% hold ideological and political majors. Over 70% of IPT courses are delivered by student counselors, administrative staff, or teachers transferred from other disciplines without systematic professional training in ideological education. As many as 68.3% of vocational college IPT teachers are under 35. While the team features youthful vitality, most instructors lack systematic ideological training, resulting in weak theoretical foundations and limited capacity to accurately interpret the CPC's innovative theories [1].

Overall, primary, secondary and vocational college IPT teams exhibit far weaker political grounding compared with university counterparts. Partial teachers lack firm political resolve and effective countermeasures against erroneous ideological trends, failing to uphold the political stance of IPT courses [7]. Strict political entry screening and regular political cultivation constitute top priorities for IPT team development in basic and vocational education sectors [7].

3.1.2. Differentiated Deficiencies in Professional Competence and Weak Integration Between Political and Professional Training

(1) Pedagogical Model Deficiencies

Across all educational stages, traditional monotonous teaching methodologies prevail, with insufficient innovative awareness to adapt to AI-driven pedagogical transformations and age-specific cognitive characteristics of students [11]. University teachers over-rely on theoretical lectures with

limited application of digital teaching tools; primary and secondary school teachers prioritize knowledge cramming with inadequate interactive and life-oriented instructional design; vocational college teachers focus on classroom lectures without integrating vocational scenarios and workplace practice.

(2) Teaching and Research Capacity Gaps

University teachers enjoy abundant research platforms and project resources yet tend to prioritize academic research over translating research outcomes into classroom practice. Primary, secondary, and vocational college teachers suffer from scarce research support, lacking in-depth research on IPT teaching laws and pedagogical innovations, and struggle to convert research discoveries into tangible instructional improvements [6]. Vocational college IPT teachers in particular receive minimal research training and exhibit weak research capabilities.

(3) Deficiencies in Practical Moral Education

Each educational stage faces unique practical education bottlenecks. University practical teaching overemphasizes theoretical surveys with insufficient links to industrial sectors; primary and secondary schools deliver life-oriented moral education without systematic practical teaching carriers; vocational colleges are supposed to highlight vocational practice, yet most IPT teachers lack frontline corporate experience and dual-qualified credentials, hindering organic integration of vocational characteristics and IPT instruction [13].

Furthermore, disconnection between political literacy and professional competence permeates all stages: some teachers prioritize theoretical indoctrination while neglecting practical teaching, while others pursue superficial pedagogical innovation without solid theoretical guidance. The failure to coordinate both dimensions undermines the overall effectiveness of IPT moral education [9].

3.2. Fragmented Cross-Stage Integrated Development of IPT Teaching Teams and Weak Collaborative Synergy

Integrated development of IPT education across primary, secondary, vocational and higher education represents a core strategic direction for contemporary IPT construction, with cross-stage IPT teacher teams as its central component [5]. Despite incremental progress in integrated development, persistent barriers separate university, vocational, primary and secondary IPT teachers, resulting in fragmented coordination and limited collaborative efficacy. Table 2 summarizes survey statistics on teachers' participation in cross-stage collaborative activities.

Table 2. Participation of IPT Teachers in Cross-Stage Integrated Collaborative Construction

Type of Collaborative Activity	Regular Participation	Occasional Participation	No Participation
Cross-Stage Collective Lesson Planning	12.04%	26.39%	61.57%
Joint Cross-Stage Research Projects	8.33%	22.69%	68.98%
Cross-Stage Teacher Rotation & Exchange	4.17%	17.13%	78.70%

Survey data indicate that over 60% of teachers have never joined cross-stage collective lesson planning, nearly 70% have not participated in joint cross-stage research projects, and less than 5% take part in cross-stage teacher rotation, fully demonstrating unbroken silos between educational stages and underdeveloped collaborative mechanisms for integrated IPT development.

