

DEVELOPMENT OF STRATEGIES FOR SUSTAINABLE
DEVELOPMENT OF CHINESE DANCE TEACHER LEADERSHIP
IN SHANDONG PROVINCE

SU XI

A thesis submitted in partial fulfillment of the requirements for the Doctor of
Philosophy program in Education Management for Sustainable Development
Academic Year 2023


Copyright of Bansomdejchaopraya Rajabhat Univerity


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

Author Mrs.Su Xi

Thesis Committee

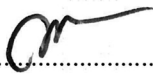

..... Chairperson
(Assistant Professor Dr.Patchareeporn Bangkhaw)


..... Committee
(Associate Professor Dr. Chollada Pongpattanayothin)

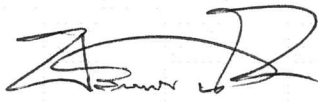

..... Committee
(Assistant Professor Dr.Sunate Thaveethavornsawat)


Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of
the Requirements for the Degree of Doctor of Philosophy in Educational Management for
Sustainable Development

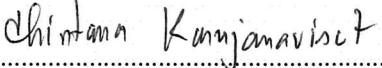

..... Dean of Graduate School
(Assistant Professor Dr. Nukul Sarawong)


..... President
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee


..... Chairperson
(Professor Dr.Prachyanun Nilsook)


..... Committee
(Associate Professor Dr.Methinee Wongwanich Rumpagaporn)


..... Committee
(Associate Professor Dr.Chintana Kanjanavisut)

Title	Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province
Author	Su Xi
Program	Education Management for Sustainable Development
Major Advisor	Assist.Prof. Dr. Phatchareephorn Bangkheow
Co-advisor	Assoc.Prof. Dr. Chollada Pongpattanayothin
Co-advisor	Assist.Prof. Dr. Sunet Thaweethawornsawat
Academic Year	2023

ABSTRACT

The objectives of this research were 1) to study the current situation and expected situation that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province and 2) to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and 3) Evaluate the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. The sample group of this research consisted of 310 teachers and 21 administrations for questionnaires, 12 experts for interview, 12 experts for focus group discussion, and 5 experts for strategies evaluation, who worked more than 10 years of Chinese Dance were sampled through purposive sampling. The research instruments included 1) questionnaires, 2) interview and 3) strategies, and 4) evaluation form. The statistic to analyze the data were percentages, mean, stand deviations, Modified Priority Needs Index; (PNImodified) and content analysis.

The results revealed the follows that 1) the current situation, and expected situation of the leadership of sustainable Chinese dance teachers in Shandong Province had four aspects: age structure, educational background, training experience, and school support, all four aspects needed for development 2) The strategies for sustainable leadership development of Chinese dance teachers consisted of visions, missions,

goals, 7 strategies and measures, as follows: 1) strategies of strengthening Professional quality, 2) strategies of optimizing the Organizational mechanism, 3) strategies of strengthening evaluation system, 4) strategies of promoting Resource support, 5) strategies of Chinese dance teacher leadership training, 6) strategies of strengthening discipline development plan, and 7) strategies of strengthening International exchange and cooperation. The adaptability and feasibility evaluation results of the strategies were in the high and highest levels, respectively.

Keywords: Development of strategies, Sustainable leadership development, Chinese Dance teachers

ชื่อเรื่อง	การพัฒนากลยุทธ์เพื่อพัฒนาความเป็นผู้นำของครูนาฏศิลป์ จีนอย่างยั่งยืนในมณฑลซานตง
ชื่อผู้วิจัย	ซู ชี
สาขาวิชา	การจัดการศึกษาเพื่อการพัฒนาที่ยั่งยืน
อาจารย์ที่ปรึกษาหลัก	ผู้ช่วยศาสตราจารย์ ดร.พัชรินทร์ บางเขียว
อาจารย์ที่ปรึกษาร่วม	รองศาสตราจารย์ ดร.ชลลดา พงศ์พัฒนาโยธิน
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.สุนทร ทวีถาวรสวัสดิ์
ปีการศึกษา	2566

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์คือ 1) เพื่อศึกษาสถานการณ์ปัจจุบันและสถานการณ์ที่คาดหวังที่ส่งเสริมความเป็นผู้นำของครูนาฏศิลป์จีนอย่างยั่งยืนในมณฑลซานตง 2) เพื่อพัฒนากลยุทธ์สำหรับการพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีนอย่างยั่งยืนในมณฑลซานตง และ 3) ประเมินความสามารถในการประยุกต์ใช้และความเป็นไปได้ของกลยุทธ์สำหรับการพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีนอย่างยั่งยืนใน มณฑลซานตง กลุ่มตัวอย่างในการวิจัยนี้ได้แก่ ครู จำนวน 310 คนและผู้บริหาร จำนวน 21 คน สำหรับการตอบแบบสอบถาม ผู้เชี่ยวชาญ จำนวน 12 คน สำหรับการสัมภาษณ์ 12 คน สำหรับการอภิปรายกลุ่มสนทนา และ 5 คน สำหรับการประเมินกลยุทธ์ การคัดเลือกกลุ่มตัวอย่างใช้แบบเฉพาะเจาะจง โดยผู้เชี่ยวชาญจะเป็นผู้ที่มีประสบการณ์ในการปฏิบัติงานเกี่ยวกับการสอนนาฏศิลป์จีนมากกว่า 10 ปี เครื่องมือวิจัยประกอบด้วย 1) แบบสอบถาม 2) แบบสัมภาษณ์ 3) กลยุทธ์ และ 4) แบบประเมินกลยุทธ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าดัชนีความสอดคล้อง (IOC) ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่า $PNI_{modified}$ และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สถานการณ์ปัจจุบันและสถานการณ์ที่คาดหวังที่ส่งเสริมการพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีนอย่างยั่งยืนในมณฑลซานตง มีทั้งสิ้น 4 ด้าน ได้แก่ โครงสร้างอายุ ประวัติการศึกษา ประสบการณ์การศึกษา/อบรม และการได้รับการสนับสนุนจากสถาบันการศึกษาที่ปฏิบัติงานอยู่ ซึ่งทั้งสี่ด้านมีความต้องการจำเป็นในการพัฒนา 2) กลยุทธ์ในการพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีนอย่างยั่งยืน ประกอบด้วย วิสัยทัศน์ พันธกิจ เป้าหมาย กลยุทธ์และมาตรการ จำนวน 7 ด้าน ได้แก่ 1) เสริมสร้างคุณภาพวิชาชีพครูนาฏศิลป์จีน 2) เพิ่มประสิทธิภาพกลไกการปฏิบัติงานขององค์กร 3) เสริมสร้างระบบการประเมิน 4) สนับสนุนทรัพยากรเพื่อการพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีน 5) สนับสนุนการฝึกอบรมพัฒนาความเป็นผู้นำของครูนาฏศิลป์จีน 6) ส่งเสริมการจัดทำ

แผนพัฒนาวิสัย และ 7) สนับสนุนโครงการแลกเปลี่ยนวัฒนธรรมและความร่วมมือระหว่างประเทศ ผล
การประเมินความสามารถในการประยุกต์ใช้และความเป็นไปได้ของการดำเนินงานตามกลยุทธ์อยู่ใน
ระดับสูงและสูงสุดตามลำดับ

คำสำคัญ : การพัฒนากลยุทธ์, ความเป็นผู้นำอย่างยั่งยืน ครุฑนาฏศิลป์จีน

Acknowledgement

I would like to express my deepest gratitude to my thesis advisor, Asst. Dr. Phatcharee phone Bangkheow, for her invaluable guidance, patience, and immense knowledge. Her insightful feedback pushed me to refine my thinking and elevated the quality of my work.

I would also like to extend my thanks to my committee members for their expert advice and constructive suggestions throughout the course of this research.

A special thanks to Bansomdejchaopraya Rajabhat University for the stimulating discussions and the enjoyable moments we shared over the past two years. I have truly valued our collaboration.

I am also grateful to Bansomdejchaopraya Rajabhat University for providing the necessary resources and a conducive environment for conducting this research.

My sincere appreciation goes to my family and friends for their understanding and unwavering support during my studies. Without their encouragement and constant guidance, I would not have been able to complete this journey.

Finally, I would like to acknowledge everyone who give me more help for their support and assistance.

Completing this thesis has been a significant journey, and I am deeply thankful to everyone who contributed to its success.

Su Xi

Contents

	Page
Abstract.....	i
Abstract (Thai).....	iii
Acknowledgement.....	v
Contents.....	vi
List of Figures.....	vii
List of Tables.....	ix
Chapter	
1 Introduction.....	1
Rationale.....	1
Research Questions.....	2
Objective.....	3
Scope of the Research.....	3
Advantages.....	6
Definition of Terms.....	8
Conceptual Framework.....	10
2 Literature Review.....	11
Strategy Development.....	11
Sustainable Developmen.....	37
Teacher Leadership.....	43
Chinses Dance Teacher.....	51
Related Research.....	69
3 Research Methodology.....	72
Phase 1: Studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership.....	72
Phase 2: Developing the strategies for sustainable development of Chinese dance teacher leadership.....	78

Contents (Continued)

	Page
Phase 3: Evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership.....	80
4 Results of Analysis.....	83
Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province.....	85
Results of development the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.....	101
Results of Evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.....	168
5 Discussion Conclusion and Recommendations.....	193
Conclusion.....	193
Discussion.....	207
Recommendations.....	213
References.....	215
Appendices.....	227
A List of Specialists and Letters of Specialists Invitation for IOC Verification...	228
B Official Letter.....	231
C Research Instrument.....	266
D The Results of the Quality Analysis of Research Instruments.....	300
E Certificate of English.....	386
F The Document for Accept Research.....	388
Researcher Profile.....	390

List of Figures

Figure	Page
1.1 Conceptual Framework	10
2.1 SWOT analysis.....	26
2.2 PEST analysis.....	29
2.3 TOWS Matrix.....	34
3.1 Research steps.....	82
4.1 SWOT combined PEST.....	114

List of Tables

Table	Page
2.1 Component of strategy.....	18
2.2 Factors influencing teacher leadership.....	49
3.1 Experimental design.....	73
3.2 Measurement scale of development of strategies.....	75
4.1 Analysis of the personal information and participants.....	85
4.2 Analysis of the Current Situation and Expected Situation for enhancing of sustainable development of Chinese dance teacher leadership.....	86
4.3 Analysis of current situation of age structure.....	87
4.4 Analysis of current situation and expected situation of educational background.....	91
4.5 Analysis of current situation and expected situation of training experience....	93
4.6 Analysis of current situation and expected situation of school support.....	98
4.7 SWOT: Age structure aspect.....	101
4.8 SWOT: Educational background aspect.....	104
4.9 SWOT: training experience aspect.....	106
4.10 SWOT: School support aspect.....	109
4.11 SWOT: Age structure, Educational background, Training experience, School support.....	111
4.12 SWOT analysis results for all strategies.....	115
4.13 OT-PEST results.....	116
4.14 The interview content.....	121
4.15 Analysis Interview Content.....	137
4.16 SWOT: interview content.....	139
4.17 List of strategies.....	140
4.18 Strategies of strengthening Professional quality of sustainable development of Chinese dance teacher leadership in Shandong Province.....	142
4.19 Strategies of optimizing the Organizational mechanism of sustainable development of Chinese dance teacher leadership in Shandong Province.....	143

List of Tables (Continued)

Table	Page
4.20 Strategies of strengthening evaluation system of sustainable development of Chinese dance teacher leadership in Shandong Province.....	145
4.21 Strategies of promoting resource support of sustainable development of Chinese dance teacher leadership in Shandong Province.....	147
4.22 Strategies of teacher training of sustainable development of Chinese dance teacher leadership in Shandong Province.....	150
4.23 Strategies of strengthening discipline development plan of sustainable development of Chinese dance teacher leadership in Shandong Province.....	151
4.24 Strategies of strengthening International exchange and cooperation of sustainable development of Chinese dance teacher leadership in Shandong Province.....	154
4.25 List of strategies evaluation experts.....	169
4.26 Analysis results of strategies evaluation.....	172
4.27 Analysis results of strategies evaluation of strategies for strengthening Professional quality.....	173
4.28 Analysis results of strategies evaluation of strategies for optimizing the organizational mechanism.....	175
4.29 Analysis results of strategies evaluation of strategies for strengthening evaluation system.....	178
4.30 Analysis results of strategies evaluation of strategies for promoting resource support.....	181
4.31 Analysis results of strategies evaluation of strategies for supporting leadership of Chinese dance teacher training.....	184
4.32 Analysis results of strategies evaluation of strategies for strengthening discipline development plan.....	186
4.33 Analysis results of strategies evaluation of strategies for strengthening International exchange and cooperation.....	189

Chapter 1

Introduction

Rationale

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

As time goes by, Chinese dance has gradually been integrated into Chinese opera, folk art and court culture, forming different dance schools and styles. Among them, dances in opera performances such as Peking Opera, Henan Opera and Yue Opera, as well as folk dances such as square dance and folk dance, are all important parts of Chinese dance. (Chen, 2019)

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

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

In terms of leadership development of Chinese dance teachers in Shandong Province has experienced can be divided into 3 stages as follows: Early stage (from 1950s to 1970s): At this stage, the leadership development of dance teachers in Shandong Province was relatively weak. Due to the limited social and economic

conditions at that time, the lack of dance education resources, the training mechanism of dance teachers was not perfect, and the overall quality of the teachers was low. Development stage (from 1980s to 1990s): At this stage, Shandong Province began to pay attention to the training and development of dance teachers. Dance academy and dance troupe have been established successively, providing professional training and further learning opportunities for dance teachers. The government has also issued relevant policy support and economic incentives to encourage the professional development and teaching innovation of dance teachers. Promotion stage (from the beginning of the 21st century to present): At this stage, the leadership development of dance teachers in Shandong Province has made great progress. The government has increased its support for dance education and provided more training opportunities and financial support. The training content of dance teachers is also more comprehensive and professional, paying attention to the improvement of teachers' academic research and teaching ability. (Zhang, 2020)

Through these processes, the leadership development of dance teachers in Shandong province has not increased as a result of these procedures, and neither has the overall quality and level of the teachers. Dance education and dance art creation in Shandong province have not made great development. Therefore, this research aims to establish the strategies for developing teacher leadership in Chinese Dance to achieve sustainable development goals in Shandong Province.

Research Questions

1. What were the current situation, and expected situation that enhance sustainable development of Chinese dance teacher leadership in Shandong Province?
2. What were the strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province?
3. What were the level of adaptability and feasibility of strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province?

Objectives

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

Scope of the Research

This research is divided into 3 phases:

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

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

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

The details as follows:

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

Population

Population consisted of 2180 who were teachers and 220 who were administrators of Chinese dance in Shandong province for studying current situation, expected situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership.

The Sample Group

The researcher determined sample size with Krejcie and Morgans Table (1970). The sample were teachers, totaling 310, and administrators, totaling 21 with a

stratified sampling technique for studying current situation, expected situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership by questionnaire.

There were 12 experts who were instructors from outstanding colleges and universities in Shandong Province for reviewing strategies that enhance sustainable development of Chinese dance teacher leadership by interview.

Target group

Target group were selected by purposive sampling method and the criteria for selection of target group/key informants were as follows; more than 10 years experiences in being dance teacher, educational administration in colleges, university that have dance teaching, and researcher who conducted research about dance teacher.

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

Target group

There were 12 experts in focus group for developing the strategies for sustainable development of Chinese dance teacher leadership.

Target group were selected by purposive sampling method and the criteria for selection of target group/key informants were as follows; more than 10 years experiences in being dance teacher, educational administration in colleges, university that have dance teaching, and researcher who conducted research about dance teacher.

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

Target group

There were 5 experts for evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership

The criteria for selection of key informants by purposive sampling method were as follows; more than 10 years experiences, educational administration in

colleges, university that have dance teaching, and researcher who conducted research about strategies development.

The variable

Independent Variable

Strategies for sustainable development of Chinese dance teacher leadership in Shandong province.

Dependent Variable

The adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

Content

1. Strategies were developed by SWOT, PEST, Analysis, and TOWS Matrix in 4 aspects as age structure, educational background, training experience, and school support.

2. Components of sustainable development of Chinese dance teacher Leadership were professional quality, organizational mechanism, resource support, teacher training, discipline development plan, international exchange and cooperation, evaluation system. (Makendn, U. 2020 & Barys hnikov, M. 2021 & Chronicle. 2018)

3. Evaluating the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province were to assess their dance teaching level and teaching methods, evaluate the dance teamwork ability of teachers in Shandong province, and evaluate whether teachers can guide students to establish the correct dance concept. (Brown, A. 2019. & Davis, R. 2017&Johnson, L., & Smith, K. 2022. & Lee, J. 2019. & Smith, D. 2020. & Wang, Y., & Zhang, L. 2018.)

Time

The research period was from April to August 2024 and was divided into the following stages:

1. Submitting the first three chapters of the proposal and defending in April 2024.

2. Studying the current situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership by 12 experts in colleges and universities under Shandong Province in May 2024.

