Education Reform and Development, 2026, Volume 8, Issue 10
https://bbwpublisher.com/journal/erd
Online ISSN: 2652-5372
Print ISSN: 2652-5364

Four-Dimensional Empowerment: Research on Literacy Improvement Paths for Counsellors of Art-Related Majors Guided by the Spirit of Chinese Educators

Ruiyuan Nui, Shuyi Liu, Feng Yu

School of Art, Qingdao Technical College, Qingdao 266555, Shandong, China

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: Against the strategic backdrop of building a powerful country in education and fulfilling the cultural mission of the new era during the 15th Five-Year Plan period, this paper points out that traditional educational models are confronted with practical challenges of educational paradigm innovation when dealing with art-major students' "five-high" traits: high sensitivity, strong individuality, great desire for expression, sharp perception and prominent creativity. Guided by the uniquely Chinese spirit of educators, this paper adopts theoretical deduction and practical path construction to systematically propose a four-dimensional literacy model featuring "forging faith to cultivate the soul, conveying art through professional expertise, nurturing the mind with benevolence, and pursuing truth through persistent practice". Corresponding closed-loop implementation paths are also constructed. The outcomes are intended to deliver solutions to the "last-mile" dilemma of ideological-political work for art-related majors, and provide theoretical support and practical approaches for fostering new-era art talents with firm political stance and integrated moral and artistic competence. This research also offers transferable reference for counsellor team development in other characteristic disciplines.

Keywords: Spirit of Chinese educators; Counsellors for art-related majors; Literacy improvement

Online publication: November 25, 2026

1. Introduction

In January 2025, the Central Committee of the Communist Party of China and the State Council issued the *Outline for Building a Powerful Country in Education (2024-2035)*, which requires implementing the initiative of strengthening teachers via the spirit of educators and integrating this spirit into the whole process of teacher training and development [1]. Currently, China stands at a critical juncture heading toward the 15th Five-Year Plan, and the construction of an education-powerful country has entered a full-scale tough-attack phase. In

this context, promoting and practicing the spirit of educators has evolved from individual self-cultivation into a systematic project for delivering national strategies, serving as a key measure to consolidate the talent foundation for building a powerful country in education. For the 15th Five-Year Plan, education must answer the fundamental question of "what kind of talents to cultivate and how to cultivate them".

Universities constitute the logical starting point of talent cultivation, whose fundamental prerequisite lies in observing the universal law of teaching students in accordance with their aptitude. Therefore, thorough understanding and respect for the uniqueness of educatees become the premise of all educational practices. Such uniqueness manifests especially prominently among art-related majors. Today's art undergraduates display distinct "five-high" characteristics in ideology and behaviour: high emotional sensitivity, high practical participation, high fashion awareness, high online activity and high creative thinking. These traits render ideological work for art-major counsellors highly challenging and cutting-edge, compelling counsellors to transform from conventional administrative managers to value-oriented guides. Hence, the literacy structure of counsellors for art-related majors calls for systematic paradigm renovation, and top-level theoretical guidance that connects values, knowledge, methods and emotions is urgently required.

Accordingly, grounded in the cultural mission of the new era, the blueprint for building an education-powerful country under the 15th Five-Year Plan, and the growth characteristics of art undergraduates, this paper explores pathways to improve the literacy of counsellors for art-related majors under the guidance of the spirit of educators. It strives to cultivate a large number of reliable successors and qualified builders who are politically steadfast, professionally competent and ethically sound in art for the new-era socialist literary and artistic cause with Chinese characteristics, so as to meet the strategic demands for cultural prosperity and national-image building.

2. Problem statement

As university ideological-political work in the new era further advances toward targeted, smart and integrated ideological education, art-related majors have become a cutting-edge field requiring meticulous ideological-political work due to students' sharp individual differences, diverse value orientations and intense emotional experiences. Issued in 2024, the Opinions of the Ministry of Education on Fully Implementing the Aesthetic Education Immersion Initiative for the first time defines "excellence in both art and morality" as the core indicator for art talent cultivation. It sets more precise competence requirements for counsellors who guide students to achieve integrated moral and professional development, and calls for their upgrading from traditional administrative managers to compound value-oriented guides.

