

# **New Era Primary and Secondary School Excellent Teacher Training Standard Evaluation**

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**Abstract:** Education is the cornerstone of national revitalization and rejuvenation. The sustainable development of a country needs high-quality talents, and high-quality talents need high-quality excellent teachers. The construction of excellent teachers in primary and secondary schools has become a global consensus. On the basis of defining the connotation of excellent teachers, the paper analyzes the standard of excellent teachers in domestic and foreign middle and primary schools, and puts forward the standard of excellent teachers in Chinese middle and primary schools in a new era. First, we must have the heavy educational feelings and advanced educational ideas for education. Secondly, a high sense of professional responsibility. Thirdly, profound theory and profound knowledge as well as philosophical thinking. Finally, life-long learning and excellent teaching ability. The most important and core function of schools is to promote the all-round development of students and improve their comprehensive literacy.

**Keywords:** Excellent Teachers in Primary and Secondary Schools; Teacher Connotation; Training Mode; Excellent Teacher Standard; Cultivation Path

## **1. Introduction**

### **1.1 The Implementation of the "Excellent Teacher" Program is the Future Development Trend**

Improving the comprehensive quality of teachers and promoting the balanced development of education is one of the important issues that western developed countries have been carrying out consistently. In 1987, the United States has made clear the

connotation and standard of "excellent teacher". In 1996, the United States further elaborated the method of cultivating excellent teachers in primary and secondary schools, and launched the "Excellent Teacher Cultivation Program" in various colleges and universities in practice, and gradually improved it and gradually built the trinity cultivation model of UGS (university, government and society cooperation), which greatly promoted the improvement of the education level in the United States [1]. In 1988, the British government promulgated the Education Reform Act. Taking this as an opportunity, the British government formulated the Excellent Teacher Plan in 2006. On the basis of this plan, the UK implemented the primary and secondary school Teacher Excellence Project using the "school as a platform". In 2011, the British government successively promulgated the Plan for Training the Next Generation of Excellent Teachers and the Standard for Outstanding Teachers. Since then, the standards and measures for excellent teachers in primary and secondary schools in the UK have become more perfect and produced better effects [2]. In 1999, in order to improve the professional skills and professional sustainable development of primary and secondary school teachers, Australia issued the "21st Century Teacher" excellent Teacher action Plan, which proposed the standards of excellent teachers in primary and secondary schools. After more than ten years of practice and improvement, it has achieved remarkable results [3]. In 2012, Germany introduced an "Excellent Teacher" education plan for primary and secondary school teachers, whose criteria are mainly reflected in the acquisition of professional knowledge and the improvement of teachers' teaching skills. Its main points are: to promote

the integration of theory and practice; Strengthen academic guidance and guidance; And lead teachers to develop diversity and be more open [4].

### **1.2 Put Forward and Vigorously Promote the "Excellent Teacher" Plan**

Since the founding of New China, especially after the reform and opening up, China has continuously improved the teacher training system in educational practice, vigorously promoted institutional innovation in all aspects of teacher education, and constantly improved the quality of teachers. In 1999, in order to catch up with the trend of excellent teacher training launched by all countries in the world, especially developed countries, the Ministry of Education formulated the Action Plan for the Revitalization of Education for the 21st Century, which started a new journey to promote the professional development and improve the quality of teachers in China. In 2010, the Ministry of Education also formulated the Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) and the Outline of the Plan for Training Excellent Teachers in normal Universities. The "Excellent Teacher Training Plan" (including excellent teachers in primary and secondary schools) was put forward. At this time, our country's excellent teachers formally proposed and established. In order to make the excellent teacher plan continue to promote and produce effective results, in 2014, the Ministry of Education formulated and promulgated the Opinions on the Implementation of the Excellent Teacher Training Plan, which proposed to further promote the excellent teacher training action, deepen the reform of normal college curriculum, teachers, quality evaluation and training methods, and cultivate the four standards of good teachers, namely, four good teachers: There are moral sentiments, ideals and beliefs, solid knowledge, and benevolence. In January 2018, relevant departments of the state issued the Opinions on Comprehensively Deepening the reform of the Construction of Teachers in the New Era, which pointed out that China should vigorously develop teacher education and improve the quality of teachers. Taking this opportunity, the Ministry of Education and the five departments jointly issued the Action Plan