3. Developing the strategies for sustainable development of Chinese dance teacher leadership by research questionnaire survey and literature in June 2024.

4. Evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership by 12 key informants in Shandong Province in July 2024.

5. Summarize the research results, complete the paper, and publish the paper in August 2024.

Advantages

1. For Chinese dance teacher:

First of all, improving the leadership ability of Chinese dance teachers helps to improve the quality of teaching. Excellent leaders can lead the team to efficiently complete various tasks, stimulate students 'interest in learning, and promote students' all-round development. By improving the leadership ability of teachers, Chinese dance teaching can be more dynamic and charming, and the excellent dance culture of the Chinese nation can be better inherited and developed.

Secondly, strengthening the leadership ability of Chinese dance teachers is helpful to promote the discipline innovation and development. As the leader of the subject, Chinese dance teachers must have innovative consciousness and ability, constantly explore teaching methods and means, and improve the teaching effect. Only with strong leadership skills can Chinese dance teachers better lead the development of the discipline and promote Chinese dance to become more mature and perfect.

Finally, strengthening the leadership ability of Chinese dance teachers is helpful to create a good educational environment. Excellent leaders can lead the team to form a good working atmosphere, stimulate teachers 'work enthusiasm and creativity, and promote teachers' personal and professional growth. Such an

educational environment will help more people to devote themselves to the cause of Chinese dance and provide more talent support for the sustainable development of Chinese dance.

2. For Student:

First of all, teachers in Shandong province can stimulate their interest in and love for Chinese dance by constantly improving their dance skills and teaching level. Teachers should continue to learn and study the traditional and modern expression forms of Chinese dance and strengthen the research on the theories and methods of dance education, so that they can become the role model and leader for students to learn Chinese dance.

Secondly, teachers in Shandong province should also actively advocate the diversified development of Chinese dance courses. In the content of the dance course, the classic works and ethnic elements of Chinese dance can be integrated, so that students can feel the charm and cultural heritage of Chinese dance in their study. At the same time, it can also expand the extension of Chinese dance and introduce novel elements such as modern dance and jazz dance to enrich students' dance experience and stimulate their creativity and imagination.

Finally, teachers in Shandong province can stimulate students' enthusiasm and participation in dance by organizing school dance clubs and participating in dance competitions. Through a variety of extracurricular activities, students can show their dance talent in a more free and more relaxed environment, and constantly improve their dance level and teamwork ability.

3. For institution:

First of all, the improvement of teachers' leadership ability is of great significance to educational institutions. Teachers are the backbone of school education, and their leadership ability is directly related to the teaching quality and management level of schools. As a traditional culture and art, Chinese dance requires teachers to have rich knowledge and skills to effectively impart them to students. Therefore, educational institutions can improve teachers' leadership through training, communication and practice, and make them more comfortable in

the teaching process, so as to promote the sustainable development of Chinese dance.

Secondly, regarding the sustainable development of Chinese dance, the strategies of educational institutions will also bring many benefits to schools. As a traditional culture and art, the development of Chinese dance needs long-term accumulation and cultivation. Through the implementation of relevant strategies, educational institutions can not only protect and inherit Chinese dance, a precious cultural heritage of Chinese dance, but also provide students with more diversified learning resources, expand their artistic vision, and cultivate their cognition and emotion of traditional Chinese culture. At the same time, through the teaching of Chinese dance, students can also better develop their own aesthetic taste and physical quality, which plays a positive role in promoting their all-round development.

Definition of Terms

Strategies Development refers to the planning and decision-making process in which an organization or individual analyzed and planed the external environment and internal resources in order to achieve their vision, competitive advantage, long-term success and sustainable development.

Sustainable development refers to the field of Chinese dance education, teachers constantly improve their leadership ability by balancing the development of economy, society and environment, so as to achieve sustainable development.

Chinese dance Teacher leadership refers to teachers that showed a ability in Being a professional quality person who enjoys working in a good organization that a fair evaluation system, knows how to use resources to take creative work, geting knowledge and understanding of being a leader of Chinese dance teachers, having self-discipline, seeks advancement and increases knowledge of dance through international exchange and cooperation. there were factors of supporting that were 4 aspects as age structure, educational background, training experience, and school support.

Strategies for sustainable development of Chinese dance teacher leadership referred to the planning and decision-making process in which analyzed and planed the external environment and internal resources in order to achieve their vision, competitive advantage, long-term success and sustainable development. They consisted of 1) strategies of strengthening Professional quality 2) strategies of optimizing the Organizational mechanism 3) strategies of strengthening evaluation system 4) strategies of promoting Resource support 5) strategies of Chinese dance teacher leadership training 6) strategies of strengthening discipline development plan, and 7) strategies of strengthening International exchange and cooperation.

Conceptual Framework

The basic conceptual framework of this study is shown in Figure 1.1.

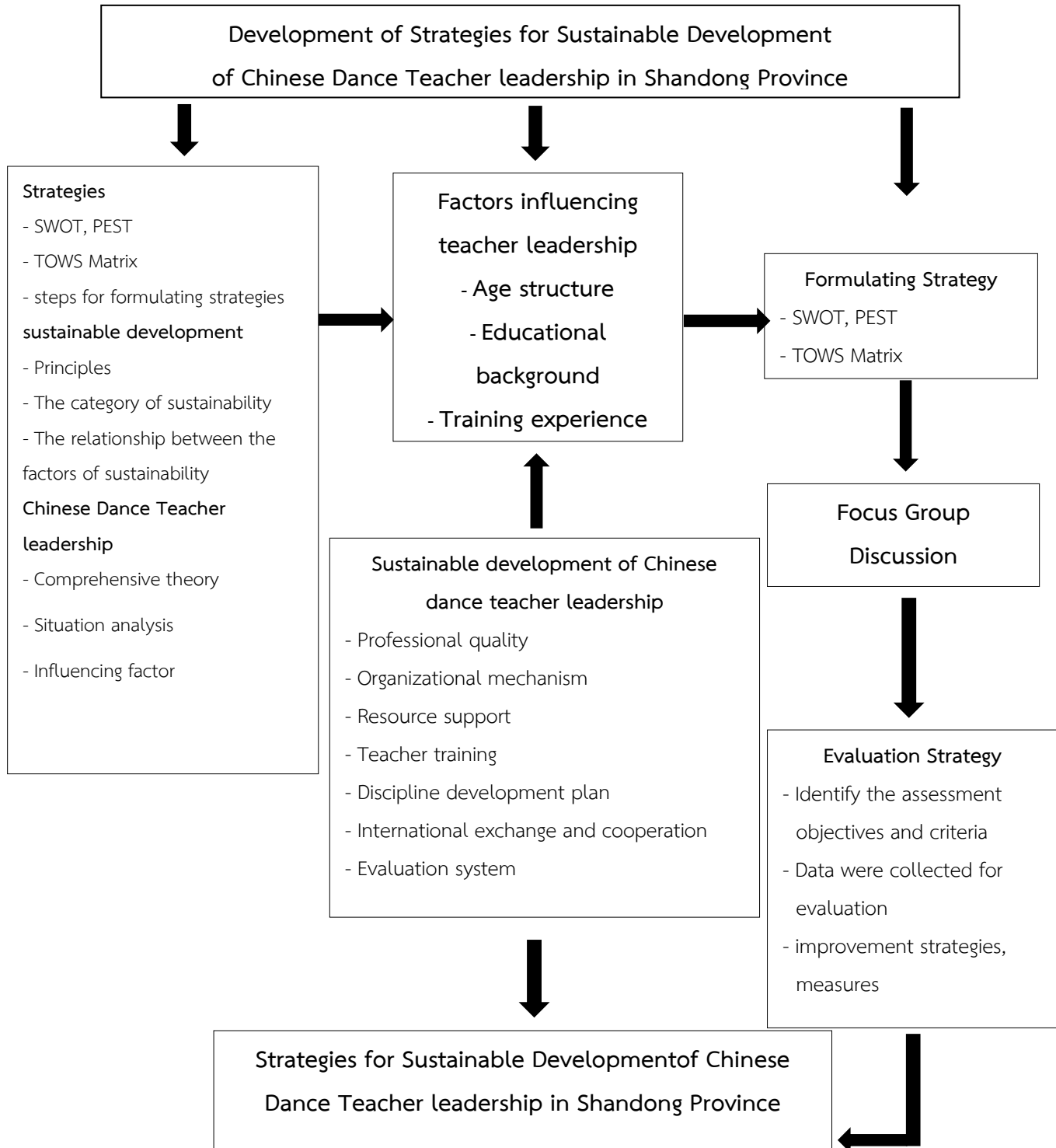


Figure 1.1 Conceptual Framework

Chapter 2

Literature Review

Research on “Development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province”, the researcher was analyzed documents, concepts, theories, and research related to the educational management of university administrators. The details are as follows.

1. Strategy development
2. Sustainable development
3. Teacher leadership
4. Chinese dance teacher
5. Related research

Strategy Development

Strategy was the most important starting point in planning and decision-making process in which an organization or individual so that the organization can drive it according to the set goals and timeframes. The details were as follows.

Definition of strategy

Strategy was a planning and decision-making process in which an organization or individual analyzes and plans the external environment and internal resources in order to achieve their goals and visions. The details were as follows:

Huang Tian (2023) said that strategy refers to the effective and scientific methods adopted by the higher normal university to improve the professional abilities of student affairs administrators, aiming to achieve better outcomes, greater efficiency, and overall advancement. This study will propose strategies to improve the professional abilities of student affairs administration the higher normal university in terms of career development ability, teamwork ability, self-management ability, problem-solving and decision-making ability.

Zhao Quan (2023) focused on strategy that refer to a long-term planning and organization aimed at achieving a specific goal or set of goals. It usually involves analyzing and evaluating various options to determine the best course of action, and then implementing those courses of action to achieve goals. In the business world, strategy usually includes the planning of a company's mission, vision and values, and how to use resources and capabilities to achieve its goals. Strategy formulation also involves the analysis and assessment of the market and competitors to determine how to gain a competitive advantage in a competitive environment.

Chen Ying (2022) defined strategy as theoretical system of how an organization develops. Strategies of development was a major choice, planning and strategy for the development direction, speed and quality of development, development points and development capabilities of an organization within a certain period of time. strategies of development could help an organization to guide its long-term development direction, specify its development goals, identify its development points as well as the real purpose of strategies of development is to solve the development problems of the organization and to achieve rapid, healthy and sustainable development of the organization.

Grant, R. M. (2021) described strategy as the art and science of planning and directing large-scale operations, whether in military or business contexts. Grant highlights the strategic process as one that involves careful planning, resource allocation, and decision-making aimed at achieving competitive advantage and long-term success.

Thompson, J. (2020) defined strategy as a plan of action designed to achieve long-term objectives. It emphasizes the importance of preparing for future challenges and aligning resources and actions to meet overarching goals. Thompson stresses that strategic management involves ongoing assessment and adaptation to ensure that the organization's goals are met effectively.

Liang Yi (2015) said that the meaning of the strategy was summarized as referring to the university's plan to carry out quality improvement work. Universities should use various types of forecasting and assessment tools to make decisions and

allocate resources. Universities should consider the range of risks they can accept when formulating strategies. Another function of strategic planning is to dynamically adjust the work process and management initiative, so that universities can quickly adjust when they encounter obstacles in the implementation of TQM, and ensure that the management direction is consistent with the strategic direction.

In conclusion, strategy meant planning and decision-making process in which an organization or individual analyzed and planned the external environment and internal resources in order to achieve their vision, competitive advantage, long-term success and sustainable development.

Component of strategy

Strategy was a crucial process in defining the direction and methods for an organization to achieve its long-term goals. The components of strategy served as a framework that ensured coherence in planning and decision-making. These components encompassed key concepts that enabled efficient operations and responsiveness to changes. They were essential in providing clarity and acted as tools for tracking and assessing the organization's success at each stage of its operations. Details were as below:

Johnson, G., Whittington, R., & Scholes, K. (2021) said about the components of strategy as follows:

1) Strategic Direction: The overarching vision and mission that guide the organization's long-term goals. Strategic direction provides a sense of purpose and aligns the organization's efforts towards a common objective.

2) Strategic Positioning: The process of determining where the organization will compete in the market and how it will differentiate itself from competitors. This involves understanding the organization's unique value proposition and positioning it to meet the needs of its target market.

3) Strategic Choices: The decisions made regarding how to allocate resources, which markets to enter, and which competitive strategies to pursue. These choices are critical in shaping the organization's overall strategy and determining its success.

4) Strategic Implementation: The process of putting strategic plans into action. This involves developing operational plans, allocating resources, and managing change to ensure the strategy is executed effectively.

Mintzberg, H. (2021) described the components of strategy as follows:

1) Strategic Leadership: The role of leaders in guiding the organization towards its strategic goals. Strategic leadership involves setting the vision, making critical decisions, and inspiring others to achieve strategic objectives.

2) Strategic Vision: A clear, long-term view of where the organization is headed and what it aims to achieve. Vision is essential for providing direction and motivating the organization's stakeholders.

3) Competitive Advantage: The unique strengths that enable the organization to outperform its competitors. This component focuses on leveraging resources and capabilities to create value that is difficult for competitors to replicate.

4) Resource Allocation: The process of distributing resources in a way that supports the strategic plan. Effective resource allocation ensures that the organization has the necessary assets to execute its strategy.

5) Performance Measurement: The methods used to assess the organization's progress towards its strategic goals. Performance measurement helps to ensure that the organization stays on track and makes adjustments as needed.

Kaplan, R. S. & Norton, D. P. (2020) described the components of strategy as follows:

1) Vision and Mission: The fundamental statements that define the organization's purpose and long-term aspirations. Vision provides a future-oriented view of what the organization aims to achieve, while the mission defines its current role and objectives.

2) Strategic Objectives: The specific goals that the organization aims to achieve within a certain timeframe. These objectives translate the vision and mission into actionable targets that guide strategic planning and decision-making.

3) Strategy Map: A visual representation that outlines the organization's strategy, showing how different objectives and activities are linked to achieve the

overall goals. Strategy maps help to communicate the strategy clearly across the organization.

4) Balanced Scorecard: A performance measurement framework that tracks the organization's progress towards its strategic objectives. The balanced scorecard includes financial and non-financial metrics, providing a comprehensive view of the organization's performance.

5) Strategic Initiatives: The specific projects or programs that are undertaken to achieve the strategic objectives. Strategic initiatives involve allocating resources and managing change to ensure that the strategy is implemented effectively.

Freeman and Reed (2016) suggest that a strong vision not only guides internal operations but also strengthens relationships with external stakeholders. A well-defined vision can create trust and collaboration, which are critical for long-term success.

David (2017) highlighted vision and mission as the foundation of strategic planning. Vision statements provide the long-term direction, while the mission defines the organization's purpose. David explains that goals and strategies must stem from these foundational elements, and performance measures are necessary to evaluate whether the strategy is successful. For David, strategy formulation and implementation are guided by these interconnected components, which help align efforts across the organization.

Pearce and Robinson (2017) discussed how vision and mission serve as the cornerstones of strategic management. They explain that strategies emerge from these foundational components and are supported by clearly defined goals. These goals, in turn, are tracked through performance measures, which ensure that the strategy is on track and adaptable to changes in the environment.

Freeman and Reed (2016): These scholars discussed the importance of aligning vision and mission with stakeholder interests. They believe that an organization's strategy should consider both internal and external stakeholders, ensuring that long-term goals and measures reflect the interests of all parties

involved. A clear vision and strategy foster trust and collaboration, which are critical for achieving sustainable success.

WestJet (2016) exemplifies the successful implementation of vision by cascading it into specific measurable goals. Their strategic vision to enhance operational efficiency was communicated clearly across all levels, ensuring that employees understood their roles in achieving the company's long-term objectives.

Quong and Walker (2016) stressed the need for leadership to integrate vision and strategy. They believe that vision provides long-term direction, while strategies guide day-to-day actions. Leaders must continuously align organizational actions with the overall vision through well-defined goals and performance measures, especially in dynamic environments.

Galvin and Arndt (2015) these scholars focus on the importance of strategic goals in achieving organizational vision. They emphasize that organizations must set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to ensure clarity and alignment with the broader strategy. Performance measures are essential for tracking progress and ensuring that the organization remains on track to achieve its vision.

Koch et al. (2015) argue that a vision not only inspires employees but also motivates them to work toward a common goal, especially in competitive industries. This collective focus leads to better performance and innovation.

Hirota et al. (2015) in their study of Japanese companies, Hirota and colleagues showed how vision-driven strategies lead to improved business outcomes. They argue that a strong organizational vision guides the development of strategic goals and ensures that performance measures are aligned with long-term objectives. Japanese corporations with clear visions tend to outperform their competitors by aligning corporate policies with strategic goals.

Kaplan and Norton (1996): Kaplan and Norton developed the Balanced Scorecard, which integrates vision and strategy with performance measures. They argue that an organization's vision should guide strategic initiatives, and measures are critical for tracking progress. These measures align operational activities with long-

term goals, ensuring that organizations are on the right path to success. The Balanced Scorecard framework includes financial and non-financial metrics, emphasizing the role of both in strategic planning.