Nevertheless, counsellors for art-related majors are faced with multiple structural challenges in educational practice. Existing studies have yielded fruitful findings on the general pathways for counsellors' professionalization, specialization and expert-oriented development, yet insufficient attention has been paid to literacy reconstruction under the dual dimensions of art disciplinary context and the spirit of educators. In particular, research on mechanisms to translate the grand spirit of educators systematically into transferable and demonstrable core competencies for counsellors remains scarce. Therefore, the core research question

of this study focuses on how to adopt the spirit of educators as a value guidance and competence framework, and construct a four-dimensional empowerment path model that conforms to educational rules for art-related majors and effectively improves counsellors' core literacy.

3. Literature review

(1) Research Genealogy of the Spirit of Chinese EducatorsSince General Secretary Xi Jinping systematically elaborated the six-dimensional connotation of the uniquely Chinese spirit of educators, scholarly research has rapidly shifted from macro interpretation to targeted practical implementation [1]. Early studies mostly focused on philosophical interpretation and exploration of contemporary values of its six core dimensions: "ideal and conviction, moral integrity, educational wisdom, diligent dedication, benevolent care for students, and pursuit of truth and virtue" [2]. Subsequent research targeted specific social groups, explored the fit between university counsellors and the spirit of educators, and highlighted its inherent consistency with the fundamental task of fostering virtue through education [3]. It is widely recognised that the spirit of educators exerts triple functions for counsellor teams: value guidance, emotional deepening and competence upgrading, which can effectively mitigate job burnout and advance professional development [4]. Current research is undergoing a transition from theoretical advocacy to practical empowerment, adopting dual research approaches of institutional embedding and cultural influence [5]. However, studies on transforming spiritual resources into concrete pathways for improving counsellors' literacy remain insufficient, which creates important theoretical space for this paper.

(2) Literacy Demands for Counsellors of Art-Related MajorsStudies targeting counsellors for art-related majors mainly revolve around the uniqueness of work objects and corresponding new literacy requirements derived from such uniqueness [6]. Existing literature commonly portrays art undergraduates with the "five-high" profile: high emotional sensitivity, high practical participation, high fashion awareness, high online activity and high career-related anxiety. Such traits make them resistant to indoctrination-oriented ideological-political education and increase the complexity of value guidance for counsellors [7]. To address these challenges, academia widely advocates the functional upgrading of art-major counsellors from administrative management to value guidance [8]. Specifically, counsellors for art-related majors shall grasp the orientation of ideological-political work with sound political judgement, consolidate disciplinary foundations with refined artistic professionalism, and achieve emotional resonance with students through sharp online insight, so as to gather educational synergy, fulfil the fundamental task of fostering virtue through education, and support students' comprehensive and lifelong growth.

(3) Interdisciplinary Research GapCross-disciplinary research incorporating keywords "spirit of educators, art-related majors and university counsellors" is still in its initial stage. It features more correlative discussions than empirical studies, and more fragmented approaches than systematic models [9]. At the systematic research level, existing literature points out that the spirit of educators is highly consistent with the work of art-major counsellors in terms of teaching students in accordance with their aptitude and mission inheritance [10]. Scholars propose adding aesthetic literacy and digital

literacy to the classic six-dimensional framework for art-major counsellors, forming a "6+2" multi-dimensional model [11]. In terms of path exploration, prior research tentatively puts forward empowerment approaches including curriculum co-construction, practical projects, platform building and evaluation reform. Still, these approaches lack organic connections and logical closed loops, failing to generate systematic transferable and replicable solutions [12].To sum up, current research insufficiently reveals the internal "black-box" mechanism through which the spirit of educators influences counsellors' educational behaviours within art-specific contexts. Context-specific assessment integrating aesthetic and digital literacy for art-major counsellors guided by the spirit of educators is lacking. Besides, logically consistent, collaboratively functioning, and transferable systematic models for literacy improvement have not yet been established. Accordingly, taking the spirit of educators as the value origin, this paper explores and constructs a four-dimensional empowerment model for literacy improvement of counsellors for art-related majors. It systematically responds to practical concerns in art talent cultivation and provides referable theoretical pathways and practical frameworks to realise the educational closed loop of value guidance, emotional cohesion and competence upgrading.