3.2.1. Unbalanced and Insufficient Supply & Cultivation of Teaching Staff with Tiered Gaps

University IPT teams feature relatively mature development systems, while primary, secondary and vocational college IPT teams suffer from staffing shortages and unreasonable structural layouts. Vocational college IPT teachers exhibit the lowest professionalization levels, with large cohorts of part-time instructors lacking systematic ideological education training [14]. Regional disparities also persist between urban/rural and eastern/central/western regions: rural and underdeveloped primary, secondary and vocational schools face severe shortages of qualified IPT teachers whose literacy fails to meet instructional demands [5]. Uneven staffing supply constitutes a fundamental constraint on cross-stage integrated development [5].

3.2.2. Deficient Communication Mechanisms and Absent Cross-Stage Linkages

No regular exchange platforms connect IPT teachers across educational stages. Instructors from different stages lack effective alignment on educational objectives, curriculum content, and pedagogical approaches, leading to redundant or disjointed IPT teaching content across age groups [12]. Linkages between universities and vocational colleges remain particularly weak: universities' theoretical strengths and vocational colleges' practical advantages fail to complement each other, and vocational IPT education lacks progressive logical alignment with university-level IPT instruction. Connections between primary/secondary schools and higher/vocational education remain superficial, failing to form a continuous educational chain [5].

3.2.3. Imperfect Integrated Cultivation Mechanisms and Lack of Incentive & Restraint Policies

Current IPT teacher training is segmented by educational stage, without unified cross-stage training systems covering primary to tertiary education. Training content fails to align with differentiated instructional demands across stages, resulting in limited pertinence and effectiveness [6]. Additionally, no cross-stage assessment and incentive systems reward teachers' contributions to integrated development; participation in cross-stage collaborative work is not incorporated into professional title evaluation or merit appraisal, eliminating motivational drivers for teacher engagement [14].

3.3. Defective Teacher Training Systems with Weak Targeted Design and Limited Practical Effectiveness

Teacher training constitutes a vital channel to upgrade IPT teachers' comprehensive competency, yet existing training frameworks contain multiple flaws that fail to satisfy tiered developmental demands of instructors across educational stages [6]. Table 3 presents survey statistics on current IPT training conditions.

Data show that 57.41% of teachers receive zero cross-stage integrated training per year, and nearly half identify disconnection between training content and real classroom practice as the most severe flaw, confirming inadequate targeted design and weak practical effects of existing training systems, with distinct pain points across educational stages.

Table 3. Survey Statistics on IPT Teacher Training Status

Survey Dimension	Options	Number of Respondents	Proportion
Annual Cross-Stage Integrated Training Frequency	0 times	124	57.41%
	1 time	76	35.19%
	≥2 times	16	7.41%
Most Prominent Training Deficiency	Content Detached from Practical Teaching	98	45.37%
	Monotonous Lecture-Based Format	75	34.72%
	Insufficient Digital Teaching Practical Modules	43	19.91%

3.3.1. Vague Training Objectives and Lack of Tiered Targeted Design

Many training programs adopt one-size-fits-all universal curricula without differentiated design based on educational stage, teaching seniority, or academic background of participants. Training content is disconnected from real classroom challenges, failing to resolve practical instructional dilemmas [6]. Modern IPT training should establish three coordinated upgrading objectives: political literacy, educational dedication, and professional competence, building tiered classified training systems [6]. However, specialized training targeting vocational college dual-qualified instructors, professional capacity programs for primary/secondary teachers, and digital innovation training for university teachers remain severely under-supplied.

3.3.2. Incomplete and Outdated Training Content

Most training curricula center on traditional political theoretical knowledge, with insufficient coverage of AI-driven pedagogical technologies, innovative teaching methodologies, and practical education capacity building. Timely updates incorporating the CPC's latest theoretical innovations are absent [11]. Vocational college training lacks modules on industrial practice and workplace moral integration; primary and secondary training neglects adolescent psychology and moral activity design; university training fails to deliver cross-disciplinary integration and digital ideological education content, misaligning training with institution-specific instructional demands [13].

3.3.3. Monotonous Training Formats and Limited Practical Impact

Traditional centralized lectures dominate existing training programs, with scarce diversified formats including case studies, field practice, and interactive seminars that stimulate teacher engagement [6]. Moreover, no long-term follow-up evaluation mechanisms track training outcomes; assessment of training efficacy remains superficial, failing to ensure the translation of learned knowledge into practical classroom capabilities [3].