for the Revitalization of Teacher Education (2018-2022), proposing to vigorously promote the "excellent teacher training plan", build first-class normal majors and normal colleges, promote the reform of normal education mode, and cultivate a large number of excellent teachers in primary and secondary schools. Based on this, in September 2018, the Ministry of Education formulated and issued the Opinions on the Implementation of the Excellent Teacher Training Plan 2.0, which further detailed the important measures and goals for the cultivation of excellent teachers in primary and secondary schools, and put forward relevant safeguard measures and mechanisms.

### **2. Connotation Interpretation of Excellent Teachers**

There are three common explanations for excellence in English: accomplished, excellent and outstanding. Its specific interpretation is as follows: having considerable talent and skill, of a very high quality or standard, excellent and superior to others in the same group or category.

Excellence also has a different interpretation in our country, "Shuowen Jiezi" pointed out: Zhuo, high; The more, the degree." According to this definition, "excellence" means above and beyond the average, at a very high level. According to Xinhua Dictionary, "Zhuo" means "extraordinary" and "superb". "Yue" means "to surpass and leapfrog." The combination of the two is interpreted as: outstanding, beyond the general level.

The term "excellent teacher", with a strong sense of The Times, is an evolving concept. In the 1970s, two foreign scholars, John G and Krup-ka, first mentioned the term "Excellent teacher" in their cooperative monograph "Evaluation Report on Teachers and Students" [5]. The National Teaching Professional Standards Committee (PTS) in the United States proposed that excellent teachers have five characteristics: excellent teachers respect students and serve students' development; Proficient in knowledge and teaching methods; Evaluate the learning effect and give feedback in time; Rethinking, practice frequently; Attach importance to cooperation and form a joint force to promote students' learning and development [6]. Experts in Australia have proposed that excellent teachers should be

proficient in professional knowledge and have a good understanding of learning; In professional practice, they can not only plan and implement efficient teaching, but also create a safe and good learning environment, and conduct timely and accurate evaluation of students; In terms of professional development, actively carry out career planning and carry out friendly cooperation with colleagues and parents [7]. Chinese experts and scholars also put forward their own definition of the connotation of excellent teachers according to their own understanding. Quan Peipei [8] proposed that those who have good professional ethics, extensive basic knowledge of arts and sciences, scientific and cultural knowledge, strong teaching skills, good awareness of teaching innovation, etc., are outstanding in all aspects and can promote the all-round development of students' morality, intelligence and physical beauty in future education and teaching are called excellent teachers [9]. Scholar Zhou Qianjin pointed out that the so-called excellent teachers refer to those who have noble moral accomplishment, clear value orientation, skilled teaching ability, scientific organization and management ability and professional development ability [10]. Scholar Qi Zhanyong pointed out that: Excellent teachers who can carry out innovative and outstanding educational activities should be the combination of research-oriented teachers, scholars, expert teachers, charismatic teachers and personalized teachers in the deep background. They have basic qualities such as personality model, sound concept of democracy and legal system, strong sense of innovation, good research ability, deep cultural heritage and complete knowledge structure [11]. Based on the domestic concept of excellent teachers, the author believes that excellent teachers should be excellent teachers with superior comprehensive literacy and outstanding ability in education and teaching practice.