Mintzberg (1994): Mintzberg introduced the concept of deliberate and emergent strategies. He argues that while organizations plan strategies based on their vision and goals, many strategies emerge in response to unforeseen circumstances. Both deliberate and emergent strategies must be aligned with the organization's overall direction and should be regularly evaluated through performance measures.

Hamel and Prahalad (1990): Hamel and Prahalad introduced the idea of strategic intent, which is closely tied to an organization's vision. They emphasize that goals must stretch the organization beyond its current capabilities, pushing innovation and long-term strategic success. Strategies are developed to achieve these ambitious goals, making vision and strategic intent essential drivers of competitive advantage.

Porter (1985) Michael Porter is renowned for his work on competitive strategy, focusing on how organizations achieve a sustainable competitive advantage. Although his focus is primarily on competition, he also highlights that vision and goals are essential for determining an organization's position in the market. Strategies must align with these overarching goals to ensure long-term profitability and success.

Strategic components were essential elements that guide an organization toward achieving its long-term goals. These typically include vision, which defines the organization's desired future state, mission, which outlines its purpose and values, and goals, which provide measurable targets. Strategies describe the approaches taken to reach those goals, while measures or performance indicators help track progress and assess success. Together, these components ensure alignment of operations with the organization's objectives, facilitating coherent decision-making and long-term success, being summarized as in Table 2.1.

Table 2.1 Component of strategy.

	Porter (1985)	Hamel & Prahalad (1990)	Mintzberg (1994)	Kaplan & Norton (1996)	Hirota et al. (2015)	Galvin & Arndt (2015)	Quong & Walker (2016)	Freeman & Reed (2016)	David (2017)	Pearce & Robinson (2017)	Johnson, et al. (2021)
Vision	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Mission	✓			✓			✓	✓	✓	✓	✓
Goals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Measures			✓	✓	✓	✓	✓		✓	✓	

Process/Step of strategy development

There is a detailed explanation of the steps involved in strategy development from some expert.

Rumelt, R. P. (2022) described the step of strategy development as follows:

Step 1: Diagnosis: Understanding and defining the fundamental challenges the organization faces. This step involves identifying the core problems and opportunities that the strategy needs to address.

Step 2: Guiding policy: Developing a guiding policy that sets the overall approach to address the diagnosed challenges. This policy provides a framework for making decisions and directing resources.

Step 3: Coherent actions: Implementing specific, coordinated actions that align with the guiding policy. These actions should be logically connected and reinforce each other to effectively execute the strategy.

Grant, R. M. (2021) defined the process of strategy development as follows:

Step 1: Environmental Scanning: The process starts with scanning the external and internal environments to gather information on market trends, competition, and organizational capabilities.

Step 2: Strategic Analysis: This involves analyzing the data collected during environmental scanning to identify key issues, challenges, and opportunities that the organization needs to address.

Step 3: Strategy Formulation: The organization formulates its strategy by deciding on the competitive positioning, value proposition, and key strategic initiatives.

Step 4: Strategy Implementation: This step involves translating the formulated strategy into operational plans, ensuring that all parts of the organization are aligned and working towards the strategic goals.

Step 5: Strategy Evaluation: Continuous evaluation and feedback loops are essential to ensure that the strategy is effective and to make adjustments as necessary.

Johnson, G., Whittington, R., and Scholes, K. (2021) focused on the process of strategy development as follows:

Step 1: Strategic Positioning: Identifying the organization's position in the market relative to competitors, considering factors such as competitive advantage and market demands.

Step 2: Setting Strategic Objectives: Developing clear objectives that align with the organization's long-term vision and mission.

Step 3: Strategic Choice: Making choices about how to achieve the objectives, including selecting the appropriate business model, market entry strategies, and resource allocation.

Step 4: Strategy Implementation: Implementing the chosen strategies through detailed planning, resource mobilization, and change management.

Step 5: Reviewing and Controlling: Continuously reviewing the strategy's performance, monitoring key performance indicators, and making necessary adjustments to stay on course.

Mintzberg (2021) stated the steps of strategy development as follows:

Step 1: Crafting a vision: Developing a clear vision that outlines the organization's future aspirations. The vision provides a long-term perspective and sets the direction for strategic planning.

Step 2: Strategic diagnosis: Conducting a thorough analysis of the internal and external environments to identify opportunities and threats, as well as strengths and weaknesses.

Step 3: Strategy formation: This step involves creating strategies that align with the vision and capitalize on identified opportunities while mitigating risks.

Step 4: Implementing the strategy: Putting the strategy into action by developing detailed plans, allocating resources, and managing change within the organization.

Step 5: Evaluating outcomes: Monitoring the results of the implemented strategy and making necessary adjustments to ensure continued alignment with the organizational goals.

Thompson, J. (2020) said that the process of strategy development as follows:

Step 1: Defining the Vision and Mission: The process begins with clarifying the organization's vision and mission, which provide the foundation for all strategic activities. The vision outlines the long-term aspirations, while the mission defines the organization's purpose and primary objectives.

Step 2: Conducting a SWOT Analysis: The next step involves analyzing the internal strengths and weaknesses, as well as external opportunities and threats (SWOT). This analysis provides insights into the organization's current position and potential areas for growth or improvement.

Step 3: Setting Strategic Objectives: Based on the SWOT analysis, the organization sets specific, measurable, achievable, relevant, and time-bound (SMART) strategic objectives. These objectives guide the direction of strategic planning.

Step 4: Formulating the Strategy: This step involves developing strategies to achieve the strategic objectives. It includes deciding on the strategic options, such as market penetration, product development, or diversification.

Step 5: Implementing the Strategy: Once the strategy is formulated, it is implemented through detailed action plans, resource allocation, and operational changes. Effective communication and leadership are crucial during this phase.

Step 6: Monitoring and Evaluating the Strategy: The final step involves continuously monitoring the strategy's progress and making necessary adjustments. This ensures that the strategy remains aligned with the organization's goals and external environment.

Porter, M. E. (2020) presented about the steps of strategy development as follows:

Step 1: Analyzing industry and competitors: The first step involves a thorough analysis of the industry structure and the competitive forces within it. Porter's Five Forces framework is often used for this analysis.

Step 2: Developing a unique value proposition: Based on the industry analysis, the organization develops a value proposition that differentiates it from competitors and appeals to its target market.

Step 3: Strategic trade-offs: The organization must make strategic trade-offs, choosing what activities to prioritize and what to avoid. These trade-offs are crucial for maintaining strategic focus.

Step 4: Fit and alignment: Ensuring that all aspects of the organization are aligned with the strategy. This involves aligning resources, processes, and capabilities with the strategic objectives.

Step 5: Continuity of strategy: Maintaining consistency in the strategic direction over time, while allowing for adaptation as necessary. Continuity helps to build and sustain competitive advantage.

Kaplan, A. M., and Norton, D. P. (2020) stated the steps of strategy development as follows:

Step 1: Translating the vision: Converting the organization's vision into clear, strategic objectives that are actionable and measurable.

Step 2: Linking Strategy to operations: Aligning operational processes with strategic objectives using tools like the balanced scorecard. This step ensures that day-to-day activities support the overall strategy.

Step 3: Planning strategic initiatives: Developing and prioritizing initiatives that will drive the organization towards its strategic goals.

Step 4: Implementing and monitoring: Executing the strategic initiatives while continuously monitoring progress using performance metrics.

Step 5: Reviewing and learning: Regularly reviewing the outcomes of the strategy and learning from the results to refine and improve the strategic approach.

Chandler, A. D. (2021) stated the steps of strategy development as follows:

Step 1: Defining organizational structure: Establishing a structure that aligns with the organization's strategy. This step involves designing roles, responsibilities, and reporting lines that support strategic objectives.

Step 2: Developing systems and processes: Implementing systems that facilitate strategy execution. These include decision-making processes, communication channels, and resource management systems.

Step 3: Aligning culture and strategy: Ensuring that the organizational culture supports the strategic direction. This step may involve fostering shared values and adapting leadership styles to the strategy.

Step 4: Resource allocation: Distributing resources in a way that maximizes their impact on strategic goals. This includes financial, human, and technological resources.

Step 5: Monitoring and adjusting strategy: Continuously monitoring the strategy's effectiveness and making adjustments as necessary to respond to internal and external changes.

These detailed explanations provided a process or step of strategy, in the field, strategies composed of vision, mission, goals, strategies, and measurements to fit and adjust the strategy.

SWOT, PEST analysis

The concept and steps on SWOT

(1) The concept of SWOT

Hill, C. W. L., and Jones, G. R. (2024) defined SWOT analysis as a strategic tool used to identify an organization's internal strengths and weaknesses as well as external opportunities and threats. This method helps organizations to gain insights into their strategic position, allowing them to craft strategies that exploit opportunities, strengthen their position, and minimize risks from external threats.

Aguilar, F. J. (2024) defined SWOT analysis as a strategic tool that helps organizations assess their internal strengths and weaknesses alongside external opportunities and threats. This analysis facilitates the alignment of strategic objectives with the organization's internal capabilities and external market conditions, supporting effective strategy formulation and execution.

Drucker, L. (2023) defined SWOT analysis as a tool that evaluates internal strengths and weaknesses and external opportunities and threats to inform strategic planning. By assessing these factors, organizations can align their strategies with their capabilities and the external environment, ensuring that they address relevant challenges and seize available opportunities.

Vicente, J. (2023) defined SWOT analysis as a technique for evaluating an organization's internal and external environments. It involves identifying strengths and weaknesses within the organization and opportunities and threats in the external environment. This analysis aids in the development of strategic plans that leverage internal strengths and opportunities while addressing weaknesses and mitigating external threats.

(2) The steps in creating strategies from SWOT analysis

Johnson, G., Scholes, K., and Whittington, R. (2023) pointed out the steps from SWOT analysis as follows:

1) Conduct a SWOT analysis: Identify strengths, weaknesses, opportunities, and threats through comprehensive internal and external assessments.

2) Strategic mapping: Use the SWOT matrix to map strategies that:

SO strategies: Leverage strengths to seize opportunities.

ST strategies: Utilize strengths to counteract threats.

WO strategies: Develop strategies to address weaknesses and capture opportunities.

WT strategies: Formulate defensive strategies to manage weaknesses and avoid threats.

3) Strategic development: Develop detailed action plans for each identified strategy.

Carrie, D. (2023) pointed out the steps from SWOT analysis as follows:

1) SWOT identification: Identify internal strengths and weaknesses and external opportunities and threats.

2) Strategic formulation:

SO strategies: Create strategies that capitalize on strengths to exploit opportunities.

ST strategies: Develop strategies that use strengths to mitigate threats.

WO strategies: Formulate strategies to address weaknesses while taking advantage of opportunities.

WT strategies: Design strategies to reduce weaknesses and avoid threats.

Execution and review: Implement the strategies and review their effectiveness regularly to ensure they are achieving desired outcomes.

Drucker, L. (2023) pointed out the steps from SWOT analysis as follows:

1) Perform SWOT analysis: Identify internal strengths and weaknesses, as well as external opportunities and threats.

2) Develop strategic options: Match strengths with opportunities and address weaknesses and threats.

3) Select strategies: Choose the most effective strategies based on their potential impact and alignment with organizational goals.

4) Implement strategies: Execute the chosen strategies and monitor progress to ensure alignment with strategic objectives.

Joey, H. (2022) pointed out the steps from SWOT analysis as follows:

1) Conduct SWOT analysis

Identify and list the organization's internal strengths and weaknesses along with external opportunities and threats.

2) Match and convert:

Strengths to opportunities: Formulate strategies that use strengths to exploit opportunities.

Weaknesses to opportunities: Develop plans to convert weaknesses into strengths by seizing opportunities.

Strengths to threats: Use strengths to neutralize threats.

Weaknesses to threats: Create strategies to mitigate weaknesses and avoid threats.

Strategic formulation: Based on the above matching, create strategic initiatives that align with the organizational goals and market dynamics.

Thompson, J. (2020) pointed out the steps from SWOT analysis as follows:

1) Conduct SWOT analysis: Identify and evaluate internal strengths and weaknesses and external opportunities and threats.

2) Formulate strategies:

SO strategies: Use strengths to capitalize on opportunities.

ST strategies: Use strengths to defend against threats.

WO strategies: Address weaknesses to exploit opportunities.

WT strategies: Develop defensive strategies to manage weaknesses and avoid threats.

3) Implement and monitor: Execute the strategies and regularly monitor their performance to make necessary adjustments.

Brockbank, W. (2019) pointed out the steps from SWOT analysis as follows:

1) SWOT analysis: Conduct a thorough analysis to identify internal strengths and weaknesses and external opportunities and threats.

2) Strategic mapping:

SO strategies: Develop strategies that leverage strengths to seize opportunities.

ST strategies: Formulate strategies to use strengths to counteract threats.

WO strategies: Create strategies to address weaknesses by exploiting opportunities.

WT strategies: Develop strategies to mitigate weaknesses and avoid threats.

3) Strategy execution: Implement the strategies with a focus on aligning them with organizational goals and monitoring their effectiveness.

Sohail, S. (2018) pointed out the steps from SWOT analysis as follows:

1) Assess internal and external factors: Gather data on internal capabilities and external conditions.

2) Develop strategic options: Identify potential strategies by matching internal strengths with external opportunities and addressing weaknesses and threats.

3) Prioritize strategies: Evaluate and prioritize strategies based on their feasibility and alignment with organizational objectives.

4) Implement and monitor: Execute the chosen strategies and continuously monitor their effectiveness, making adjustments as necessary.



Figure 2.1 SWOT analysis

The concept and steps on PEST analysis

(1) The definition on PEST analysis

PEST Analysis is a strategic framework used to evaluate the external macro-environmental factors that impact a business. It stands for Political, Economic, Social, and Technological influences. This tool helps organizations understand market dynamics and anticipate potential challenges or opportunities.

Kourdi, J. (2024) integrated PEST analysis into the broader context of strategic management. They discussed how organizations must continuously monitor external environments to anticipate shifts in political regimes, economic cycles, societal values, and technological breakthroughs. The authors highlight the importance of understanding how these factors interact, particularly how social and technological changes can drive market evolution, demanding new strategic responses.

Worthington, I., and Britton, C. (2024) focused on the application of PEST analysis in global markets. They argue that the traditional PEST framework must be adapted when analyzing emerging markets, where political instability and economic unpredictability are more pronounced. Their analysis includes a discussion on how social factors, such as demographic shifts and cultural differences, influence consumer behavior differently across regions, requiring businesses to tailor their strategies accordingly.

Grant, R. M. (2024) expanded on the PEST framework by proposing an enhanced version called "PESTEL" (Political, Economic, Social, Technological, Environmental, and Legal). He provides an in-depth analysis of how environmental sustainability and legal regulations have become critical considerations in strategy formulation. Grant also offers a longitudinal perspective, showing how these factors evolve over time and how businesses must remain agile to adapt to these changes.

Mohammad, G. (2023) defined PEST analysis as a framework for analyzing the external macro-environmental factors that could impact an organization's strategic positioning. The analysis covers Political factors (such as government regulations and political stability), Economic factors (including economic growth, inflation rates, and interest rates), Social factors (such as demographic trends, cultural attitudes, and

social norms), and Technological factors (including technological innovations and advancements). By understanding these factors, organizations can anticipate changes in the external environment and adjust their strategies accordingly.

Johnson, G., Scholes, K., and Whittington, R. (2023) defined PEST analysis as a strategic tool used to evaluate the Political, Economic, Social, and Technological factors that influence an organization's external environment. This tool helps organizations to identify and understand the macro-environmental conditions that could impact their operations and strategic decisions. Political factors encompass government policies and political stability, Economic factors include market conditions and economic indicators. Social factors refer to cultural and demographic changes, and Technological factors involve advancements and technological trends.

Dyer, J. W., and Dyer, J. H. (2023) defined PEST analysis as a framework for identifying and analyzing the Political, Economic, Social, and Technological factors affecting an organization. Political factors include government regulations and political stability, Economic factors cover economic trends and conditions, social factors involve societal attitudes and demographic trends, and Technological factors pertain to technological advancements and innovations. This analysis helps organizations to anticipate external influences and adapt their strategies to align with the changing environment.

Joey, H. (2023) defined PEST analysis as a strategic framework used to analyze the Political, economic, social, and technological factors that affect an organization's external environment. Political factors include government policies and political stability, Economic factors cover macroeconomic trends such as inflation and economic growth, social factors relate to societal trends and demographic changes, and Technological factors involve technological advancements and innovations. Understanding these factors helps organizations to identify opportunities and threats in the external environment and adjust their strategies to remain competitive.