3.3.4. Fragmented Training Resources and Weak Collaborative Synergy

Training stakeholders including universities, research institutes, local education authorities, and enterprises operate in isolation with fragmented resource pools, unable to generate unified cultivation synergy [2]. External practical training bases remain underdeveloped: primary and secondary teachers lack moral education practice venues, vocational college teachers have limited access to corporate practice platforms, and university teachers face barriers to grassroots research channels, hindering improvements in practical teaching capabilities [13].

3.4. Flawed Institutional Systems and Insufficient Internal Motivations for Team Development

Sound institutional frameworks provide critical safeguards for high-quality IPT teacher development, yet pervasive structural defects exist across institutional systems, varying in severity across educational stages and stifling internal developmental momentum [7]. Table 4 summarizes survey satisfaction scores (5-point scale; lower scores indicate lower satisfaction) regarding current assessment and incentive mechanisms for IPT teachers.

Table 4. Satisfaction Survey on IPT Teacher Assessment & Incentive Mechanisms (5-Point Scale)

Assessment Dimension	Average Score	Dissatisfied Respondents (Score 1–2) Ratio
Weight Allocation for Teacher Ethics Assessment	2.71	52.31%
Assessment of Teaching Quality & Moral Education Outcomes	2.43	63.43%
Policy Preference for Professional Title Promotion	2.16	71.76%
Special Research Funding & Project Support	2.28	67.13%

Average scores for title promotion incentives and research support fall below 2.3, with dissatisfaction ratios exceeding 60%, revealing inadequate incentive safeguards. Meanwhile, low scores for teaching quality and moral education outcome assessment reflect evaluation systems biased toward academic research rather than instructional practice, a bias more pronounced in vocational colleges and basic education sectors.

3.4.1. Imperfect Entry and Exit Mechanisms with Inconsistent Standards Across Stages

Entry thresholds for IPT teachers are loosely enforced in some regions and schools, recruiting instructors with mismatched academic backgrounds or inadequate political and professional competencies. Vocational colleges and primary/secondary schools impose lower entry barriers, employing large numbers of non-ideology-politics majors as IPT teachers [13]. In addition, standardized exit mechanisms are absent: instructors with poor teaching performance, inadequate comprehensive literacy, or ethical violations cannot be systematically reassigned or dismissed, deteriorating overall team quality [7]. Deficient entry-exit frameworks represent a prominent obstacle to vocational college IPT team development [13].

3.4.2. Biased Assessment Evaluation Systems with Distorted Developmental Orientations

Current IPT teacher assessment prioritizes teaching workload and academic publications, with insufficient comprehensive evaluation of political literacy, ethical conduct, classroom quality, and moral education outcomes, creating a bias toward quantity of research over quality of teaching [3]. This bias manifests differently across stages: universities overweight research metrics, while primary, secondary and vocational colleges struggle to quantify moral education effectiveness. Assessment results are weakly linked to title promotion, merit awards, and performance compensation, eroding the guiding function of evaluation systems [12].

3.4.3. Inadequate Incentive Safeguards and Weak Occupational Attractiveness

Many schools underprioritize IPT teachers, failing to deliver preferential policies for professional title promotion, career advancement, and performance compensation, limiting career development pathways for IPT instructors [6]. Vocational and basic education IPT teachers face narrower promotion channels with insufficient dedicated senior professional title quotas. Research resource allocation remains unequal: universities offer abundant research projects, while young, primary, secondary and vocational college teachers lack research funding and project access, restricting teaching research capacity growth [15]. Furthermore, inadequate emotional support for IPT teachers leads to heavy work pressure, weak professional identity, and diminished occupational commitment [16].

3.4.4. Underdeveloped Management Mechanisms and Low Standardization

Formal Schools of Marxism are widely established in universities, yet many vocational colleges and primary/secondary schools house IPT teaching research offices under generic departments such as general education or moral education divisions, lacking systematic, scientific administration of IPT teachers [13]. Regular teaching research mechanisms are incomplete, with infrequent collaborative research activities limiting peer exchange and inhibiting virtuous cycles of teaching innovation and research advancement [6].