### **3. Current Situation of International and Domestic Research on the Standard of Excellent Teachers in Primary and Secondary Schools**

#### **3.1 Standards for Excellent Teachers in Primary and Secondary Schools in Western Developed Countries**

For the standards of excellent teachers in primary and secondary schools, Western developed countries have put forward a series of reference standards. For example, the standards of excellent teachers in primary and secondary schools in the United States are mainly evaluated from five aspects: (1) focusing on students and their learning; (2) to understand the knowledge of subject and subject teaching; (3) Manage and monitor student learning; (4) thinking and learning in the teaching practice system; And (5) become a member of the learning community " [12]. Canada has proposed four criteria: (1) Full commitment to teaching and learning. Teachers have a high passion for their work and devote themselves to teaching without distractions. At the same time, teachers can take the initiative to set aside some time for students to think independently about what they have learned, digest and understand the knowledge. (2) Fully educated, knowledgeable, wise and accessible. In order to achieve education and teaching, teachers must have profound knowledge, be able to realize the connection between teaching and life, can effectively solve the problems encountered by students, and promote their own knowledge and experience in teaching to play a maximum role. (3) Teachers are good at stimulating students' interest, guiding students to take the initiative and actively participate in learning, and are the leaders and initiators of learning. Interest is the best motivation for students to learn. Teachers are good at guiding students to participate in group cooperative learning, enhance their interest in learning, and improve their participation in knowledge generation. (4) Good at communication and care for students. Excellent teachers should have excellent teaching art and teaching methods, and be able to transform teaching content into content that students can easily understand, and guide students to learn and grasp knowledge. The British standards for excellent teachers in primary and secondary schools include three aspects and 16 specific indicators: (1) Professional quality -- dealing with teacher-student relationship, cooperative communication ability, compliance with rules, personal career development, etc. (2) Professional knowledge and understanding: teaching skills and strategies, curriculum and subjects, assessment and supervision, health

and well-being, learning achievement, information and communication technology, etc. (3) Professional skills: teaching plan, teaching feedback, teaching summary, shaping of teaching environment, having a good spirit of cooperation.

### **3.2 China's Primary and Secondary School Teacher Excellence Standards**

Hong Kong, China's Special Administrative region, has formulated four standards for excellent teachers in primary and secondary schools, which are as follows: (1) Innovative or novel and tested by practice can effectively enhance students' learning motivation and enable students to achieve good learning results; Or quoting and promoting advanced cases from other regions to suit the local reality (student-based or school-based), guiding students to achieve good results in learning (2) reconstruct new ideas and thinking frameworks, and be able to reflect and give feedback in time. (3) Be able to provide inspiring ideas and willing to analyze with peers, and constantly provide their own educational literacy; (4) can guide students to achieve their learning goals [13]. At the same time, the Hong Kong Education Bureau has proposed that excellent teachers must have good professional qualities: such as caring for students, caring for students, professional spiritual pursuit (to make an outstanding contribution to the professional growth of teachers and the community). Chinese scholars have discussed the core standards of excellent teachers and put forward different views. For example, Li Qiong et al proposed that the standards of excellence for primary and secondary school teachers should include three aspects: (1) teaching organization and management (2) subject teaching knowledge (3) teaching reflection and research. Wang Zhiguang put forward three criteria for excellent teachers in primary and secondary schools: (1) the ability to deeply comprehend, understand and practice the essence of education (2) the ability to conduct independent educational research (3) the extraordinary personality charm. According to Huang Lu and Liu Jianyin, there are five criteria for excellent teachers in primary and secondary schools: (1) strong career motivation, (2) advanced educational ideas, (3) unique personal charm, (4) flexible teaching