4. Contemporary Connotation and Guiding Value of the Spirit of Chinese Educators

The uniquely Chinese spirit of educators represents a lofty spiritual symbol and value guidance for teachers in the new era, put forward by General Secretary Xi Jinping from the strategic perspective of the great rejuvenation of the Chinese nation. Its six-dimensional framework is rooted in fine traditional Chinese teacher ethics of "being a model in learning and conduct", and is endowed with new-era implications for national rejuvenation. Together, they form a concentric-circle logical system expanding progressively from core values to external behaviours.

(1) Ideal and Conviction: the Value Soul of Devoting Self to the Country with a Broad VisionIdeal and conviction lie at the core of the spiritual system, fundamentally answering the primary educational question of "for whom talents are cultivated". Within the specific context of art-related majors, it requires counsellors to guide students to pursue lofty goals of "recording the times with art and serving the people through creation", and equip them with the spiritual awareness of integrating personal aspirations into national undertakings amid diverse value options.

(2) Moral Integrity: the Ethical Foundation of Being a Model for OthersMoral integrity constitutes the cornerstone of credibility, illustrating the plain truth that "educators must receive education first". Art students are highly sensitive. Counsellors' daily words and deeds, aesthetic tastes, value orientations and even online images must withstand scrutiny as if under high-definition cameras. Only through sincere personal example can educators realise implicit moral influence without explicit preaching.

(3) Educational Wisdom: Core Competence of Enlightening Minds and Teaching Students in Accordance with Their AptitudeEducational wisdom refers to targeted policy-making based on educatees and specific contexts. Faced with art students' strengths in figurative thinking and prominent individual disparities in

creation, counsellors shall convert abstract theoretical preaching into in-depth analysis and professional critique of students' artworks, so as to embed values into professional dialogues.

(4) Diligent Dedication: Practical Character of Diligent Learning and Innovative Pursuit of TruthDiligent dedication embodies the requirement of integrating knowledge with practice within the spirit of educators. In the art field, driven by new business forms and technologies, disciplinary knowledge updates rapidly. Counsellors must uphold self-awareness of lifelong learning, keep track of cutting-edge industry developments, and maintain dialogue capacity resonating with students, so as to avoid aesthetic gaps and technical barriers caused by outdated knowledge structures.

(5) Benevolent Care for Students: Emotional Foundation of Loving Teaching and Devoting to StudentsBenevolent care for students serves as the source of educational vitality. Art students usually display explicit emotions and dramatic mood swings. Counsellors shall act both as companions throughout creation and guardians of mental health, offering consistent care and support to witness students' growth and help them embrace their shining moments.(6) Pursuit of Truth and Virtue: Mission Orientation of Embracing Global Vision and Cultivating People through CulturePursuit of truth and virtue represents the broadest extension and grand vision of the spirit of educators. Amid the call for enhancing international communication capacity and advancing exchanges and mutual learning among civilisations, counsellors for art-related majors shall guide students to translate core socialist values and essences of fine traditional Chinese culture into artistically expressive symbols and works that resonate globally, achieving deep integration between expressive forms and spiritual connotations.

5. Analysis of the four-dimensional connotation of counsellors' literacy for art-related majors

To exert powerful vitality in educational practice, the spirit of educators must be transformed into tangible, perceptible, actionable and evaluable dimensions and behavioural standards. Following the logical thread from internal values to external behaviours, this paper extracts and integrates the six connotations of the spirit of educators into four core literacy dimensions: "forging faith to cultivate the soul, conveying art through professional expertise, nurturing the mind with benevolence, and pursuing truth through persistent practice". Collectively, they form the four-dimensional empowerment model for counsellors' literacy in art-related majors, building a literacy pathway supporting art students' comprehensive and lifelong development.