4. OPTIMIZED PATHWAYS FOR CONSTRUCTING HIGH-QUALITY IPT TEACHING TEAMS IN THE NEW ERA

Targeting the realistic predicaments outlined above, aligned with updated national policy guidelines and existing academic findings, this study integrates problem orientation, goal orientation, and outcome orientation to construct a holistic development framework for high-quality IPT teachers, covering four dimensions: political guidance, comprehensive competency upgrading, cross-stage integrated development, and institutional refinement. Coordinated implementation of these pathways facilitates high-quality growth of IPT teaching teams.

4.1. Strengthen Political Guidance to Consolidate the Political Foundation of IPT Teachers

Political strength constitutes the primary benchmark for IPT teachers, making political guidance the core task of high-quality team construction. Consolidation of teachers' political grounding requires systematic theoretical cultivation, political training, and ethical development.

4.1.1. Deepen Theoretical Indoctrination to Upgrade Political Literacy

Establish regular theoretical learning mechanisms for IPT teachers centered on Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the spirit of the 20th CPC National Congress, and General Secretary Xi Jinping's important discourses on education. Diversify learning formats including special training, collective seminars, and independent self-study to guide teachers to fully comprehend and integrate the CPC's innovative theories into practice. Aligned with the 2026 Ministry of Education special research projects for IPT teachers, encourage instructors to conduct targeted research on integrating the CPC's innovative theories into IPT classrooms, bridging theoretical learning with teaching practice and academic innovation. Meanwhile, implement assessment mechanisms for theoretical learning outcomes, incorporating evaluation results into comprehensive teacher appraisal systems to guarantee substantive theoretical advancement.

4.1.2. Expand Political Training Platforms to Enhance Political Competence

Build multi-layered political practice platforms for IPT teachers, organizing participation in social services, volunteer activities, and red revolutionary education to help instructors perceive the practical

power of the CPC's innovative theories and strengthen political discernment and ideological guidance capacity. Encourage participation in national IPT teaching skill competitions to promote learning and capacity improvement through peer comparison, refining teachers' ability to interpret CPC theories and respond to students' ideological confusion. For young IPT teachers, launch a political mentorship program pairing novice instructors with senior teachers featuring robust political literacy and extensive teaching experience to deliver one-on-one political cultivation guidance.

4.1.3. Reinforce Teacher Ethics Development to Cultivate Upright Professional Conduct

Guided by the Spirit of Educators, embed ethics cultivation throughout the entire lifecycle of IPT teacher development, guiding instructors to uphold the moral standard of “words as models, deeds as benchmarks” and abide by ethical bottom lines. Establish a negative list for teacher ethics, implementing a one-vote veto system for any ethical violations and imposing strict disciplinary sanctions on misconduct. Launch annual selection campaigns for ethical role models and outstanding IPT teachers to leverage exemplary demonstration effects and foster an institutional culture valuing professional ethics. Meanwhile, deliver holistic emotional care to mitigate teachers' work pressure and strengthen professional identity and sense of belonging.

4.2. Prioritize Comprehensive Competency Upgrading and Build Multi-Dimensional Targeted Training Systems

Elevating teachers' integrated capabilities forms the core of high-quality team construction. Differentiated training frameworks tailored to institutional stage and instructor type must be established to deliver comprehensive, multi-level, targeted cultivation programs.

4.2.1. Clarify Tiered Training Objectives to Boost Targeted Design

Adopt a three-dimensional competency upgrading framework covering political literacy, educational dedication, and professional expertise, developing differentiated training curricula for university, primary/secondary, and vocational college IPT teachers. For university instructors, prioritize theoretical research capacity, instructional innovation, and translation of research outcomes into teaching. For primary and secondary school teachers, focus on professional specialization, classroom delivery, and moral education practice. For vocational college IPT teachers, prioritize dual-qualified credential cultivation, industrial practice capacity, and integrated vocational moral education design.