PEST analysis was widely attributed to Francis J. Aguilar, who introduced the concept in his book "Scanning the Business Environment," published in 1967. While the original framework included other elements, the acronym PEST later became

popular for summarizing the political, economic, social, and technological factors. And details were as bellows:



Figure 2.2 PEST analysis

Kourdi, J. (2024) integrated PEST analysis into the broader context of strategic management. They discussed how organizations must continuously monitor external environments to anticipate shifts in political regimes, economic cycles, societal values, and technological breakthroughs. The authors highlight the importance of understanding how these factors interact, particularly how social and technological changes can drive market evolution, demanding new strategic responses.

Worthington, I., and Britton, C. (2024) focused on the application of PEST analysis in global markets. They argue that the traditional PEST framework must be adapted when analyzing emerging markets, where political instability and economic unpredictability are more pronounced. Their analysis includes a discussion on how social factors, such as demographic shifts and cultural differences, influence consumer behavior differently across regions, requiring businesses to tailor their strategies accordingly.

Grant, R. M. (2024) expanded on the PEST framework by proposing an enhanced version called "PESTEL" (Political, Economic, Social, Technological, Environmental, and Legal). He provides an in-depth analysis of how environmental sustainability and legal regulations have become critical considerations in strategy

formulation. Grant also offers a longitudinal perspective, showing how these factors evolve over time and how businesses must remain agile to adapt to these changes.

Aguilar, F. J (2023) revisited his original framework and elaborates on how the PEST analysis remains a vital tool for environmental scanning. He emphasized the dynamic nature of political and economic factors in a globalized world, where government policies and economic conditions can change rapidly, influencing businesses. Aguilar also introduced the concept of "PESTEL," adding Environmental and Legal factors to the traditional PEST, arguing that these have become increasingly important in today's business environment.

From above information, PEST analysis was a strategic tool used to assess external factors influencing an organization. It categorizes these factors into Political, Economic, Social, and Technological domains. The framework has evolved to include Environmental and Legal aspects, reflecting their increasing importance in strategy formulation. Effective use of PEST Analysis involves continuously monitoring these factors to anticipate changes and adapt strategies accordingly. It is particularly useful for understanding market dynamics, addressing global and local variations, and integrating these insights into broader strategic management practices.

(2) The steps to use PEST analysis in strategy creation

Using PEST analysis in strategy creation offers comprehensive insights into external factors, helping businesses anticipate risks. It enables proactive decision-making and strategic alignment with market conditions for long-term success, details as follows:

Part 1: Identifying and categorizing external factors.

Grant, R. M. (2024) discussed the critical first step of identifying and categorizing external factors into the PEST framework. Grant emphasizes the importance of using systematic environmental scanning methods to collect data across Political, Economic, Social, and Technological domains. This process involves analyzing data from various sources such as governmental reports, industry publications, and market research to create a comprehensive overview of the external environment.

Aguilar, F. J. (2023) focused on the initial identification and categorization of external factors. Aguilar highlights the use of environmental scanning techniques to gather relevant data and categorize it into the PEST framework. This categorization helps in structuring the analysis and understanding how different external factors influence the business environment.

Hill, C. W. L., & Jones, G. R. (2023) emphasized the need for a thorough and continuous identification and categorization process. Hill and Jones suggest that businesses should not only categorize external factors but also update their analysis regularly to reflect changes in the external environment. This ongoing process ensures that the organization's strategy remains relevant and adaptive to new challenges and opportunities.

Part 2: Integrating PEST analysis with other strategic tools

Grant, R. M. (2024) advises integrating PEST analysis with other strategic tools like SWOT analysis. Grant explains that by mapping the external factors identified in PEST against internal strengths and weaknesses, organizations can develop more comprehensive strategies. This integration helps in identifying strategic opportunities and threats that arise from external factors.

Worthington, I., and Britton, C. (2024) recommended using PEST analysis in conjunction with scenario planning and risk assessment tools. They suggest that integrating these tools helps in anticipating how different scenarios and risks could impact the business. This approach allows for a more robust strategy that considers various possible future developments.

Johnson, G., Scholes, K., and Whittington, R. (2023) discuss the integration of PEST analysis with Porter's Five Forces. They argue that combining these tools provides a more complete picture of the competitive environment and external influences. This integrated approach allows organizations to understand both external factors and competitive pressures, leading to more informed strategic decisions.

Part 3: Assessing the impact of each factor:

Grant, R. M. (2024) highlighted techniques for assessing the impact of PEST factors. Grant recommends using impact assessment models and forecasting methods to determine how external factors might affect strategic objectives. This involves evaluating the potential risks and opportunities associated with each factor and their implications for strategic planning.

Johnson, G., Scholes, K., and Whittington, R. (2023) focused on assessing the impact of each PEST factor on the organization. They suggest using both qualitative and quantitative methods to evaluate how each external factor might affect business objectives and operations. This assessment involves analyzing the significance of each factor and its potential influence on the organization's strategy.

Aguilar, F. J. (2023) emphasized the importance of analyzing the implications of each identified factor. Aguilar proposes using impact analysis frameworks to evaluate how changes in political, economic, social, and technological factors could affect the organization. This analysis helps in understanding the potential effects of external factors on business strategy.

Part 4: Forecasting future trends

Worthington, I., and Britton, C. (2024) stressed the importance of forecasting future trends based on PEST analysis. They recommend using trend analysis and scenario planning techniques to predict how external factors might evolve and impact the business. This forward-looking approach helps organizations prepare for potential future changes and adapt their strategies accordingly.

Grant, R. M. (2024) discussed forecasting techniques that involve analyzing current trends and projecting future developments. Grant highlights the use of forecasting models to anticipate changes in political, economic, social, and technological factors and their potential impact on business strategy.

Hill, C. W. L., & Jones, G. R. (2023) emphasized the role of forecasting in PEST analysis. They suggest using various forecasting methods to predict how external factors might change over time. This step involves understanding both current trends

and potential future shifts to ensure that the organization's strategy remains relevant.

Part 5: Formulating strategic responses

Grant, R. M. (2024) focused on developing strategic responses based on insights from PEST analysis. Grant advises creating strategies that leverage positive external trends and mitigate risks associated with negative factors. This involves formulating responses that align with the opportunities and challenges identified through the PEST analysis.

Johnson, G., Scholes, K., & Whittington, R. (2023) emphasized the need for strategic responses that address the external factors identified in PEST analysis. They recommend developing strategies that take into account both the opportunities and threats posed by these factors. This approach helps in creating strategies that are well-aligned with the external environment.

Aguilar, F. J. (2023) discussed how to formulate strategic responses based on PEST analysis findings. Aguilar advises creating strategies that leverage favorable trends and address potential challenges. This involves developing strategic initiatives that align with the insights gained from the PEST analysis.

In summary, the information on steps to use PEST analysis in strategy creation was as follows: 1) Identifying and categorizing external factors: The first step involves systematically identifying and categorizing external factors into political, economic, social, and technological domains. This process requires collecting and analyzing data from various sources such as government reports, industry publications, and market research to create a detailed overview of the external environment 2) Integrating PEST analysis with other strategic tools: Integrate PEST analysis with other strategic tools like SWOT analysis, Porter's Five Forces, and scenario planning. This integration helps to develop a comprehensive strategy by mapping external factors against internal strengths and weaknesses, understanding competitive pressures, and anticipating future scenarios and risks. 3) Assessing the impact of each factor: Evaluate the significance of each PEST factor by using qualitative and quantitative methods. This assessment involves analyzing how each external factor could

influence business objectives and operations, and determining potential risks and opportunities. 4) Forecasting future trends: Use forecasting techniques and trend analysis to predict how external factors might evolve and impact the business. This step involves projecting future developments based on current trends to prepare for potential changes and adapt strategies accordingly. 5) Formulating strategic responses: Develop strategic responses that align with the insights gained from the PEST analysis. Create strategies that leverage favorable trends, address potential challenges, and align with opportunities and threats identified through the analysis. This ensures that strategies are well-suited to the external environment and adaptable to changes.

The concept of TOWS Matrix



Figure 2.3 TOWS Matrix

<https://www.penfill.co/strategy/tows-matrix/>

(1) The definitions of TOWS Matrix

These detailed explanations of the TOWS Matrix were as follows:

Khan and Patel (2024) emphasize the use of the TOWS Matrix in the construction industry to address sustainability challenges. The matrix assists organizations in navigating environmental regulations by utilizing internal strengths such as technical expertise to implement sustainable practices. This decision-making tool enables companies to comply with evolving environmental laws while simultaneously reducing their ecological footprint.

Davis and Wong (2024) discuss the effectiveness of the TOWS Matrix in guiding digital transformation strategies. By aligning internal technological strengths with external opportunities in the digital world, organizations can innovate and maintain competitiveness. Simultaneously, the matrix aids in mitigating risks associated with rapid digital change by addressing potential threats and staying ahead of industry trends.

Pardede and Rahman (2023) explain that the TOWS Matrix extends traditional SWOT analysis by focusing on leveraging strengths to address external threats and utilizing opportunities to overcome internal weaknesses. This strategic tool is especially useful in manufacturing sectors, promoting a proactive stance in aligning internal capabilities with external challenges and opportunities.

Riley and Moore (2023) demonstrate how the TOWS Matrix, combined with Analytical Hierarchy Process (AHP), supports policy development and decision-making in the public sector. The matrix aids public organizations in analyzing both internal and external factors, creating balanced strategies that improve governance and resource allocation, especially in response to political changes and economic pressures.

Smith and Anderson (2022) describe the TOWS Matrix as essential for fast-evolving industries. It allows organizations to align internal strengths and weaknesses with external opportunities and threats, facilitating efficient resource allocation and strategic prioritization. This is crucial for companies to remain competitive and adaptable in uncertain, dynamic environments.

Vargas and Lee (2022) apply the TOWS Matrix to sustainable tourism development, emphasizing the alignment of local strengths with global opportunities to foster eco-friendly tourism initiatives. The matrix encourages the use of local resources to address global environmental threats while capitalizing on opportunities for tourism development that benefits both the environment and the economy.

Summary that the TOWS Matrix is a strategic planning tool used to identify and evaluate the relationship between a company's internal strengths and weaknesses, and external opportunities and threats. It extends the SWOT analysis by

helping organizations develop strategic options. The matrix consists of four quadrants: Strengths-Opportunities (SO), Strengths-Threats (ST), Weaknesses-Opportunities (WO), and Weaknesses-Threats (WT). By analyzing these relationships, companies can create strategies that leverage their strengths to exploit opportunities, counter threats, and address weaknesses.

(2) Steps to Use TOWS Matrix in Strategy Creation

The TOWS Matrix is a strategic management tool that extends the SWOT analysis by linking internal factors (strengths and weaknesses) with external factors (opportunities and threats). This matrix helps organizations develop actionable strategies by identifying how internal capabilities can be used to capitalize on external opportunities, address threats, and overcome weaknesses. The following steps outline the process of utilizing the TOWS Matrix to craft and execute effective strategies, details were below:

Porter (2024) said that prioritize and evaluate the strategic options. Assess each strategy's feasibility, potential impact, and alignment with the organization's objectives. Consider factors such as resource availability, competitive positioning, and potential return on investment to determine which strategies should be pursued.

Barney (2023) Next, assess internal strengths and weaknesses. Evaluate the organization's internal capabilities and limitations, including resources, competencies, processes, and performance metrics. This step is crucial for understanding what the organization can effectively use or needs to improve to achieve its strategic goals.

Thompson, Peteraf, Gamble, & Strickland (2023) continuously review and adjust the strategies based on performance feedback and changes in the external environment. This ongoing evaluation helps ensure that the strategies remain relevant and effective, allowing for adjustments as necessary to maintain strategic alignment and competitive advantage.

Hill, Jones, & Schilling (2022) Develop strategic options by integrating the internal and external analyses. Create strategies by combining strengths with opportunities (SO) to capitalize on them, addressing weaknesses with opportunities

(WO) to overcome limitations, leveraging strengths to counteract threats (ST), and addressing weaknesses to mitigate threats (WT).

Hitt, Ireland, & Hoskisson (2021) Begin by identifying external opportunities and threats. This involves performing a thorough environmental scan to recognize market trends, competitive pressures, and macroeconomic factors that could impact the organization. The analysis should focus on identifying factors that could be leveraged or that pose risks.

Johnson, Scholes, & Whittington (2021) focus on that implement and monitor the chosen strategies. Develop detailed action plans outlining specific steps, responsibilities, and timelines. Establish metrics and key performance indicators (KPIs) to track the progress and effectiveness of the strategies over time.

As above information that using the TOWS Matrix in strategy creation involves several key steps include Identify External Factors: analyze external opportunities and threats affecting the organization, assess internal factors: evaluate internal strengths and weaknesses, develop strategic options: combine internal and external factors to create strategic options, addressing each combination of strengths, weaknesses, opportunities, and threats, prioritize strategies: evaluate the feasibility and impact of each option to determine which strategies to pursue, implement and monitor: Develop action plans for implementation and establish metrics for monitoring progress, and review and adjust: Continuously review and adjust strategies based on performance and changes in the external environment.

Sustainable Development

The sustainable development of Chinese dance teachers' leadership requires teachers to have a clear vision and goals, constantly learn and improve themselves, establish a clear vision and goals. Chinese dance teachers should clarify their own educational concepts and goals, establish a long-term development vision, and formulate feasible goals and plans. This can help teachers to better lead students and improve their leadership.

Concept of sustainable development

Sustainable development refers to the practice of meeting present needs without compromising the ability of future generations to meet their own needs. It emphasizes the balanced integration of economic growth, social inclusion, and environmental protection. The concept promotes long-term strategies that ensure the well-being of both people and the planet. Details were as below.

Wilson (2022) argues that innovation is key to solving many of the challenges associated with sustainable development, such as reducing carbon emissions, managing waste, and conserving resources. He stresses the importance of investing in research and development to create new technologies that support sustainable goals.

Parnell, J. A. (2022) examined sustainable development from a governance perspective, emphasizing the role of policy and regulation in achieving sustainability goals. Green argues that effective governance is crucial for implementing sustainable development, as it ensures that policies are enforced, resources are managed responsibly, and all stakeholders are involved in decision-making processes. He highlights the need for strong institutions and transparent governance to achieve sustainable outcomes.

Mintzberg, H. (2021) focused on the economic aspects of sustainable development, arguing that sustainable economic growth must be inclusive and equitable. Jackson (2023) posits that economic development should aim to reduce poverty and inequality while ensuring that growth does not come at the expense of environmental health. He advocates for policies that promote green technologies and sustainable business practices, which he believes are essential for long-term economic stability.

Thompson, J. (2020) presented a comprehensive view of sustainable development that incorporates cultural and social dimensions. Thompson (2023) highlights the importance of cultural sustainability, arguing that sustainable development should also protect and promote cultural heritage and social cohesion. He believes that development policies should be inclusive, respecting the cultural

identities and traditions of different communities while fostering economic and social development.

Brockbank, W. (2019) discussed sustainable development through the lens of environmental sustainability, focusing on the need to preserve ecosystems and biodiversity. Brown asserts that sustainable development must prioritize the protection of natural environments, arguing that without a healthy ecosystem, economic and social systems cannot thrive. He also emphasizes the importance of renewable energy and sustainable agriculture in achieving these goals.

Sohail, S. (2018) explored sustainable development by emphasizing the balance between economic growth, social equity, and environmental protection. Smith argues that sustainable development requires an integrated approach where policies promote not only economic advancement but also ensure equitable resource distribution and environmental sustainability. He highlights that long-term prosperity can only be achieved if economic activities do not deplete natural resources or exacerbate social inequalities.

Wolf, R. J. (2018) discussed the role of innovation in sustainable development, highlighting how technological advancements can drive sustainable practices.

From the information above, it can be concluded that the concept of sustainable development encompasses a balanced approach to economic growth, social equity, and environmental protection. It emphasizes the need for integrated policies that ensure long-term prosperity without depleting natural resources or increasing social inequalities. Sustainable development also involves preserving ecosystems, cultural heritage, and social cohesion, while promoting inclusive and equitable economic growth. Effective governance, innovation, and the adoption of green technologies are crucial for achieving sustainable outcomes, ensuring that development meets the needs of the present without compromising the ability of future generations to meet their own needs.

Challenges and barriers to sustainable development

The concept of sustainable development in education focuses on integrating sustainability principles into teaching and learning processes. It aims to equip students with the knowledge, skills, and values needed to promote sustainable practices in their communities and professions. This approach encourages critical thinking, environmental stewardship, and social responsibility to prepare future generations for sustainable development challenges.

Joey, H. (2023) focused on the role of education in promoting social equity as a core component of sustainable development. Jackson asserted that education for sustainable development (ESD) should aim to reduce inequalities by providing equitable access to education and promoting inclusive learning environments. He argues that by addressing social disparities through education, societies can move closer to achieving broader sustainable development goals.

Peter, F. (2023) explored the role of innovation in education for sustainable development. Patel (2023) argues that leveraging technology and innovative teaching methods can enhance the effectiveness of ESD. He suggests that digital tools and interactive learning platforms can make sustainability education more engaging and accessible, thereby empowering students to take action on sustainability issues.