(1) Dimension of Forging Faith to Cultivate the SoulAs the foundation of the literacy system, this dimension addresses the fundamental directional question of "for whom talents are cultivated". It requires counsellors to guide students to integrate artistic aspirations into national and ethnic undertakings. First, value decoding. Art students show low acceptance of indoctrinated theories. Counsellors shall break down grand themes into micro artistic imagery suitable for sketching, shooting and composing, and guide students to internalise patriotism from conceptual cognition into emotional identification through hands-on participation. Second, moral demonstration. Art students are frequently under public scrutiny and are expected to demonstrate high consistency between words and deeds. Counsellors shall translate

the requirement of "being a model for others" into daily behavioural checklists and realise implicit value guidance through personal example. Third, diversified rituals. Closely aligned with disciplinary features of art, activities such as "the first lesson of the semester" can be held at revolutionary heritage sites, combining patriotic education with painting, sketching and musical performance, so that ideological-political education and aesthetic education generate strong emotional impacts and lasting behavioural cohesion.

(2) Dimension of Conveying Art through Professional ExpertiseAs support for the literacy system, this dimension emphasises that counsellors shall master artistic laws and educational wisdom and serve as effective facilitators for students' professional growth. First, identifying talents with wisdom. Relying on data platforms, counsellors shall dynamically aggregate multi-dimensional data including students' academic performance, psychological assessment results and daily evaluations, and generate personalised growth profiles to provide scientific references for targeted guidance of "one policy for one student". Second, diligent practice and demonstration. Promote counsellors' deep engagement in professional teachers' studios, and establish collaborative mechanisms for guiding disciplinary competitions, applying for aesthetic education research projects and incubating innovation-entrepreneurship programmes, so as to achieve collaborative education integrating ideological-political thinking and innovation. Third, innovation-driven empowerment. Organise social practice activities such as the "Going to the Countryside" programme, and encourage students to vividly narrate Chinese stories via short videos and new-media communication, realising organic integration of technological empowerment and ideological guidance.

(3) Dimension of Nurturing the Mind with BenevolenceRepresenting the humanistic warmth of the literacy system, this dimension demands counsellors to provide high-level empathy and continuous companionship as guardians of students' mental health. First, emotional monitoring radar. Based on integrated campus management platforms, counsellors shall monitor and analyse data concerning students' consumption, access control and online behaviours to detect anomalies in a timely manner, shifting mental-health support from passive response to early-warning and pre-emptive intervention. Second, empathetic dialogue. Art students tend to express themselves through artworks. Counsellors shall upgrade traditional face-to-face talks into artwork-oriented conversations to conduct in-depth emotional communication and resonance within shared artistic contexts. Third, holistic support. Build a three-dimensional protection network led by counsellors, supported by peer assistance and family-school collaboration. Set up anonymous online counselling channels and build warm-heart stations in student communities offline, equipped with spaces for emotional release and art-assisted therapy, so as to deliver all-time consistent care.

(4) Dimension of Pursuit of Truth through Persistent PracticeServing as the practical output of the literacy system, this dimension aims to guide counsellors to help students utilise artistic talents for social good and advance creative transformation and innovative development of Chinese culture. First, value-oriented curation. Counsellors shall take the lead in launching red-themed brand projects, and instruct students to create cultural communication works such as short videos and digital exhibitions to realise soft international outreach of Chinese cultural symbols with youth-oriented expressions. Second,

social classroom. Lead students to grassroots communities to carry out practices including rural wall-painting, live-streaming for intangible cultural heritage promotion and regional public-brand design. Enable students to deeply understand the mission of "art serving the people" in real-world social scenarios. Third, evaluation closed loop. Establish comprehensive evaluation indicators, quantitatively scoring metrics such as online communication statistics of artworks, offline service hours and audience satisfaction. It transforms subjective perceptions of educational outcomes into objective evidence and ensures visualised, quantifiable and traceable ideological-political work.The four-dimensional literacy model is not a simple parallel structure but a progressive organic whole. Forging faith to cultivate the soul lays value foundations and sets fundamental educational directions; conveying art through professional expertise provides methodological tools and guarantees educational professionalism; nurturing the mind with benevolence infuses humanistic warmth and builds interpersonal trust for education; pursuing truth through persistent practice delivers practical outcomes and embodies social values of education. Only through coordinated empowerment across these four dimensions can counsellors for art-related majors translate the lofty spirit of educators into tangible supports for students' growth toward excellence in both art and morality, and paint a promising picture for ideological-political work in universities of the new era.