4.2.2. Optimize Training Content for Timely Theoretical and Pedagogical Updates

Integrate core training modules including the CPC's innovative theories, IPT pedagogical laws, innovative teaching methodologies, digital teaching technologies, and practical moral education capabilities, continuously incorporating the latest national theoretical and policy updates. In response to AI-driven pedagogical transformations, add specialized modules on artificial intelligence application in IPT classrooms and digital teaching resource development to strengthen teachers' innovative instructional capacity. Deliver age-stratified training content: pre-service induction training for newly recruited teachers, mid-career competency upgrading training for young and middle-aged instructors, and research innovation and demonstration leadership training for backbone teachers.

4.2.3. Innovate Training Formats to Improve Practical Effectiveness

Abandon rigid one-size-fits-all lecture training, adopting diversified interactive formats including case seminars, field practice, offline-online hybrid workshops to enhance training engagement and efficacy. Build cross-regional and cross-stage exchange platforms for classroom observation, experience sharing, and joint research to facilitate peer mutual learning. Establish long-term post-training tracking and evaluation mechanisms, assessing training outcomes through post-course assignments, classroom practice feedback, and research output presentations to ensure effective translation of training knowledge into instructional capabilities.

4.2.4. Integrate Multi-Stakeholder Training Resources to Generate Cultivation Synergy

Strengthen collaborative linkages between universities, research institutes, local education bureaus, and enterprises to integrate high-quality training resources and form unified cross-stage training systems. Expand external practical training bases, providing IPT teachers with access to corporate internships, grassroots social surveys, and red revolutionary education to upgrade practical teaching capabilities. Leverage Ministry of Education special research projects for IPT teachers to provide sustained research funding and project support, advancing instructors' teaching research proficiency.

4.3. Advance Cross-Stage Integrated IPT Teacher Development to Strengthen Collaborative Educational Synergy

Breaking silos between educational stages via integrated IPT development enables unified collaborative frameworks for IPT teachers and maximizes joint moral education efficacy.

4.3.1. Optimize Staff Allocation to Achieve Balanced Regional and Tiered Development

Increase recruitment quotas for IPT teachers in primary, secondary, vocational, rural, and underdeveloped schools, strictly enforcing national staffing standards to resolve quantitative shortages and structural imbalances. Establish cross-stage and cross-regional teacher mobility mechanisms, encouraging university IPT teachers to deliver instructional guidance at basic and vocational education institutions, while supporting primary, secondary and vocational teachers to pursue advanced training at universities for shared resource utilization. Launch systematic professional training for part-time IPT instructors to improve their specialization and gradually realize full-time staffing of IPT teaching teams.

4.3.2. Improve Regular Cross-Stage Communication Mechanisms to Streamline Tiered Alignment

Build permanent cross-stage exchange platforms for IPT teachers, organizing regular joint lesson planning, teaching seminars, and collaborative research projects to clarify tier-specific educational objectives, curriculum content, and pedagogical methodologies. This eliminates redundant teaching content or disjointed ideological progression across age groups. Establish cross-stage IPT teaching research communities to conduct joint investigations into core teaching challenges and realize shared research outcomes.

4.3.3. Build Unified Cross-Stage Cultivation Systems to Elevate Overall Team Literacy

Eliminate stage-based segmentation to design integrated cross-stage training curricula focused on tiered IPT alignment, enhancing teachers' capacity to deliver coherent ideological education across developmental stages. Develop cross-stage teacher cultivation partnerships between university Schools of Marxism and primary, secondary, and vocational colleges, implementing targeted pre-service training and in-service upgrading programs to realize integrated lifecycle cultivation of IPT teachers.

4.3.4. Establish Cross-Stage Evaluation & Incentive Systems to Stimulate Collaborative Participation

Develop unified cross-stage assessment frameworks for IPT teachers that incorporate participation in integrated development initiatives into comprehensive performance evaluation, directly linking assessment outcomes to professional title promotion and merit recognition. Introduce dedicated incentive rewards for teachers with outstanding contributions to cross-stage integrated IPT construction, mobilizing active participation in collaborative moral education initiatives.