Mintzberg, H. (2021) emphasized the importance of integrating sustainability into curricula across all educational levels. Martin argues that sustainable development in education should not be confined to environmental science courses but should be a cross-disciplinary priority. He highlights that incorporating sustainability principles into subjects such as economics, literature, and social studies can foster a holistic understanding among students, enabling them to apply sustainable practices in various contexts.

Poter, M. E. (2020) examined the importance of teacher education in promoting sustainable development. Lopez emphasized that teachers must be equipped with the knowledge and skills to effectively teach sustainability. She argues that teacher training programs should include comprehensive modules on

sustainability and provide educators with practical strategies to integrate these concepts into their teaching practices.

Fidel, M. (2018) discussed the integration of global citizenship education within the framework of sustainable development. He highlights that teaching students about global citizenship encourages them to think critically about global challenges and their role in addressing them. He advocates for education systems to instill values such as empathy, cooperation, and environmental stewardship, which are essential for sustainable development.

Rosnah, I. (2018) discussed the role of lifelong learning in sustainable development. Brown argued that education for sustainable development should extend beyond formal schooling to include adult education and community learning initiatives. He emphasizes that ongoing education opportunities are essential for fostering a culture of sustainability in all aspects of life, enabling individuals to continuously adapt to changing environmental and social conditions.

All of the above could be summarized as the concept of sustainable development in education emphasizes the integration of sustainability principles across all disciplines and educational levels. It promotes social equity, global citizenship, and lifelong learning as key components of sustainable education. By equipping students and educators with the knowledge and skills to address sustainability challenges, education plays a critical role in fostering a culture of sustainability. Innovative teaching methods and continuous learning opportunities further enhance the effectiveness of education for sustainable development, ensuring that individuals are prepared to contribute to a sustainable future.

Strategies and approaches for achieving sustainable development

The term "Strategies and Approaches for Achieving Sustainable Development of Chinese Dance Teacher Leadership" referred to the methods and plans designed to promote the long-term growth and effectiveness of leadership within the field of Chinese dance education. This involves implementing practices that support continuous professional development, integrating both traditional and modern teaching techniques, and ensuring institutional backing. It also includes adapting to

global trends, preserving cultural heritage, and fostering strong mentoring and community networks to build resilient and effective leaders.

Liu, F. (2024) explored the role of cross-cultural exchange in leadership development. Liu argues that engaging with international dance communities and participating in global exchanges can enrich Chinese dance teacher leadership. Exposure to diverse perspectives and practices enhances leaders' ability to innovate and adapt their strategies effectively.

Huang Tian (2023) discussed the need for adaptive leadership strategies that respond to global and local changes. Zhang argues that Chinese dance teacher leaders must be flexible and responsive to evolving trends and challenges in the global education landscape. Adaptability ensures that leadership practices remain relevant and effective in a changing world.

Chen, Ying (2022) advocated for integrating innovative teaching practices with traditional methods to ensure sustainable leadership in Chinese dance education. Chen suggests that leaders should continuously update their teaching approaches and embrace new pedagogical trends while preserving traditional dance techniques. This balance helps maintain the cultural integrity of the dance while enhancing educational effectiveness.

Zhao Quan (2022) emphasized the importance of creating robust mentorship programs to support emerging Chinese dance teachers. Wang argues that experienced leaders should actively mentor new teachers, providing them with guidance and support to develop their skills and leadership capabilities. This mentorship fosters a supportive environment that contributes to the sustainable growth of the dance education field.

Thompson, J. (2020) discussed the importance of developing comprehensive professional development programs. Zhao recommends that dance education institutions create structured programs that offer continuous learning opportunities for teachers. These programs should include workshops, seminars, and training sessions to ensure ongoing leadership growth and effectiveness.

Sun Ren (2019) advocated for incorporating technology into dance education leadership. Huang suggests that leveraging digital tools and online platforms can enhance teaching methods, broaden access to resources, and facilitate innovative learning experiences. Technology integration supports the sustainable development of leadership by modernizing educational practices.

Susan, N. U. (2018) highlighted the significance of maintaining cultural heritage while implementing modern leadership strategies. Sun emphasizes that leaders should balance the preservation of traditional Chinese dance with the adoption of contemporary educational methods. This approach ensures that cultural values are upheld while advancing educational practices.

Liang Yi (2015) focused on the role of institutional support in fostering effective leadership. Li highlighted the strong institutional frameworks, including policies and resources, are essential for developing and sustaining leadership in Chinese dance education. Institutions should provide adequate funding, training opportunities, and recognition to support the growth of dance educators.

Summarizing that strategies and approaches for achieving the sustainable development of Chinese dance teacher leadership involve several key elements. Being a professional quality person who enjoys working in a good organization that a fair evaluation system, knows getting knowledge having self-discipline, seeks advancement and increases knowledge of dance through international exchange and cooperation. There were factors of supporting that were 4 aspects as age structure, educational background, training experience, and school support.

Teacher Leadership

Conceptual of teacher leadership

Teacher leadership refers to the role of educators who take on leadership responsibilities beyond their classroom duties to influence and improve school practices and outcomes. It involves teachers using their expertise and skills to lead initiatives, mentor colleagues, contribute to decision-making processes, and drive positive change within their educational environment. Teacher leadership aims to

enhance student learning, promote professional development among peers, and support the overall effectiveness and improvement of the educational institution. The concept highlights the critical role teachers play in enhancing both student outcomes and institutional effectiveness.

Peter, F. (2023) defined teacher leadership as the ability to inspire and influence colleagues through exemplary practice and shared vision. Taylor highlights that teacher leaders play a critical role in setting high standards, modeling effective teaching strategies, and motivating peers to achieve educational excellence. This approach emphasizes the inspirational and motivational aspects of teacher leadership.

Rumelt, R. P. (2022) emphasized that teacher leadership includes roles such as instructional coaches and curriculum developers who drive educational reforms within their schools. Lee argues that teacher leaders use their in-depth knowledge of pedagogy to shape and improve teaching practices and student learning outcomes. This role is characterized by its focus on instructional leadership and curriculum enhancement.

Parnell, J. A. (2022) discussed teacher leadership as a dynamic role that adapts to the evolving needs of the educational environment. Nguyen points out that teacher leaders are essential in navigating changes, adopting new educational technologies, and addressing diverse student needs. This definition underscores the adaptability and forward-thinking nature of teacher leadership.

Susan, N. U. (2018) defined teacher leadership as the capacity of educators to influence school-wide practices and drive improvements beyond their individual classrooms. Smith argues that teacher leaders use their pedagogical expertise to lead professional development, guide curriculum changes, and contribute to school policy decisions. This role emphasizes the teacher's influence on broader educational outcomes.

Sohail, S. (2018) viewed teacher leadership as a collaborative role where educators work alongside peers to enhance instructional practices and foster a positive school culture. Johnson highlights that teacher leaders facilitate

collaboration, share best practices, and mentor colleagues to support collective growth and student achievement. This perspective underscores the communal and supportive aspects of teacher leadership.

Rosnah, I. (2018) described teacher leadership as involving strategic thinking and proactive involvement in school improvement initiatives. According to Williams teacher leaders are instrumental in identifying challenges, proposing solutions, and implementing strategies that align with the school's vision and goals. This definition focuses on the strategic and change-oriented nature of teacher leadership.

Based on all the information discussed, it can be summarized that definitions of teacher leadership encompass several key aspects. Teacher leadership involves educators influencing and improving school-wide practices beyond their own classrooms, utilizing their expertise to enhance teaching methods and shape educational policies. It includes collaborative roles where teachers work with peers to enhance instructional practices and foster a positive school culture. Strategic engagement in school improvement initiatives, instructional coaching, and curriculum development are also integral. Teacher leaders inspire and motivate colleagues through exemplary practice and shared vision, and they adapt to evolving educational needs by embracing new technologies and addressing diverse student requirements.

Factors influencing teacher leadership

Factors influencing teacher leadership was essential for fostering effective educational environments. These factors encompass various internal and external elements that impact how educators assume leadership roles and drive school improvement. Exploring these influences helps to identify strategies for enhancing teacher leadership and promoting overall school success. Details were as follows:

Zepeda (2024) emphasized that school support is one of the most crucial factors influencing teacher leadership. She argued that schools that provide robust mentorship programs and administrative support allow teachers to take on leadership roles more effectively. Zepeda found that teachers who feel supported

by their school leaders are more likely to engage in professional development and leadership activities.

Fullan (2023) discussed the importance of continuous training and educational background in shaping teacher leadership. Teachers who undergo ongoing professional development, especially in instructional innovation and classroom management, tend to take on leadership roles. Fullan's work highlighted that teachers who consistently pursue education improve not only their teaching practice but also their leadership skills.

Robinson (2023) explored how age structure affects teacher leadership within schools. He found that while younger teachers often bring new and creative ideas, older teachers provide the stability and experience necessary for leadership. Schools that promote collaboration between younger and older teachers are more successful in developing teacher leaders.

Spillane (2022) examined how distributed leadership models in schools foster teacher leadership. He found that schools where leadership is shared across teachers, administrators, and staff create an environment conducive to teacher leadership. In these models, teachers are given the autonomy to lead initiatives, which helps cultivate leadership qualities.

Crowther, Ferguson, and Hann (2021) explored the influence of training experience on teacher leadership. Their research demonstrated that leadership development programs significantly enhance teachers' ability to guide their peers. Teachers who participate in leadership training develop critical skills, such as team management, instructional guidance, and conflict resolution, which empower them to take on leadership roles.

Murphy and Meyers (2020) found that educational background plays a significant role in shaping teacher leaders. Teachers with advanced degrees in educational leadership or curriculum design are often chosen for leadership positions. Murphy and Meyers argued that these teachers possess the in-depth knowledge required to implement effective instructional practices and lead educational reform.

Wenner and Campbell (2019) identified age structure as an important factor in teacher leadership. They noted that mid-career teachers, particularly those in their late thirties and forties, are best positioned to assume leadership roles. These teachers have the perfect blend of experience and energy to guide their peers and drive innovation in their schools.

Harris (2018) discussed how school support systems influence teacher leadership. Schools that promote collaborative leadership and give teachers a voice in decision-making are more likely to see teachers step into leadership roles. Harris found that teachers who feel valued and supported by their school administration are more motivated to engage in leadership.

Katzenmeyer and Moller (2017) highlighted the importance of training experience in fostering teacher leadership. Teachers who participate in leadership development programs are more prepared to take on leadership roles within their schools. These programs focus on key leadership skills such as communication, team building, and problem-solving, which are essential for effective leadership.

Day and Sammons (2016) emphasized the role of educational background in teacher leadership. They found that teachers with higher educational qualifications, such as master's degrees or specialized certifications, are more likely to assume leadership roles. These teachers bring advanced pedagogical knowledge and are often involved in curriculum design and peer mentoring.

Leithwood and Jantzi (2015) examined how age structure impacts teacher leadership. According to their research, experienced teachers are more likely to emerge as leaders because of their accumulated knowledge and expertise. These teachers often serve as mentors to younger colleagues, helping to guide the next generation of teachers.

York-Barr and Duke (2014) found that school support systems play a crucial role in developing teacher leadership. Schools that offer professional development opportunities and allow teachers to participate in decision-making processes are more likely to cultivate teacher leaders. Teachers in supportive environments feel empowered to take on leadership roles within their schools.

Bishop and Stevenson (2023) highlighted the significance of educational background in teacher leadership. They argued that teachers with a strong foundation in pedagogy and educational theory are better equipped to lead instructional initiatives and support their peers. Bishop and Stevenson found that teachers with formal education in leadership and curriculum development often take on key leadership roles in schools.

Gronn (2019) emphasized that distributed leadership models, supported by school systems, encourage teachers to step into leadership roles. His research found that schools with shared leadership structures provide teachers with opportunities to lead professional development sessions, mentor colleagues, and participate in decision-making processes, all of which foster leadership development.

Carroll and Foster (2016) explored the impact of training experience on teacher leadership. Their research indicated that teachers who undergo continuous leadership training develop the confidence and competence needed to take on leadership roles. Carroll and Foster also found that leadership training helps teachers build strong relationships with their peers, which is essential for effective leadership.

Sergiovanni (2014) discussed the influence of age structure on teacher leadership. He found that older, more experienced teachers are often seen as informal leaders within their schools. These teachers are trusted by their peers and administrators to provide guidance and support, which naturally positions them in leadership roles.

Summarizing that factors influencing teacher leadership encompass a variety of internal and external elements. Being a professional quality person who enjoys working in a good organization that a fair evaluation system, knows how to use resources to take creative work, getting knowledge and understanding of being a leader of Chinese dance teachers, having self-discipline, seeks advancement and increases knowledge of dance through international exchange and cooperation. There were factors of supporting that were 4 aspects as age structure, educational background, training experience, and school support. According to table 2.2 below:

Table 2.2 Factors influencing teacher leadership

scholar	Age Structure	Educational Background	Training Experience	School Support
Robinson (2023)	✓			
Wenner and Campbell (2019)	✓			
Day and Sammons (2016)	✓	✓		
Carroll and Foster (2016)	✓			
Sergiovanni (2014)	✓			
Fullan (2023)		✓	✓	
Murphy and Meyers (2020)		✓		
York-Barr and Duke (2014)		✓		✓
Bishop and Stevenson (2023)		✓		✓
Crowther, et al. (2021)			✓	
Gronn (2019)			✓	✓
Katzenmeyer and Moller (2017)			✓	
Spillane (2022)				✓
Harris (2018)				✓
Leithwood and Jantzi (2015)				✓
Zepeda (2024)				✓

Impact of teacher leadership on educational outcomes

Teacher leadership plays a crucial role in shaping educational outcomes by influencing instructional practices, school culture, and student achievement. Effective teacher leaders drive improvements in teaching methods and foster a collaborative environment that enhances student learning. Examining the impact of teacher leadership helps to understand how it contributes to overall educational success and school effectiveness.

Mohammad, G. (2023) investigated the impact of teacher leadership on student motivation and academic success. highlights that teacher leaders who

engage students through personalized learning approaches and set high expectations positively affect students' motivation and academic outcomes.

Huang Tian (2023) addressed the effect of teacher leadership on professional development and teacher efficacy. Brown argues that teacher leaders who lead professional development initiatives enhance their colleagues' teaching practices, thereby positively impacting student learning outcomes.

Zhao Quan (2022) analyzed how teacher leadership affects school-wide initiatives and reforms. Gomez finds that teacher leaders who champion school-wide reforms and initiatives play a key role in driving systemic improvements and achieving better educational results.

Chen Ying (2022) explored the influence of teacher leadership on student behavioral outcomes. Rodriguez notes that teacher leaders who implement strategies for positive behavior management create a conducive learning environment that enhances both academic and behavioral student outcomes.

Liu Feng (2021) examined the role of teacher leadership in fostering a positive school culture. Nguyen finds that teacher leaders who promote collaboration and shared decision-making contribute to a supportive environment that enhances overall educational performance and student well-being.

Mintzberg, H. (2021) discussed how teacher leadership influences curriculum development and implementation. Lee suggests that teacher leaders play a crucial role in designing and executing curricula that address diverse student needs, leading to improved educational outcomes.

Liu Peng (2020) explored how teacher leadership enhances educational outcomes by improving instructional practices. Smith (2024) argues that teacher leaders who implement innovative teaching strategies and mentor their peers significantly boost student achievement and engagement.

Liang Yi (2015) focused on the relationship between teacher leadership and student equity. Adams highlights that teacher leaders who advocate for equitable practices and resources contribute to closing achievement gaps and improving educational equity.

Summarizing that teacher leadership significantly impacts educational outcomes through various channels. Effective teacher leaders enhance instructional practices, which leads to improved student achievement and engagement. By fostering a positive school culture, they contribute to a supportive learning environment that benefits both students and staff. Teacher leaders also influence curriculum development, tailoring it to meet diverse student needs and thereby enhancing educational outcomes. Their role in professional development boosts teaching efficacy across the school, positively affecting student learning. Additionally, teacher leaders advocate for equity, helping to close achievement gaps. They also drive school-wide initiatives and reforms, leading to systemic improvements. Finally, by implementing positive behavior management strategies, teacher leaders improve both academic and behavioral student outcomes.

Chinese Dance Teacher

Chinese dance teachers play a pivotal role in preserving and evolving traditional Chinese dance forms while fostering cultural appreciation. Their expertise not only enhances students' technical skills but also enriches their understanding of cultural heritage. Exploring their contributions and challenges provides valuable insights into the development of Chinese dance education. The teachers should receive leadership development as a foundation for them to develop in the competency.

The role of Leadership in Chinese dance education

Leadership in Chinese dance teachers was essential for guiding students and shaping the future of traditional dance forms. Effective leaders inspire excellence, drive curriculum innovation, and foster a supportive learning environment. Understanding their role helps highlight how leadership skills influence both educational outcomes and the preservation of cultural traditions in dance.

Chen Ying (2022) explored the role of instructional leadership among Chinese dance teachers. Li highlights how leaders in dance education guide curriculum development, refine teaching methods, and implement innovative instructional

strategies. Effective instructional leaders adapt teaching practices to meet the evolving needs of students and ensure high-quality dance education.