behavior, and (5) efficient student management. According to Zhou Chunliang and Qi Yeguo, the criteria for excellent teachers in primary and secondary schools include four aspects: (1) personality characteristics such as stability, maturity and strong sense of responsibility; (2) fully affirming the principal position of students and always adhering to the position of education; (3) perfect knowledge structure; and (4) professional characteristics such as career preference. Chen Lixin put forward four criteria for excellent teachers in primary and secondary schools: (1) firm educational belief (2) advanced educational thought (3) solid professional skills (4) excellent personal characteristics. According to Yang Xiao and Cui Dekun, there are six criteria for excellent teachers: (1) exceptional personality charm (2) strong motivation for achievement (3) reasonable organization of educational resources (4) thorough knowledge of disciplines and teaching methods (5) Monitoring students with care and respect as the premise (6) Creating an efficient classroom of interactive inquiry [14]. According to Long Baoxin, the criteria for excellent teachers include five aspects: (1) profound professional emotion (2) specialized professional knowledge structure (3) sensitive problem awareness (4) original educational action schema (5) astute situational wisdom. Looking at the standards of many excellent teachers at home and abroad, they have emphasized and highlighted the professional knowledge, professional ability and professional spirit of excellent teachers, and proposed that teachers should have excellent comprehensive quality, reflect the student-centered concept, and promote the sustainable development of students. However, due to different perspectives and national conditions, the standards of excellent teachers differ in some details. For example, the standards of excellent teachers in primary and secondary schools abroad not only emphasize the development of teachers, but also pay more attention to the development of students and society (community), which is a three-dimensional unified three-dimensional development process. However, the standards for excellent teachers in primary and secondary schools in China emphasize more on the collaborative development of teachers and students, and less on the cooperation of



teachers' groups. The emphasis on the diversified development of students and the contribution of education to social development is not enough, and the inclusive aspects still need to be extended [15].

#### **4. Standards for Excellent Teachers in Primary and Secondary Schools**

According to the research results at home and abroad, the author tries to put forward the standards of excellent teachers in primary and secondary schools in China. The specific standards are as follows:

##### **4.1 Profound Educational Feelings and Advanced Educational Concepts**

###### **4.1.1 Profound educational feelings**

The purpose of life is difficult to achieve completely, but struggle is an important way to achieve the goal. Education has the good attribute and value of upward, to the good and to the truth. To be upward, to be good and to seek truth are the values and educational feelings of excellent teachers in primary and secondary schools. In the process of inspiring all students to go up, to be good and to seek truth, they also constantly realize their educational ideals and feelings, reflecting the rich connotation of upward, to be good and to seek truth, and meeting the needs of students' growth and success. In the whole career of excellent teachers in primary and secondary schools, it is a process of constantly transcending and reshaping themselves, which is a circular and gradual development process, and another qualitative change process from a low stage to a higher stage. The driving force of this kind of qualitative change is their strong feelings for education, which is also called educational belief. The so-called educational feelings are the spiritual power that supports their continuous action and continuous change. It is not only a spiritual force, but also a practical force in real action. Educational feelings support the excellent teachers in primary and secondary schools, no matter what kind of difficulties and hardships they encounter, they always keep the original intention of education, and constantly pursue their own spiritual transcendence and self-improvement. At the same time, as a kind of vision and mission for education, they actively devote themselves to teaching with great enthusiasm and achieve their own

brilliant life [16].

###### **4.1.2 Advanced educational concepts**

Educational concept refers to the ideas and rational beliefs about education formed by teachers on the basis of their understanding of the nature of educational work. The idea guides the action, is also the forerunner of the action. The excellent teachers in primary and secondary schools constantly advance with The Times, master the advanced education concept, and take it as the compass, and constantly turn it into action and practice it. The spring breeze turns into rain and moistens the hearts of students. Its outstanding representation is love students, give all their love to the students, the achievement of the students. Love is the starting point of educational work, is the power of educational work, but also the source of educational wisdom. Ding Youkuan, a special grade Chinese teacher in primary school, has his own unique understanding of students' love. He has long upheld the educational philosophy that "there is no education without love" and believes that teachers' "love is the root of education". Because these excellent teachers have selfless love for students, and let the love warm to every student, they really are doing selfless dedication to the students, care and care. At the same time, they also recognize and practice the concept of "student-oriented" education and teaching. In their eyes, students are not poor students, they are a fresh life, all need to be loved by people, are a development, can create an individual. They respect the individual differences of students, are good at finding the advantages of students, and continue to magnify and encourage, to provide students with sustainable development of positive energy, encourage students to continue to progress.