4.4. Refine Institutional Frameworks to Stimulate Internal Developmental Momentum

Comprehensive institutional reforms covering entry-exit screening, assessment evaluation, incentive safeguards, and administrative services unlock endogenous motivation for IPT teacher team development.

4.4.1. Perfect Entry and Exit Mechanisms to Strictly Control Team Quality

Enforce rigorous entry standards for IPT teachers, prioritizing political literacy, ideological-political academic backgrounds, and professional competence as core recruitment criteria, implementing mandatory pre-employment examinations and induction training for all new recruits. Formulate differentiated entry thresholds tailored to institutional stage, with dual-qualified credentials as a core requirement for vocational college IPT teachers. Establish standardized exit protocols for underperforming instructors: teachers with persistent poor teaching outcomes, insufficient comprehensive literacy, or confirmed ethical violations shall be reassigned or dismissed to purify the overall teaching cohort.

4.4.2. Optimize Assessment Evaluation Systems to Establish Positive Developmental Orientations

Construct a five-dimensional comprehensive assessment framework evaluating political literacy, teacher ethics, classroom quality, academic research, and moral education outcomes, reversing the biased evaluation tendency prioritizing research output over instructional practice and centering classroom performance and student moral growth as core assessment indicators. Design differentiated assessment metrics aligned with institutional stage and job responsibilities to strengthen evaluation pertinence and scientific validity. Adopt multi-stakeholder evaluation combining student feedback, peer review, administrative assessment, and social feedback to guarantee objective, impartial evaluation results. Strengthen result utilization by directly linking assessment outcomes to title promotion, merit awards, performance compensation, and career advancement to maximize the incentive and restraining functions of evaluation systems.

4.4.3. Enhance Incentive Safeguards to Boost Occupational Attractiveness

Implement targeted preferential policies for IPT teachers in title promotion and career advancement, expanding quotas for senior professional titles reserved exclusively for IPT instructors. Optimize performance compensation distribution mechanisms, raising baseline salary levels for IPT teachers and weighting performance payments based on teaching workload, research output, and moral education achievements to reward high-quality work. Scale up research support by establishing dedicated special research funds for IPT teachers, providing sustained project and financial backing for young instructors to advance teaching research capabilities. Deliver systematic emotional support including psychological counseling services to mitigate occupational pressure and strengthen IPT teachers' professional identity and sense of belonging.

4.4.4. Standardize Administrative Service Mechanisms to Improve Team Governance

Formalize the establishment of Schools of Marxism and specialized IPT teaching research divisions, clarifying institutional responsibilities for IPT teacher administration and enabling systematic, scientific team governance. Launch permanent regular teaching research mechanisms to build consistent platforms for peer exchange and instructional capacity upgrading. Advance digitalization of IPT teacher administration, developing integrated online platforms for training management, assessment evaluation, and research communication to streamline administrative service efficiency.

5. CONCLUSION AND OUTLOOK

Constructing high-quality IPT teaching teams in the New Era constitutes a systematic, strategic undertaking that underpins the delivery of moral education, connotative IPT development, and the national strategy of building an education powerhouse. Since the New Era, a series of top-level national policy documents have delineated clear developmental pathways for IPT teachers, driving historic progress in team construction. Nevertheless, persistent bottlenecks remain: insufficient coordinated advancement of political and professional literacy, fragmented cross-stage integrated development, defective training systems, and incomplete institutional frameworks.

Supported by updated national policy guidelines, existing academic research, and regional questionnaire survey data, this paper proposes four interrelated, coordinated optimization pathways to resolve current developmental bottlenecks: strengthening political guidance to consolidate teachers' political grounding; building comprehensive tiered training systems to boost integrated competency; advancing cross-stage integrated IPT teacher development to maximize collaborative moral education synergy; and refining institutional frameworks to unlock endogenous developmental momentum. Coordinated implementation of these strategies drives high-quality advancement of IPT teaching teams, delivers robust talent support for ideological and moral education, and fully realizes the fundamental mission of fostering virtue through education.

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