6. Implementation paths for improving counsellors' literacy based on the four-dimensional model

(1) Path of Forging Faith to Cultivate the Soul: Value Guidance Empowered by ArtThis path aims to embed mainstream values into the whole process of artistic creation through institutionalisation and platform-building. Firstly, incorporate the construction of art-integrated ideological-political systems into medium- and long-term institutional development plans, and set up special programmes and regular funding mechanisms to deliver stable and sustainable resource support for thematic creation. Secondly, systematically integrate high-quality real-scene resources such as revolutionary cultural heritage sites, intangible cultural heritage bases and national-level cultural institutions to build an open and shared value-material repository, offering solid technical support for teachers and students to access and diversify mainstream values. Finally, fully implement the "1+1+N" mixed-mentor system: one ideological-political teacher, one professional counsellor and multiple student creators form project teams to explore key art-integrated ideological-political topics, promoting in-depth integration of theoretical interpretation, value guidance and artistic practice to make high-level artistic practice exert real influence.

(2) Path of Conveying Art through Professional Expertise: Educational Empowerment via Multi-party CollaborationThis path strives to break disciplinary barriers and build a new collaborative-education pattern between counsellors and professional teachers. Firstly, organise counsellors to regularly participate in professional workshops and industry exchanges covering film, television, animation, and digital art, ensuring their knowledge keeps pace with industrial developments and achieving organic integration of knowledge imparting, competence cultivation, and value guidance. Secondly, implement the "dual-mentor" system: assign one professional teacher and one senior ideological-political worker

for each newly recruited counsellor, facilitating their synchronous growth in professional understanding and ideological-political practice for rapid role integration. Finally, incorporate collaborative-education outcomes into teaching-team assessment systems, with emphasis on evaluating practical results in students' professional development and value-shaping, so as to form a virtuous cycle driven by outcomes and incentives.

(3) Path of Nurturing the Mind with Benevolence: Building Defensive Lines via Improved SystemsFocusing on the psychological traits of art students, this path constructs a support system featuring precise early warning, crisis intervention and platform guarantees. Firstly, take identification accuracy and successful intervention rates as key performance indicators for college-level assessment, and adopt three-tier management mechanisms for high-priority, key-priority, and continuous-concern cases to move mental-health defence lines forward. Secondly, set up support teams composed of certified and well-trained counsellors and peer volunteers, and maintain electronic files covering therapy, feedback and follow-up to ensure interventions are both humane and effective. Thirdly, dynamically update personalised electronic mental-growth files for students requiring special attention to deliver sustainable care and guidance.

(4) Path of Pursuit of Truth through Persistent Practice: Cultural Communication via Diversified PlatformsCentring on enhancing cultural communication capacity, this path guides counsellors to lead students in narrating Chinese stories on global stages. Firstly, counsellors may focus on national strategic themes including intangible cultural heritage preservation, rural revitalisation and ecological civilisation. Lead student teams to produce new-media products such as short-video series, documentaries and digital cultural-creative works, translating policy-related cultural concepts into vivid, powerful and in-depth audio-visual expressions. Secondly, incorporate art-based social services into talent-training schemes. Guide students to address real-world social needs via rural wall-painting, community aesthetic-education classes, and volunteer guided tours in museums, so that they can shoulder social responsibilities through dedication and service. Finally, build "mobile ideological-political classrooms", for example by visiting intangible-cultural-heritage craft studios, enabling students to experience essences of traditional culture firsthand and inject youth vitality into modern-era interpretations of Chinese culture.