##### **4.2 Strong Personality and High Professional Responsibility**

###### **4.2.1 Strong personality**

Uszynski pointed out that "everything in education should be based on the personality of the educator, because only the personality can affect the personality, and only the personality can form the character." There is no unified concept or conclusion on the definition of teacher's personality [17]. But the contents are basically the same, mainly in three aspects, namely, teachers' psychological

quality, teachers' professional characteristics and teachers' overall physical and mental influence on students. Therefore, we can make the following definition of teacher's personality: Teacher's personality mainly refers to the internal directionality that teachers gradually form in their vocational education activities and gradually manifest as their actions. It can have a great effect on the physical and mental development of students, and is also the product of the synergistic integration of teachers' individual values, attitudes, interests, emotions, abilities and personalities. Teaching is the carrier of teachers' individuality. The personality charm of excellent teachers in primary and secondary schools is the integration and generation of these elements, which has strong radiation and penetrating power. The personality development of excellent teachers in primary and secondary schools also needs three orderly levels: Confucian teacher, good teacher and human teacher. Scripture teacher is just another name for a teacher, who only completes the necessary teaching tasks. A good teacher is a higher level, able to integrate education and educating people, and realize the integration of knowledge and morality. The teacher is both moral and learning, and the teaching has evolved into an art of educating people, so as to realize "educating people silently and unconsciously". The personality quality of excellent teachers in primary and secondary schools is sublimated to the realm of human teachers, exudes a strong personality charm, and has a strong attraction and appeal to students like a magnet [18].

**4.2.2 High sense of professional responsibility**  
It is often mentioned that attitude is everything, and it is believed that attitude has an important and far-reaching impact on the success or failure of a career. Not all of the outstanding teachers in primary and secondary schools are highly gifted, but they are certainly people with a good attitude, and they have their own correct attitude towards the cause of education, to themselves and to their students. What is the source of the attitude? Attitude should be derived from teachers' high sense of responsibility for life and education, and from the requirements of "Professional Ethics Code for primary and Secondary School Teachers". The most noble and most admirable quality of excellent teachers in primary and secondary

schools is a kind of unhesitatingly take on the responsibility of their own professional requirements. In order to make this responsibility smoothly realized, they are devoted to pay, work steadily, and realize their responsibility in dedication. Behind the responsibility is their own conscience in the promotion. They respect students' individuality, identify key aspects of students' growth, and let each student develop fully. In the treatment of students with learning difficulties, excellent teachers in primary and secondary schools show obvious responsibility. Driven by a high sense of responsibility, they take the initiative to understand students with learning difficulties, provide them with a tailored development roadmap, lead them to experience the joy of success, and make them useful talents in the society. In this regard, Queen Xiong, one of the top ten teachers in Hubei Province, is the representative of the outstanding teachers in primary and secondary schools. At the same time, the responsibility of excellent teachers in primary and secondary schools is reflected in the inheritance and development of good educational attitudes. Excellent teachers in primary and secondary schools are the best teachers in primary and secondary schools. They have high quality themselves, and they need to promote the development of young teachers. Because, the new era needs tens of thousands of excellent teachers, which is the need of China's development, is the responsibility and function of education, but also the national rejuvenation of China, the basis for the realization of the Chinese dream. Excellent teachers in primary and secondary schools attach great importance to their role in teaching and mentoring, and Professor Yu Yi is a typical representative in this respect. On the one hand, they pass on their sense of responsibility and fine spirit to a large number of young teachers, so that they "have the country in their hearts and the students in their hearts", love education, and regard it as a great cause for their lifelong struggle. On the other hand, they take a variety of ways to guide and help young teachers grow up, such as carrying out symposiums, classroom guidance, mentoring interaction and other modes, teaching by example, improving the quality of young teachers, building a learning community, a community of growth, which will certainly cultivate a large number

of outstanding teachers for China's education cause.