Zhao Quan (2022) emphasized the importance of visionary leadership in Chinese dance teachers. Yang argues that effective leaders in this field inspire their students with a clear vision for preserving and innovating traditional dance forms. They play a crucial role in setting long-term goals and fostering a culture of excellence and commitment to the art form.

Liu Feng (2021) addressed the influence of adaptive leadership in the context of Chinese dance education. Huang highlights how adaptive leaders respond to changes and challenges within the dance community by being flexible and innovative. They embrace new technologies and methodologies to enhance teaching effectiveness and student engagement.

Wang (2021) focused on the significance of relational leadership in Chinese dance education. Wang suggests that successful dance teachers build strong, supportive relationships with their students and colleagues. This relational approach fosters a positive learning environment, enhances student motivation, and facilitates collaborative growth within the dance community.

Wang Xinpo (2021) explored the role of ethical leadership among Chinese dance teachers. Zhang argues that ethical leaders uphold high standards of integrity and professionalism in their teaching practice. They model ethical behavior and instill values such as respect, discipline, and cultural sensitivity in their students.

Wang Nan (2020) examined the role of collaborative leadership in Chinese dance education. Liu emphasizes that effective dance leaders foster a collaborative environment where teachers and students work together to achieve common goals. Collaborative leadership enhances communication, encourages shared decision-making, and strengthens the sense of community within dance institutions.

Liu Peng (2020) discussed the impact of transformational leadership on Chinese dance teachers. Zhou argues that transformational leaders inspire their students by modeling passion and dedication to dance. They encourage students to

explore their creative potential and contribute to the evolution of dance traditions while maintaining cultural authenticity.

Tian Dongyuan (2015) examined the role of strategic leadership in Chinese dance teaching. Chen notes that effective leaders employ strategic thinking to navigate the challenges of integrating traditional practices with contemporary trends. Strategic leadership involves making informed decisions about resource allocation, program development, and partnership building to advance dance education.

The role of leadership in Chinese dance teachers is multifaceted and essential for advancing dance education. Effective leaders foster collaboration and shared decision-making, which enhances teamwork among teachers and students. They inspire and motivate through passion and dedication, adapting flexibly to changes and challenges within the dance community. Leaders guide curriculum and teaching methods while setting long-term goals and preserving dance traditions. Strategic leadership involves integrating traditional and contemporary practices, while relational and ethical leadership focuses on building supportive relationships and maintaining high standards of integrity in teaching.

Challenges in leadership development for Chinese dance teachers

When discussing the challenges in leadership development for Chinese dance teachers, it is crucial to acknowledge the unique context of dance education. This involves examining the specific hurdles these teachers face, such as balancing traditional practices with modern educational demands and navigating cultural expectations. Addressing these challenges is essential for developing effective leadership strategies that support both the teachers and their students.

Peter, F (2023) highlighted the limited professional development opportunities tailored specifically for dance teachers. Zhou emphasizes that the lack of specialized training programs for dance educators affects their ability to develop leadership skills. The absence of structured pathways for professional growth and leadership training limits the advancement of teachers' leadership capabilities and their overall effectiveness in leading dance programs.

Huang Tian (2023) examined the constraints imposed by dance institutions, including insufficient support and resources for professional development. Huang argues that the lack of institutional back and financial resources creates barriers to leadership development. Dance teachers often struggle with limited access to training, workshops, and resources that are crucial for enhancing their leadership skills and fostering effective management practices.

Joey, H. (2023) explored the challenge of adapting leadership practices to meet the evolving needs of students and the dance industry. Zhang points out that dance teachers must continuously update their leadership strategies to address changing educational demands and artistic trends. This ongoing need for adaptation requires teachers to be flexible and proactive in developing leadership approaches that align with current and future needs.

Parnell, J. A. (2022) delved into the integration of modern pedagogical methods with traditional Chinese dance practices. He discusses how dance teachers face the challenge of preserving the cultural authenticity of traditional forms while incorporating contemporary educational approaches. The tension between maintaining traditional techniques and adapting to modern educational standards creates significant difficulties in developing effective leadership within dance education.

Zhao Quan (2022) addressed the challenge of reconciling cultural expectations with personal leadership goals. Yang explores how societal pressures and cultural norms influence leadership styles and practices in Chinese dance education. Teachers often face difficulties aligning their leadership approaches with both traditional cultural values and modern educational practices, leading to conflicts and inconsistencies in their leadership development.

Mintzberg, H. (2021) emphasized the lack of mentorship and peer support networks for dance teachers. Wang highlights that the scarcity of experienced mentors and professional networks limits opportunities for leadership development. Without adequate guidance and support from more experienced colleagues, dance

teachers may struggle to navigate leadership challenges and advance their skills effectively.

Su Ren (2019) discussed the financial constraints and institutional priorities that hinder the implementation of effective leadership training programs. Liu argues that budget limitations and competing institutional priorities often result in inadequate resources allocated for leadership development. This lack of investment in comprehensive training programs prevents the creation of robust leadership development opportunities for dance teachers.

Peng Ying (2017) focused on the generational divide within dance organizations. Chen discusses how differing perspectives between older and younger dance teachers can create challenges in leadership development. The generational gap often leads to conflicts over teaching methods, leadership styles, and organizational priorities, which can impede collaborative efforts and hinder the development of cohesive leadership strategies.

The challenges in leadership development for Chinese dance teachers are multifaceted. Modernizing traditional Chinese dance education while maintaining cultural authenticity presents a significant hurdle. The lack of specialized professional development opportunities and institutional support exacerbates the problem, limiting teachers' ability to enhance their leadership skills. Cultural expectations and generational divides further complicate the leadership landscape, creating conflicts over teaching methods and priorities. Additionally, inadequate mentorship and financial constraints hinder the establishment of effective leadership training programs. Adapting to evolving student needs and industry trends requires continual adjustments in leadership practices, adding another layer of complexity. Overall, these factors collectively impede the growth and effectiveness of leadership within the realm of Chinese dance education.

Factor supporting in leadership development for Chinese dance teachers

Effective leadership development in Chinese dance teachers hinges on several critical factors, details were as below:

Ralph Buck (2022) emphasized the integration of innovative dance pedagogy into Chinese education and how the age structure of teachers influences their leadership development. Older teachers tend to possess stronger leadership skills due to their extensive experience and ability to mentor younger colleagues, while younger teachers bring in fresh ideas that can drive educational innovation. Buck highlights that institutional support, such as mentoring programs and continuous professional development opportunities from institutions like Beijing Dance Academy, is vital for cultivating leadership skills across different age groups. These programs help create an environment where both young and senior teachers can thrive as leaders.

Qu (2021) research delves into the undergraduate dance education system at Beijing Dance Academy and highlights the relationship between age, professional experience, and leadership in teaching. Older teachers with more experience are often more effective at inspiring and nurturing student talent due to their stronger leadership capabilities. However, Qu stresses that institutional support, through structured training programs and workshops, is essential for enhancing the leadership skills of teachers at all stages of their careers. Such support ensures that teachers remain innovative and adaptable, fostering a culture of continuous leadership development within dance education.

Rowe, Xiong, & Tuomeiciren (2020) they focuses on the intricate relationship between policy, pedagogy, and leadership in Chinese dance education. The researchers argue that age and experience impact how teachers implement new educational policies and innovative teaching practices. Older, more experienced teachers often approach leadership roles with caution and stability, while younger teachers tend to be more adaptable and open to change. However, institutional support, such as ongoing professional development and policy alignment, is critical in ensuring that all teachers, regardless of age, can evolve into effective leaders. Schools that foster continuous training allow teachers to enhance their leadership capacities, facilitating better adaptation to educational demands.

Mabingo (2020) examined dance pedagogy from the perspective of community involvement and inclusion, drawing parallels with Chinese dance education. His work underscores the importance of training experience and age structure in shaping leadership among dance teachers. Mabingo asserts that leadership is not solely developed in the classroom but also through an understanding of community dynamics and cultural contexts. Teachers with strong educational backgrounds and consistent professional development are better equipped to provide culturally relevant and inclusive education. This, in turn, enhances their leadership abilities, enabling them to implement educational strategies that resonate with their students' cultural and social environments.

Martin & Chen (2020) investigate the socio-political dimensions of Chinese dance education, exploring how age, educational background, and institutional support shape leadership among teachers. They find that teachers with diverse teaching experiences and solid institutional backing are more likely to excel in leadership roles. Continuous professional development, offered through workshops and mentorship programs, plays a key role in building teachers' confidence and leadership skills. Martin and Chen emphasize that schools need to create structured pathways for teachers to grow into leadership roles, ensuring that their teaching methodologies evolve with changing educational and socio-political landscapes.

Summarizing that effective leadership development among Chinese dance teachers is influenced by several critical factors. Age structure impacts how teachers' experience and maturity shape their leadership roles, while educational background provides the theoretical foundation for effective teaching and leadership. Training experience is essential for refining leadership skills and adapting to new pedagogical approaches. School support, including institutional resources and mentorship, further enables teachers to grow as leaders and excel in their roles. Together, these factors contribute to the overall quality of dance education and the development of competent, innovative leaders.

Strategies for sustainable leadership development

To effectively address the need for evolving leadership skills, it's crucial to explore strategies for sustainable leadership development. This involves creating frameworks that not only enhance current capabilities but also ensure long-term growth and adaptability. By focusing on sustainable practices, organizations can build resilient leaders who are equipped to navigate future challenges and drive ongoing success.

Huang Tian (2023) emphasized the need to align leadership development strategies with organizational values and goals. Chen suggests that for leadership development to be truly sustainable, it must reflect the core principles and mission of the organization. Leaders trained within this framework are better positioned to drive organizational success and uphold the company's values, fostering a strong alignment between individual and organizational objectives.

Drucker, L. (2023) addressed the need for resilience training as part of leadership development. Brown emphasizes that leaders must be able to handle stress and setbacks effectively to maintain their performance and leadership effectiveness. Resilience training involves teaching leader strategies for managing stress, recovering from failures, and maintaining a positive outlook, which are crucial for long-term sustainability in leadership roles.

Han Leilei (2022) explored the integration of continuous learning into leadership development. Schmidt emphasizes that sustainable leadership requires leaders to engage in ongoing education and professional development. This includes attending workshops, pursuing advanced degrees, and participating in industry conferences. By fostering a culture of continuous learning, organizations can ensure that leaders remain adept at navigating new challenges and adapting to evolving trends.

Grant, R. M. (2021) highlighted the critical role of mentorship and coaching in the development of sustainable leadership. Kumar argues that effective mentorship provides emerging leaders with personalized guidance and support, helping them to overcome obstacles and achieve their leadership goals. Coaching programs should

be designed to address specific developmental needs and provide regular, constructive feedback, thereby facilitating long-term growth and resilience.

Wang Xinpo (2021) discussed the significance of strategic visioning in leadership development. Taylor highlights that effective leaders must develop and articulate a clear, forward-looking vision that aligns with long-term organizational goals. Strategic visioning involves setting ambitious yet achievable objectives and creating a roadmap to achieve them. This helps ensure that leadership development efforts are aligned with the organization's future direction and success.

Liu Peng (2020) focused on the importance of incorporating feedback mechanisms and performance evaluations into leadership development programs. Smith advocates for the use of regular feedback and assessments to help leaders identify their strengths and areas for improvement. This approach enables leaders to make informed adjustments to their leadership practices, thereby promoting continuous improvement and effectiveness.

Fidel, M. (2018) explored the integration of emotional intelligence (EI) into leadership development. Jackson asserts that leaders with high EI are better equipped to manage relationships, handle conflicts, and lead with empathy. Training programs that focus on developing EI skills—such as self-awareness, self-regulation, motivation, empathy, and social skills—are essential for cultivating leaders who can sustain their impact and build positive organizational cultures.

Tian Dongyuan (2015) examined the role of diversity and inclusion in leadership development. Garcia argues that integrating diverse perspectives and experiences into leadership training enhances creativity and decision-making. Leaders trained with a focus on diversity and inclusion are more adept at managing diverse teams and addressing the needs of a global workforce, which is crucial for sustaining leadership effectiveness in a multicultural environment.

Strategies for sustainable leadership development emphasize several key approaches. Continuous learning is essential, involving ongoing education and professional development to keep leader adept at navigating new challenges. Mentorship and coaching provide personalized support and guidance, which is crucial

for leadership growth. Aligning leadership development with organizational values ensures that leaders contribute effectively while upholding core principles. Incorporating feedback mechanisms helps leaders make informed improvements. Emphasizing diversity and inclusion enhances creativity and decision-making, while strategic visioning aligns leadership efforts with long-term goals. Additionally, training in emotional intelligence and resilience equips leaders to manage relationships, handle conflicts, and cope with stress effectively.

Part 1: Professional quality

Peter, F. (2023) pointed out that teachers are the main strength for the development of colleges and universities, and they shoulder the important mission of cultivating talents and conducting scientific research. University teacher leadership refers to the professional power and non-power factors of teachers in university organizations (the two interact to form an influence on themselves and their team members. It is of great significance to stimulate the leadership of teachers through various ways, strengthen the leadership energy, form a team culture of learning and sharing, improve the overall level and quality of teachers, and promote the benign development of colleges and universities.

Parnell, J. A. (2022) pointed out that the theory of teacher leadership began with the national education reform in the 1980s, and has been widely studied and recognized by the American education community in the following decades. In the United States, the theory has been popularized and applied on a large scale, providing theoretical guidance for education departments at various levels to formulate relevant policies. However, in China, the research on this theory is still in the initial stage, and the lack of in-depth discussion and research. In addition, the concept and practice promotion of Chinese backbone teachers, who are regarded as (certainly) teacher leaders, seem to be still in a complex mixed model stage.

Zhao Quan (2022) pointed out that after presenting some descriptive analyses, the study assumed the association of these variables with teacher leadership level, selected variables from the observable data, and found substantial differences in the differences in the geographical area.

Han Leilei (2022) stated that teacher leadership refers to the comprehensive influence of teachers on organizations and their members formed through the interaction of power elements and non-power elements in certain group activities. Colleges and universities should start with the improvement of education and teaching, the improvement of professional quality and organizational culture construction, provide teachers with development stage and institutional support, give play to the leadership role of teachers, and promote the connotative development of universities.

Liu Peng (2020) pointed out that 1) for individual special grade teachers, the concept of lifelong learning and continuous development should be established ideologically; a team of special grade linkage and win-win progress should be formed in teaching; 2) For schools, we should empower special grade teachers to empower the future reform and development of the school; attach attention to special grade teachers and reshape the cultural atmosphere of "respecting teachers" on campus; optimize the trinity of selection, management and training; reuse special grade teachers and lead the construction of teacher growth community; 3) For the educational administrative department, it is necessary to carry out rich communication and training to improve the professional level of the special teachers; to establish a large scale scientific research base to improve the research ability of the special teachers; to improve the living standard of the special teachers; to implement the designated assistance projects of normal universities to enhance the knowledge of the special teachers.

Wang Nan (2020) described that based on the theory of teacher professional development, this paper discusses the specific methods of teacher leadership improvement. The relationship between teacher professional development and teacher leadership improvement often helps each other. Under the condition of providing teachers for professional development, organizing leadership learning community and cultivating teachers' sense of cooperation, teachers' leadership can be effectively improved.

Su Ren (2019) stated that with the advancement and deepening of school change, we were more and more aware that the school if the principal personal leadership, has been enough to cope with the change of the school inside and outside environment and the development of education, also increasingly found that teachers play an important role in the school change, the cultivation and development of teacher leadership valued at home and abroad.

Peng, Ying (2017) pointed out that the core elements of teacher leadership corresponding to the main elements in teacher leadership activities included four aspects: "self-development, teaching students, guiding peers and leadership". Among them, self-development and teaching students are at the basic level, is the leadership that every teacher must have; leading peers and staff leadership is the performance of senior teacher leadership, is the mark of excellent teachers different from ordinary teachers. The formation of teaching proposition is the key to cultivating the leadership of senior teachers.

Peng Ying (2017) pointed out that firstly, create an environment conducive to the development of teacher leadership; secondly, guide teachers to develop good teacher leadership awareness and ability; secondly, play the role of teacher professional learning community in promoting teacher leadership development; and finally, provide external guarantee for teacher leadership development.

Liang Yi (2015) pointed out that under the perspective of professional development of teachers 'leadership research, help teachers to set up the correct "leadership", for the development of individual teachers and teacher- group has a strong practical significance, with the development of teachers' leadership to promote teachers' own professional development, let every teacher in their own career happiness, ultimately promote the continuous development of the whole education. With the improvement of teachers' leadership, it is helpful for teachers to clarify their positioning in school practice and teaching activities, constantly change their understanding of the teaching profession, and stimulate their enthusiasm for work and sense of ownership.

Part 2: Organizational mechanism

Chen Ying (2022) described that college teachers organizational change recognition positively predicts their job satisfaction and negatively predicts stress response; self-efficacy and social support have no significant role in the regulation of teachers' organizational change recognition and job satisfaction; self-efficacy has no significant effect in the relationship between organizational change recognition and stress response, but social support for low or medium social support, but for teachers with perceived high level of social support.