7. Conclusion and prospect

Against the strategic backdrop of building a powerful country in education and boosting cultural confidence in the new era, this paper establishes a three-tier transformation framework from spiritual connotation to literacy model and then to practical pathways grounded in the spirit of educators. It materialises the grand spirit of educators into four perceptible and measurable core-literacy dimensions: "forging faith to cultivate the soul, conveying art through professional expertise, nurturing the mind with benevolence, and pursuing truth through persistent practice", addressing difficulties in implementing noble spiritual concepts in grassroots educational practice. Furthermore, closed-loop implementation pathways integrating institutions, evaluation, subjects and platforms are designed to substantially improve counsellors' competence in key scenarios such as value communication, professional

collaboration, mental-health protection and cultural dissemination. In addition, the four-dimensional empowerment model demonstrates paradigm-transfer potential. Though originating from art-specific contexts, its inherent value-oriented and mission-driven features provide referable, replicable and promotable theoretical models and practical references for counsellor-team construction in characteristic institutions covering physical education, agriculture-forestry, medicine and ethnic studies.Systematically constructing the four-dimensional literacy-improvement path for counsellors of art-related majors under the guidance of the spirit of educators is not only a crucial mechanism for addressing the "last-mile" challenge in ideological-political work for art-related majors, but also solid support for implementing the strategy of building a powerful country in education and cultivating a large cohort of reliable successors and qualified builders with excellence in both art and morality for the new-era literary-art cause. Nevertheless, counsellor-team building remains a systematic project requiring continuous deepening and dynamic adjustment. Future research shall enrich its specialised discourse system and develop promotable action pathways, so as to contribute youth-infused artistic expressions with Chinese characteristics and styles to the grand blueprint of building powerful countries in education and culture.

Disclosure statement

The authors declare no conflict of interest.

References

[1] Wang Y, Liang Y, 2025, The Contemporary Implication and Practical Path of Counsellor Team Building in Universities Guided by the Spirit of Educators. Cultural and Educational Materials, 21(06): 182–185.

[2] Hu J, Huang Y, Du X, 2024, Research on Pathways of Guiding University Counsellor Team Building with the Spirit of Educators. Journal of Chifeng University (Natural Science Edition), 40(10): 57–61.

[3] Zhang Y, Liu X, 2024, Logical Rationale for Empowering University Counsellors' Professional-Spirit Cultivation with the Spirit of Educators. Journal of Chengdu Technological University, 27(06): 74–79.

[4] Chen Y, 2024, Research on Integrated-Development Strategies for Ideological-Political-Theory Teachers and University Counsellors from the Perspective of the Spirit of Educators. Cultural and Educational Materials, 23(13): 92–95.

[5] Si L, Xiang Q, 2023, Value Implication, Practical Challenges and Breakthrough Paths of Vocational-College Students' Learning Capacity. Chinese Vocational and Technical Education, 20(22): 81–88.

[6] Lu G, Fan X, 2025, Logic, Value and Path Research on Improving University Teachers' Curriculum-Ideological-Political Competence Guided by the Spirit of Educators. Cultural and Educational Materials, 21(12): 24–25.

[7] Wang X, Paine L, Liao W, 2024, Constructing Teachers' Professional-Literacy System Guided by the Spirit of Educators—Experiences and Enlightenments from the OECD Teacher Core-Literacy Framework. Primary and Secondary School Management, 20(09): 13–15.

[8] Zhang X, Huang S, Yu Y, 2025, Typical Features and Curatorial Paths for Shaping University Teachers' Images Guided by the Spirit of Educators. Research on Distance Education in China, 37(04): 96–103.

[9] Hu J, 2025, Remoulding and Innovative Practice of "the Spirit of Educators" for University Art Teachers in the

Digital Age. Art Education, 24(08): 223–226.

[10] Yin L, 2023, Value Orientation, Practical Dimension and Spiritual Height of the Spirit of Educators. Chinese Teachers, 20(11): 81–84.

[11] Fei P, Wu F, 2025, Research on Shaping the Professional Images of Ideological-Political-Theory Teachers Guided by the Spirit of Educators. Journal of Chongqing University of Arts and Sciences, 38(04): 109–115.

[12] Cao P, 2025, Research on Empowering Aesthetic-Education Faculty Building in Private Universities with the Spirit of Educators. Gallery, 24(02): 78–80.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.