### **4.3 Profound Theory and Profound Knowledge**

#### **4.3.1 Have philosophical thinking**

The word "philosophy" comes from ancient Greece and has the dual meaning of "wisdom" and "pursuit". In Chinese, people believe that philosophy is the fusion of wisdom and wisdom, and is the fusion and crystallization of people's wisdom and cleverness. Philosophy is a kind of "great wisdom", a kind of knowledge that opens people's wisdom and enlighten people's way of thinking. It is related to human's general view and overall view on the development of the whole world and human's own development. Philosophy can lead people to have a correct understanding of themselves, build a correct outlook on life and values, recognize the nature of the world and the direction of development, and not lose themselves. The excellent teachers in primary and secondary schools all have high philosophical thinking and more awareness of finding and solving problems. "Problem is the motto of The Times, is the most practical voice to express the inner state of The Times" In the thinking of ordinary teachers, education is a kind of rule-following educational activities, nature and routine are its most important appearances, "problem" and "difference" are special phenomena, education and teaching is a commonplace, repeated phenomenon, there are rules to follow, there are regulations to follow. However, in the eyes of the excellent primary and secondary school teachers with philosophical thinking, they can always find the "problem" and "difference" in the calm education and teaching, and timely develop themselves and achieve themselves. This kind of philosophical thinking of finding problems constantly promotes excellent teachers in primary and secondary schools to find and solve problems. In this process, they can form a new teaching theory, new teaching methods and new teaching practices, re-examine education and teaching, constantly open their own thinking doors, and gain insight into the truth of education. From this perspective, the problems in education and teaching exist objectively, only due to the difference in the cognitive level of observers, the problems are ignored or captured. It is with the problem

consciousness of philosophical thinking as the trigger point and solving problems as their own duty that excellent teachers in primary and secondary schools lead their own educational realm to constantly improve, realize the overall grasp of education, redefine the true meaning of education, and gradually realize education from necessity to freedom and achieve a better self.

#### **4.3.2 Profound knowledge**

Knowledge is an important cornerstone for the growth of excellent teachers in primary and secondary schools. However, the presentation and integration of knowledge in the excellent teachers of primary and secondary schools have different characteristics from the ordinary teachers. From the dimension of presentation form, the knowledge possessed by the excellent teachers in primary and secondary schools is not simple teacher-centered knowledge, logical assembly knowledge, conceptual link knowledge, but "in the form of script, proposition structure and schema". The way of their knowledge is more diversified and rich: From the perspective of combination, the knowledge modules of excellent teachers in primary and secondary schools are more complete than "knowledge integration of ordinary teachers". The knowledge integration in this way is not simply carried out from the aspects of thinking and logic, but is based on the integration of learning conditions, subject characteristics and teaching scenarios. These integrated knowledge has strong pertinence and applicability to teaching, and is a kind of accurate knowledge integration. To be specific, the knowledge integration of excellent teachers in primary and secondary schools is not the hybrid integration of ordinary teachers' teaching, disciplines and students' knowledge, but the re-structure of the three kinds of knowledge, so that the three aspects of knowledge can be seamlessly integrated, and the three kinds of knowledge can be carefully studied to find the internal meeting point, and then a new knowledge system can be generated to realize the reconstruction of the three kinds of knowledge. To form a new integration model and method. The knowledge integration of excellent teachers in primary and secondary schools is not only manifested in professional knowledge, but also in other aspects of knowledge are reconstructed in this way: Knowledge is not independent

knowledge, but interlinked and interlinked. Through the organic integration of knowledge, knowledge is integrated and used by them, and the scope of knowledge is constantly expanded and delayed, they become enviable "encyclopedic" teachers with extensive knowledge.