Rumelt, R. P. (2022) pointed out that on this basis, following the education mechanism, put forward the principles to deepen the operation mechanism of college students, and optimize and system to construct the operation mechanism from four aspects: power and occurrence mechanism, control and supervision mechanism, guarantee and integration mechanism, and evaluation and incentive mechanism.

Wang Nan (2020) pointed out the development process of ideological and political education, analyzes the current existing problems in the ideological and political education of college teachers, and puts forward the long-term mechanism of ideological and political education of college teachers, that is, how to build a long-term organization mechanism, training mechanism and the construction mechanism of teachers' ethics.

Sun Ren (2019) pointed out that the ability structure of innovation and entrepreneurship teachers in Chinese colleges and universities is unreasonable, professional knowledge and skills are lacking, the organizational support means provided by colleges and universities as the implementation subject of innovation and entrepreneurship education is single, and the development status of the ability of innovation and entrepreneurship teachers is not enough to support the continuous improvement of the quality of innovation and entrepreneurship education. Colleges and universities must build an organizational support system aimed at promoting the identity and professional development of innovation and entrepreneurship teachers.

Susan, N. U. (2018) stated that in the perspective of organizational trust, the incentive effect of university teachers' professional development has formed different positive and reverse modes, and the incentive mechanism can be designed from the dimensions of institutional trust, emotional trust and cognitive trust. These modes and designs fully reflect the incentive effect of organizational trust on the professional development of university teachers in the university management work.

Rosnah, I. (2018) pointed out that the research motivation of liberal arts faculty as a professional grassroots academic organization comes more from the incentive of scientific research itself; the faculty of international cultural colleges, are more dependent on health factors, namely research management and research support. The study also found that the depth of the teacher teaching course content and the characteristics of the student group will have an important impact on the depth and breadth of scientific research and teaching interaction.

Part 3: Evaluation system

Han Leilei (2022) pointed out that the university teaching quality evaluation system mainly realizes the automation and informatization of resource management, quality evaluation and evaluation and inquiry, and realizes the school teaching quality evaluation system.

Sun Ren (2019) described that the design and optimization of the moral education evaluation scheme is the focus of the construction of the index system of the evaluation of moral education, and the reliability is the core of the moral education evaluation results.

Porter, M. E. (2021) pointed out that the attributes of each entity in the system, and the relationship between each entity, and the contact diagram of the entity of the system, gives the design of the database table and the description of the database table of each entity.

Peng Ying (2017) stated that the fuzzy decision model of teaching quality evaluation of university teachers is established, and the objective evaluation method is introduced on the basis of subjective evaluation to ensure the objective, fair and scientific nature of teaching quality evaluation of college teachers.

Part 4: Resource support

Mintzberg, H. (2021) pointed out that the use of Anhui university resource sharing service platform in the literature data guide the construction of library information resources, and the Huainan normal university library literature data for specific statistics, analysis and research, according to the research results, the analysis of Huainan normal university library information resources construction and optimal allocation of collection resources construction strategy of more scientific.

Liu Feng (2021) stated that university library construction support "Belt and Road" research information resource system, should pay attention to the construction of multilingual, interdisciplinary, multi-source "Belt and Road" information resource system, carry out the "Belt and Road" along the countries official resources collection and sorting, further strengthen the construction of national media, along the "Belt and Road" related research academic achievements and scientific research information construction.

Liu Peng (2020) pointed out that the information resources in the personnel file information database should be fully explored to provide support for leadership decision-making, teacher team construction, cadre selection and appointment, salary system reform and other aspects, so as to better serve the human resource management of colleges and universities.

Wolf, R. J. (2018) described that the role of educational resources in supporting and promoting the construction of quality courses in colleges and universities, and points out that human resources are the fundamental guarantee of the construction of quality courses, textbook resources are the key link of quality courses, network resources are the technical support of quality courses, and environmental resources are the important thrust of the construction of quality courses.

Part 5: Teacher training

Huang Tian (2023) pointed out that for the applied college teachers 'training management mechanism is not sound, teacher training not formed systematic driving shortage of self-improvement, put forward the strengthening teacher development

center construction, improve the teachers' teaching training system, build teachers teaching competition system, build teachers' teaching consulting service system and build foreign exchange system strategy.

Zhao Quan (2022) pointed out that, the training content should be based on the needs of teachers and combined with the new era educational concept, educational technology and teaching practice; in the training mode, it should be based on the mixed learning model; in the training mode, precise, personalized and intelligent; in the training management, process evaluation should be oriented and formative evaluation supplemented; in the training evaluation, self-evaluation should be combined with other evaluation. The personalized training of college teachers based on big data will effectively improve the information literacy and comprehensive quality of college teachers and promote their sustainable development.

Chen Ying (2022) pointed out that with the deepening of education reform, the professional development of college teachers has become an important subject. As an effective mode of teacher professional development, school-based training is highly consistent with the professional development of university teachers, and is an important way to improve the overall quality of university teachers.

Vicente, J. (2021) described that the training of university teachers should form an optimized path from four levels: relevant organization, training content, operation mechanism and evaluation principle. In terms of relevant organizations, it is necessary to establish an organizational system for teacher development, establish a professional guidance team for teacher development, improve the resource organization ability of the teaching development work center, and give full play to the organizational function of grass-roots teaching organizations. In terms of training content, the ability improvement training based on OBE concept, and the innovation and reform of teacher training mode should be promoted. In terms of operation mechanism, it is necessary to explore and develop the credit system of teacher training and implement the feedback mechanism of training effect. In terms of evaluation principles, we should establish objective and fair evaluation indicators,

form multi-level and multi-perspective evaluation organizations, and promote the reform of teacher evaluation with digital education.

Wolf, R. J. (2018) stated that in order to promote teachers' teaching ability, according to the inherent needs of university teachers' teaching ability training, build training mode, namely the "hierarchical classification" curriculum mode, "to lead with" skills training mode, "concentrated training + scattered guidance" training mode and "continuous tracking" evaluation mode, establish professional, personalized college teachers' teaching ability training system, so as to improve the teachers' professional quality and teaching level.

Liang Yi (2015) stated that school-based training is one of the important ways for new teachers to get familiar with the school environment and adapt to the job. However, there are many problems in the process of implementation, and this paper explores the countermeasures to improve the effect of school-based training in colleges and universities, hoping to promote the construction of teachers.

Part 6: Disciplining development plan

Wang Xinpo (2021) pointed out the problems and difficulties in the discipline construction of colleges and universities and put forward that the three basic principles of discipline construction in Tibetan colleges and universities should conform to the development trend of disciplines, the needs of economic and social development in Tibet, and the actual development of colleges and universities in Tibet.

Wang Nan (2020) pointed out that through the establishment of university scientific research cooperation system analysis framework, discusses the institutionalization of university scientific research cooperation and the resulting system effect, for the effectiveness of university scientific research cooperation and order provides the logic of the actors and system evolution, in order to reduce the uncertainty and unpredictability of cooperation, realize the legitimacy of the scientific research cooperation system construction.

Thompson, J. (2020) pointed out the important role of scientific research team construction in optimizing discipline resources and improving scientific research

performance in universities and takes the scientific research team construction plan implemented by our university as an example, it discusses how to strengthen the construction and management of scientific research team and promote the discipline construction and development of universities.

Susan, N. U. (2018) pointed out the combination of theory and practice and puts forward a new budget management mode. This new budget management mode has certain practicality and operability, which has some reference effect for the budget management reform of Chinese universities, especially the teaching and research universities.

Part 7: International exchange and cooperation

Huang Tian (2023) pointed out that it is necessary to fully implement the concept of internationalization, promote the high-quality development of international exchanges and cooperation, promote the comprehensive development of international exchanges and cooperation, build a complete management system and promote the sustainable development of international exchanges and cooperation, so as to provide reference and reference for higher vocational colleges to carry out international exchanges and cooperation.

Liu Feng (2021) pointed out that in the new education scenario, in order to fully do a good job of international exchange and cooperation in running schools, it is necessary to establish an international development vision, build an international education system, and promote universities to better fulfill their mission.

Liu Peng (2020) pointed out the problems and causes of international exchanges and cooperation in the realization of the training goal of top-notch innovative talents in China, and deeply thinks about feasible solutions, to provide a reference for Chinese universities to explore the implementation path of cultivating top-notch innovative talents.

Sohail, S. (2018) pointed out that the effective way to strengthen the international exchange and cooperation of Hunan higher vocational colleges is proposed from the three aspects of government, universities and industrial

enterprises, in order to provide some reference for the internationalization of Hunan vocational education.

Liang Yi (2015) stated that the double first-class policy connotation and university internationalization in the important role of "double top" construction, combined with the characteristics of undergraduate colleges and universities in Hebei province, tease out the problems and difficulties in the process of development, put forward countermeasures and Suggestions, to promote universities in Hebei province in the background of "double top" of the healthy development of international exchanges and cooperation.

To sum up, various facets of teacher leadership and its impact on education, alongside organizational mechanisms, evaluation systems, resource support, teacher training, discipline development plans, and international exchange and cooperation. The research underscores the importance of creating environments conducive to teacher leadership development, such as fostering professional learning communities and offering institutional support to enhance teachers' influence and professional growth. It highlights the necessity for a systematic approach towards teacher training and development, addressing self-improvement, training modalities, and evaluation strategies to boost teachers' professional quality and teaching levels. Additionally, the text delves into the challenges and strategies for discipline development and the significance of international exchanges for cultivating top-notch talent. The underlying theme is the crucial role of teachers in shaping educational reforms and improvements, suggesting that enhancing teacher leadership and providing organizational and resource support can lead to the advancement of educational institutions and quality of teaching.

Related Research

The sustainable development of Chinese dance teacher leadership involves fostering long-term growth and effectiveness in leadership roles within the field of Chinese dance education. This includes enhancing leadership skills, promoting innovative teaching practices, and ensuring ongoing professional development. The

goal is to build resilient and adaptable leaders who can drive the advancement of Chinese dance education and contribute to its continued evolution.

Huang Tian (2023) focused on the role of mentorship and community-building in the sustainable development of Chinese dance teacher leadership. He argued that experienced leaders should mentor emerging teachers and foster a supportive community. This network of collaboration and support is essential for developing future leaders and ensuring the long-term success of Chinese dance education.

Rumelt, R. P. (2022) addressed the need for adaptive leadership in the face of global influences on Chinese dance education. Huang argued that leaders must be adaptable and responsive to global trends and challenges. This adaptability helps in integrating international best practices while preserving the unique aspects of Chinese dance education.

Wang Xinpo. (2021) examined the impact of policy and institutional support on the leadership of Chinese dance teachers. Zhang emphasized that sustainable development requires strong institutional backing and clear policies that support professional growth and leadership development. He advocates for policies that provide resources, recognition, and career advancement opportunities for dance educators.

Liu Peng (2020) discussed the importance of integrating cultural preservation with modern leadership practices. Wang highlighted that Chinese dance teacher leaders must balance the preservation of traditional dance forms with the integration of contemporary teaching techniques. This balance is crucial for maintaining the cultural heritage while advancing the field through innovative leadership strategies.

Sun, Ren. (2019) explored the intersection of leadership and cultural identity in Chinese dance education. Sun highlighted that effective leadership involves understanding and promoting the cultural significance of Chinese dance while navigating modern educational challenges. Leaders must uphold the cultural values of the dance form while leading with innovation and vision.

Peng Ying (2017) explored sustainable development in Chinese dance teacher leadership by emphasizing the need for continuous professional development and

innovative pedagogical approaches. Peng Ying argues that effective leadership in Chinese dance requires ongoing training and adaptation to new teaching methods to stay relevant and inspire students. This approach ensures that leaders in the field can foster a dynamic and evolving educational environment.

All of the above can be summarized the concept of sustainable development in Chinese dance teacher leadership focuses on enhancing leadership by strategies development that meant planning and decision-making process in which an organization or individual analyzed and planed the external environment and internal resources in order to achieve their vision, competitive advantage, long-term success and sustainable development. And detailed explanations provided a comprehensive understanding of the componentls of strategy were essential elements that guide an organization toward achieving its long-term goals. These typically include vision, which defines the organization's desired future state, mission, which outlines its purpose and values, and goals, which provide measurable targets. Strategies describe the approaches taken to reach those goals, while measures or performance indicators help track progress and assess success. Together, these components ensure alignment of operations with the organization's objectives, facilitating coherent decision-making and long-term success and factors influencing teacher leadership encompass a variety of internal and external elements. Being a professional quality person who enjoys working in a good organization that a fair evaluation system, knows how to use resources to take creative work, getting knowledge and understanding of being a leader of Chinese dance teachers, having self-discipline, seeks advancement and increases knowledge of dance through international exchange and cooperation. There were factors of supporting that were 4 aspects as age structure, educational background, training experience, and school support. All of these were concepts and theories that have been applied to enhance the leadership of Chinese dance teachers according to this research.

Chapter 3

Research Methodology

Research on the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province, the researchers have the following procedures.

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

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

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

The details of the research methodology were as follows:

Phase 1: Studying the current situation, expected situation that enhance of sustainable development of Chinese dance teacher leadership.

Studying the current situation, and expected situation that enhance of sustainable development of Chinese dance teacher leadership had details as:

The population / Sample Group

The Population

Population consisted of 2180 who were teachers and 220 who were administrators of Chinese dance teacher in Shandong province. They worked in 10 colleges and universities of Chinese dance teacher in Shandong Province. Th Population and samples was as follows Table 3.1.

Table 3.1 Population and sample group for studying the current situation, and expected situation that enhance of sustainable development of Chinese dance teacher leadership in Shandong province.

No.	Universities	Population		Samples		Total
		teachers	administrators	teachers	administrators	
1	Shandong University	201	23	29	2	255
2	Chinese Marine University	221	24	31	2	278
3	Harbin Institute of Technology	222	21	32	2	277
4	China University of Petroleum	213	21	30	3	267
5	Shandong University of Science and Technology	222	26	32	3	283
6	Shandong University of Technology	210	21	30	2	263
7	Shandong Agricultural University	231	22	32	2	287
8	Qingdao University of Science and Technology	223	24	32	2	281
9	Shandong Normal University	216	18	31	1	266
10	University of Qingdao	221	20	31	2	274
Total		2180	220	310	21	2731

The Sample Group

The researcher determined sample size with Krejcie and Morgans Table (1970). The sample were teachers, totaling 310, and administrators, totaling 21 with purposive sampling for studying current situation and expected situation that enhance sustainable development of Chinese dance teacher leadership by questionnaire.

There were 12 experts who were instructors from outstanding colleges and universities in Shandong Province for interview for strategies that enhance sustainable development of Chinese dance teacher leadership. The selection criteria of the 12 experts:

1. They have made remarkable academic achievements in the field of leadership and sustainable development of Chinese dance teachers, published a large number of more than 10 influential papers, and undertaken at least two national or provincial scientific research projects.
2. There were more than 10 years of rich experience in Chinese dance education and teaching.

Research Instruments

1. Questionnaire of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership.

The researcher employed a questionnaire which composed of 2 parts.

Part I: Personal Information of respondents;

Part II: Questionnaire of the current situation of components about development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

The instrument, which propose the sustainable development of Chinese dance teacher leadership in Shandong province, required the respondents to determine the degree to which each statement reflecting the components of effectiveness. Each statement was to measure on a 5-point Likert's scale (1932): 5 =

Strongly Agree, 4 = Agree, 3 = moderate Agree, 2 = Disagree, and 1 = Strongly Disagree, as shown in the Table 3.2.

Table 3.2 Measurement scale of development of strategies for Sustainable development of Chinese dance teacher leadership in Shandong province.

Perception level	Score
Strongly Agree	5
Agree	4
moderate	3
Disagree	2
Strongly Disagree	1

High score on the scale indicated the positive levels of the sustainable development of Chinese dance teacher leadership in Shandong province. As for measuring the items, proposing the sustainable development of Chinese dance teacher leadership in Shandong province was considered from the mean score of the answers arranged into five perception levels. The mean score was calculated by using the evaluation criteria of Best (1977), which was classified into five levels.

Therefore, the range of the measurement score and the mean of the sustainable development of Chinese dance teacher leadership in Shandong province, scale was classified into five perception levels of Proposing the sustainable development of Chinese dance teacher leadership in Shandong province.

For the interpretation criteria to classify the mean score, the researcher used the measurement criteria according to the concept of Best (Best, 1997). Mean scores were 1.00-1.49, 1.50-2.49, 2.50-3.49, 3.50-4.49, 4.5-5.00's level.

For the calculation of the current condition and expected condition, the Priority Needs Index Modified (PNI Modified) is used, with the following calculation formula:

$$\text{PNI modified} = (I - D) / D$$

I (Important) means the actual/current state of being.

D (Degree of success) means the condition that should be.

$$\text{PNI modified} = (I - D) / D$$

Quality of Research Instrument

The instrument was developed from Phase (1) as a questionnaire. The quality of the questionnaires was assessed by content validity and reliability. For the content validity, it was checked by 5 experts and analyzed by Item-Objective Congruence (IOC).