#### **4.4 Lifelong Learning and Excellent Education and Teaching Ability**

##### **4.4.1 Lifelong learning ability**

Under the background of economic globalization and the increasing popularity of the Internet, knowledge updating and technological development are more and more rapidly and iteratively updated. Primary and secondary school students in the new era are the original residents of the Internet, and they have a deep love for the Internet. The Internet has been deeply embedded in the study and life of primary and secondary school students. With the Internet, students already "know" a lot of knowledge. Excellent teachers in primary and secondary schools should not be the conveyors and porters of knowledge in accordance with the traditional way of teaching, but should pass on new learning methods and skills to primary and secondary school students. As an excellent primary and secondary school teacher in the new era, they must firmly establish the idea of lifelong learning and turn it into practical actions. They must constantly learn new knowledge, master new skills, recognize the law of education and teaching development, meet the changes of The Times with the renewal of knowledge, connect with the changes of students' learning situation, and realize the progress of education and teaching. At the same time, teachers are exemplary and leading, and the reform of teachers themselves can also trigger the motivation and interest of students to change, guide students to learn the most cutting-edge knowledge, stimulate the enthusiasm for seeking new and different, form a learning community between teachers and students, teachers and students jointly reshape the new ecology of education and teaching, teaching and learning, and form a benign and sustainable new pattern of learning. In this way, excellent teachers in primary and secondary schools are more "good at teaching and happy teaching", and become a model of "learning teachers". They can improve their quality by

learning, enhance their own innovation ability and innovation consciousness, constantly make up for their shortcomings and defects, constantly surpass themselves, and achieve excellence.

##### **4.4.2 Excellent education and teaching ability**

The educational and teaching ability of excellent teachers in primary and secondary schools should include the ability of traditional excellent teachers, such as teaching ability, educational practice reflection ability, educational innovation research ability and superb use of modern teaching media, and should also include the ability to build talent teams and lead the school reform.

Education and teaching ability is the most important ability of teachers, which is the most important embodiment of teachers' "preaching, teaching and solving doubts". Through education and teaching activities, excellent teachers in primary and secondary schools combine teaching with fun and learning, infiltrate moral education into students' life and study, guide all students to abide by school discipline, know right from wrong and know honor and shame, love the country, guide the majority of primary and secondary school students to consciously cultivate and practice. Buckle the first button of life for the majority of primary and secondary school students at the stage of jointing and booting, realize the seamless docking of classroom, curriculum and school education, and implement the goal of cultivating morality and cultivating people. The ability to reflect on educational practice means that the excellent teachers in primary and secondary schools can realize the change of thought and the improvement of ability by re-examining their own education and teaching, carrying out rational analysis and research and judgment. The ability of educational innovation research is the thinking and research of excellent teachers in primary and secondary schools, forming unique theories and teaching methods, "and then lay a solid foundation for putting forward scientific educational ideas and forming systematic educational thoughts, and complete the mental journey from a teacher to excellence and from excellence to educators." Excellent ability to use modern teaching media is the essential ability of excellent teachers in primary and secondary schools. Through the use of modern teaching media, it can promote the effective



integration of modern teaching media and teaching content, so that knowledge can be better presented and the education effect can reach the best.

### 5. Summary and Outlook

Excellent teachers in primary and secondary schools are the leaders of school reform. Primary and secondary school teachers are the most important undertakers of basic education in our country and the core force of basic education development. The most important and core function of schools is to promote the all-round development of students and improve their comprehensive literacy. The school must follow the trend, act according to things, and make a difference. Change is one of the themes of primary and secondary schools. As the elite of the basic education team, the excellent teachers in primary and secondary schools should be the leaders of the reform. Excellent teachers in primary and secondary schools should give full play to their own wisdom and momentum, guide their schools and districts to seriously analyze the problems and challenges they face, do everything possible to solve the problems, and lead the schools to achieve changes to meet the needs of the country, schools and society. At the same time, when leading the change, excellent teachers in primary and secondary schools should pool the wisdom of all people, jointly deal with the difficulties of the change, establish a community of change consultation, "uphold extensive consultation, joint construction and sharing, follow the principles of openness and transparency, enhance consensus, resolve differences, achieve win-win cooperation, and solve the problems of education reform." The leaders of primary and secondary schools should also empower the outstanding teachers in their schools to give full play to their personal wisdom and full participation, so as to realize the vision of running high-quality schools.

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