Reliability of Questionnaire

The results of a reliability analysis of research instruments, specifically focusing on variable reliability correlation. In the case handling summary, it is noted that all 331 cases were effective, with no exclusions, representing 100% of the dataset. This suggests that the entire sample was used for the analysis. In the reliability statistics section, the Cronbach's Alpha coefficient is reported as 0.953, both for the unstandardized and standardized items. This indicates a very high level of internal consistency among the variables in the instrument. The analysis was conducted on 32 items, meaning that all of these items contributed to the calculation of Cronbach's Alpha. With a value of 0.953, the instrument is deemed highly reliable for assessing the variables in question.

Content Validity of Questionnaire

The content validity of this research questionnaires was relatively examined by 5 experts to check the correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts' recommendations as to the results of Item-objective Congruence (IOC). Itemization presented its IOC between "0.60 - 1.00" was relatively expected to be used in the research.

Data Collection

The content validity of this research questionnaire was relatively examined by 5 experts to check the correctness and appropriateness of the language, content coverage, and the content relevance of the research dimensions. The instrumental items were passively checked, validated, and lastly finalized based on the experts' recommendations as to the results of Item-Object Congruence (IOC).

1) The researchers had applied to the Faculty of Education for permission to continue the research and carried out the research in accordance with the guiding procedures and research plan during April 5th to May 5th 2024.

2) The sample was directly informed of the content scope and research objectives and received an official permission letter from the university to the administrator, allowing them to conduct and collect data from instructors in accordance with the approval letter issued by the relevant authorities during May 5th to June 5th 2024.

3) After the administrators permission was processed and confirmed, Researchers and instructors or college and university coordinators agreed to distribute questionnaires online and onsite at the same time. The questionnaire was attached with the research guidelines, standards, participation information form and research project summary of each response part. Questionnaires are sent through the We-chat, Internet, mail, researchers, etc during June 5th to June 30th 2024.

4) The questionnaire was completed within 5 weeks. The time for data collection was one and a half months during July 1th to August 10th 2024.

Data Analysis

The data of demographic variables were analyzed by descriptive statistics, frequency, and percentage. The variables of current situation and expected situation that enhance Chinese dance teacher leadership in Shandong Province were analyzed by descriptive statistics; mean and standard Deviation (S.D.), the priority needs index modified (PNI Modified). These data were analyzed to identify the current situation, and expected situation and to identify the leadership issues of Chinese dance teachers to be used in SWOT analysis to develop future strategies.

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

Key Informants

1) Key informants consisted of 12 key informants (Vice Dean of teaching, department heads of institutions from different outstanding to the sustainable development of Chinese dance teacher leadership in Shandong Province, the qualification with more than 10 years' experience under Shandong Province.

2) They were professionals with proposed managerial guidelines to sustain the development of Chinese dance teacher leadership in Shandong Province or using relevant Cultivation experience to carry out work.

3) They had reasonable experience or certain achievements in developing managerial guidelines for the sustainable development of Chinese dance teacher leadership in Shandong Province.

4) They had been widely recognized. The key informants without relevant mature ability or experience were ordinary instructors. The Key informants were selected by purposive sampling with the above criteria.

The Sample Group

1) Key informants consisted of 12 key informants (Vice Dean of Teaching, department heads of institutions) from different outstanding to sustainable development of Chinese dance teacher leadership in Shandong Province, the qualification with more than 10 years' experience under Shandong Province. 2) They were professionals in proposing managerial guidelines for the sustainable development of Chinese dance teacher leadership in Shandong Province or using relevant Cultivation.

Research Instruments

Structured interview

A structured interview, also known as the standardized interview, is a formal interview in which the interviewer asks the interviewee questions in turn according to the uniform design requirements and per-specified interview content, and asks the interviewee to answer the questions according to the prescribed standards. The type

of interview is usually accompanied by an interview guide that explains where misunderstandings can occur in the questionnaire. The advantages of structured interview areas follow: 1) The biggest advantage of structured interview is that the access results are easily quantified and can be used for statistical analysis. It is a kind of statistical survey and can control the reliability of the survey results. 2) The recovery rate of structured interview is high. 3) Structured interview has a wider application range, can ask some more complex questions, and can selectively conduct in-depth investigation on some specific questions. 4) Structured interview can observe the interviewee's attitude and behavior in addition to answering questions.

The following should be noted when talking with college respondents: 1) The principle of sincerity: introduce yourself and your research, pay attention to the use of language, prioritize the habits of the interviewees, follow the rules of conversation, and encourage the interviewees to actively express their ideas. 2) Voluntary principle: Respondents have the right to withdraw at any time and are not responsible for the research. 3) Confidentiality principle: Make a clear confidentiality commitment to the interviewee.

Data Collection

By Focus Group Discussion, the researcher was as a facilitator.

Step 1: Got in touch with key informants and show researcher's identity and willingness during April 5th to May 5th 2024.

Step 2: Visited or send questions by email or other means by May 5th to June 5th 2024.

Step 3: Summarized the discussion and specific data during June 5th to August 5th 2024.

Data Analysis

The data from the Focus Group Discussion was analyzed by Content Analysis. After the completion of data collection, would be used to analyze the collected data. The focus group discussion was chaired by the researcher, this discussion was about sustainable development of Chinese dance teacher leadership in Shandong Province.

Based on the principle of freedom and voluntariness, the experts spoke freely during the discussion and gave the direction of phase 2 (To develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province). According to the research results of researcher objective 2 (To develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province), gave more new ideas on the sustainable development of Chinese dance teacher leadership in Shandong Province.

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

Target Group

The experts for Evaluating the managerial guidelines for the sustainable development of Chinese dance teacher leadership in Shandong Province of middle-level administrators were 12 high-level administrators in Shandong Province. The qualifications of the experts are as follows: 1) at least 10 years of work experience in a high-level administrator in public universities, 2) have extensive experience in educational management, 3) graduated with a doctor's degree, and 4) academic title is associate professor or above.

Research Instruments

Evaluation Form

The instrument to collect the data for objective 3, was to evaluate the adaptability and feasibility of the managerial guidelines for the sustainable development of Chinese dance teacher leadership in Shandong province. The data interpretation for average value based on Rensis Likert (1932). The data interpretation areas follows:

- 4.50 - 5.00 express highest level
- 3.50 - 4.49 express high level
- 2.50 - 3.49 express moderate level
- 1.50 - 2.49 express low level
- 1.00 – 1.49 express lowest level

Data Collection

The data collection for objective 3: to evaluate the adaptability and feasibility of the managerial guidelines to sustainable development of Chinese dance teacher leadership in Shandong Province.

1. The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to collection the data from 12 high-level administrators in Shandong Province by July 10th 2024.

2. The researcher distributed the evaluation form to 12 administrators. A total of 5 high-level during July 10th to August 10th 2024.

Data Analysis

The evaluation of the adaptability and feasibility of guidelines for Evaluating the managerial guidelines to sustainable development of Chinese dance teacher leadership in Shandong Province was analyzed by average value and standard deviation.

Summary

The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of 3 phases:

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

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

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

The first phase serves as the evidence base for the first objective. The second phase serves as the evidence for the second objective. The third phase serves as the evidence for the third objective.

The conclusion of research methodology were as below:



Figure 3.1 Research steps

Chapter 4

Result of Analysis

The research objectives of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province: 1) To Study the current situation and supporting factors that enhance the sustainable development of Chinese dance teacher leadership in Shandong Province. 2) To develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. 3) To Evaluate the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. The sample was teachers, totaling 310, and administrators, totaling 21 with a stratified sampling technique for studying the current situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership by questionnaire. The Relevant research data was divided into three sections as follows:

1. Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province.

1.1 Analysis of personal information of teachers and administrators of colleges and universities under Shandong province, including gender, and educational background.

1.2 Analysis of the questionnaire information on the current situation expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership.

1.2.1 Analysis of total: Age structure, Educational background, Training experience, School support

1.2.2 Analysis of Age structure

1.2.3 Analysis of Educational background

1.2.4 Analysis of Training experience

1.2.5 Analysis of School support

2. Results of development the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2.1 Taking results of analysis of development of the strategies for enhancing of sustainable development of Chinese dance teacher leadership to develop strategies

2.1.1 SWOT and TOWS Matrix of Age structure

2.1.2 SWOT and TOWS Matrix of Educational background

2.1.3 SWOT and TOWS Matrix of Training experience

2.1.4 SWOT and TOWS Matrix of School support

2.1.5 SWOT and TOWS Matrix of total: Age structure, Educational background, Training experience, School support

2.1.6 SWOT and PEST Analysis of total: Age structure, Educational background, Training experience, School support

2.1.7 Result of including all (SWOTS, PEST, TOWS)

2.2 Taking Strategies to interview 12 experts

2.2.1 table of analysis result of interview (first time)

2.2.1 table of analysis result of interview (second time)

2.2.3 strategies 7 strategies

2.3 Summary of development strategies

3. Results of Evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

3.1 Analysis of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

The details of the research methodology are as below:

Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province.

1.1 Analysis of personal information of teachers and administrators of colleges and universities under Shandong province, including gender, and educational background. The details were below:

Table 4.1 Analysis of the personal information and participants.

	Personal Information	Number of people	Percentage
Gender	Male	121	36.6
	Female	210	63.4
	Total	331	100
Education	Bachelor's degree	81	24.5
Background	Master's degree	235	71
	Doctor's degree	15	4.5
	Total	331	100

According to Table 4.1, this study involved a total of 331 valid participants. Among the respondents, 121 were male students, accounting for 36.6%, and 210 were female students, accounting for 63.4%. There were 81 bachelor's degrees, accounting for 24.5%, 235 master's degrees, accounting for 71%, and 15 Doctor's degrees, accounting for 4.5%. The overall distribution of the population surveyed in this questionnaire is uniform.

1.2 Analysis of the questionnaire information on the current situation expected situation that enhance of sustainable development of Chinese dance teacher leadership.

1.2.1 Analysis of total: Age structure, Educational background, Training experience, School support Based on the questionnaire survey, this research analyzed the data on the age structure, educational background, training experience,

and school support of sustainable development of Chinese dance teacher leadership and obtained the mean and standard deviation. At the same time, exploratory factor analysis was used to test the reliability and validity of each variable. Through factor analysis, the data variables in the questionnaire are relevant.

Table 4.2 Analysis of the Current Situation and Expected Situation for enhancing of sustainable development of Chinese dance teacher leadership.

(n=331)

	Sustainable development of Chinese dance teacher leadership	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
		\bar{X}	S.D.	\bar{X}	S.D.		
		1	Age structure	3.22	0.78		
2	Educational background	3.34	0.77	4.19	0.68	0.254	3
3	Training experience	3.30	0.76	4.09	0.67	0.239	4
4	School support	3.33	0.71	4.21	0.61	0.264	1
Total		3.30	0.76	4.14	0.67	0.255	

According to Table 4.2, the data showed that the current situation in sustainable development of Chinese dance teacher leadership of the surveyed teachers and administrations which were from the mean of total four aspects were at moderate level ($\bar{X}=3.30$, S.D.=0.76). All aspects were at moderate level that the mean of each level from highest to lowest were: Educational background ($\bar{X}=3.34$, S.D.=0.77), School support ($\bar{X}=3.33$, S.D.=0.71), Training experience ($\bar{X}=3.30$, S.D.=0.76), and Age structure ($\bar{X}=3.22$, S.D.=0.78). The expected situations in the sustainable development of Chinese dance teacher leadership of the surveyed teachers and administrations were generally at a high level ($\bar{X}=4.14$, S.D.=0.67). The mean of each level from highest to lowest were: School support ($\bar{X}=4.21$, S.D.=0.61), Educational background ($\bar{X}=4.19$, S.D.=0.68), Training experience ($\bar{X}=4.09$, S.D.=0.67), and Age structure ($\bar{X}=4.06$, S.D.=0.67). The current situations and expected situations in the sustainable development of Chinese dance teacher leadership had a gap of

difference. It showed that Chinese dance teacher leadership still needs development. These could be presented from the total PNI value (PNI=0.26), which was shown from highest to lowest as follows: School support (PNI=0.264), Age structure (PNI=0.261), Educational background (PNI=0.254), and Training experience (PNI=0.254). It could be described that Chinese dance teacher leadership needs to improve in all four aspects.

1.2.2 Analysis of current situation and expected situation of age structure This research mainly used Mean, Standard Deviations and PNI_{modified} to analyze the situation of each variable.

Table 4.3 Analysis of current situation and expected situation for enhancing of sustainable development of Chinese dance teacher leadership in age structure aspect.

(n=331)

Age structure	Current		Expected		PNI _{modified} (I - D)/D	Rank
	Situation (D)		Situation (I)			
	\bar{X}	S.D.	\bar{X}	S.D.		
1. Attracting young teachers as new vitality into education.	3.15	0.67	4.04	0.78	0.282	6
2. Striving to improve the level of education and teaching of middle-aged teachers.	3.16	0.61	4.07	0.76	0.288	5
3. Respecting the teachers who take care of the elderly, and affirm their hard work.	3.09	0.73	4.11	0.76	0.330	2
4. Innovating educational methods and improving the quality of education and teaching.	3.49	0.75	4.05	0.69	0.160	9

Table 4.3 (Continued)

(n=331)

	Age structure	Current		Expected		PNI _{modified} (I - D)/D	Rank
		Situation (D)		Situation (I)			
		\bar{X}	S.D.	\bar{X}	S.D.		
5.	Building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership.	3.05	0.79	4.06	0.66	0.331	1
6.	Increasing investment in education and promote educational equity.	3.12	0.85	4.03	0.76	0.292	4
7.	Strengthening the rewards and support for honor recipients.	3.18	0.81	4.12	0.74	0.296	3
8.	Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation.	3.36	0.93	4.09	0.78	0.217	7
9.	Establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises.	3.38	0.91	4.01	0.52	0.186	8
Total		3.22	0.78	4.06	0.67	0.261	

According to Table 4.3, the data showed that the current situation for enhancing of sustainable development of Chinese dance teacher leadership in age structure aspect of the surveyed teachers and administrations which were from the mean of total 9 aspects were at moderate level ($\bar{x}=3.22$, S.D.=0.78). All aspects were at moderate level that the mean of each level from highest to lowest were: Building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership ($\bar{x}=3.05$, S.D.=0.79), Respecting the teachers who take care of the elderly, and affirm their hard work ($\bar{x}=3.09$, S.D.=0.73), Strengthening the rewards and support for honor recipients ($\bar{x}=3.118$, S.D.=0.81), and Increasing investment in education and promote educational equity ($\bar{x}=3.12$, S.D.=0.85), Striving to improve the level of education and teaching of middle-aged teachers ($\bar{x}=3.16$, S.D.=0.61), Attracting young teachers as new vitality into education ($\bar{x}=3.15$, S.D.=0.67), Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation ($\bar{x}=3.36$, S.D.=0.93), establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises ($\bar{x}=3.38$, S.D.=0.91), Innovating educational methods and improving the quality of education and teaching ($\bar{x}=3.49$, S.D.=0.75). The expected situation for enhancing of sustainable development of Chinese dance teacher leadership in age structure aspect of the surveyed teachers and administrations were generally at a high level ($\bar{x}=4.06$, S.D.=0.67). The mean of each level from highest to lowest were: Building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership ($\bar{x}=4.06$, S.D.=0.66), Respecting the teachers who take care of the elderly, and affirm their hard work ($\bar{x}=4.11$, S.D.=0.76), Strengthening the rewards and support for honor recipients ($\bar{x}=4.12$, S.D.=0.74), Increasing investment in education and promote educational equity ($\bar{x}=4.03$, S.D.=0.76), Striving to improve the level of education and teaching of middle-aged teachers ($\bar{x}=4.07$, S.D.=0.76), Attracting young teachers as new vitality into education ($\bar{x}=4.04$, S.D.=0.78), Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and

stimulate the vitality of talent innovation ($\bar{x}=4.09$, S.D.=0.78), Establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises ($\bar{x}=4.01$, S.D.=0.52), Innovating educational methods and improving the quality of education and teaching ($\bar{x}=4.05$, S.D.=0.69). The current situation and expected situation for enhancing of sustainable development of Chinese dance teacher leadership in age structure aspect had a gap of difference. It showed that Chinese dance teacher leadership in age structure aspect still needs development. These could be presented from the total PNI value (PNI=0.261), which was shown from highest to lowest as follows: Building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership (PNI=0.331), Respecting the teachers who take care of the elderly, and affirm their hard work (PNI=0.330), Strengthening the rewards and support for honor recipients (PNI=0.296), Increasing investment in education and promote educational equity (PNI=0.292), Striving to improve the level of education and teaching of middle-aged teachers (PNI=0.288), Attracting young teachers as new vitality into education (PNI=0.282), Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation (PNI=0.217), Establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises (PNI=0.186), Innovating educational methods and improving the quality of education and teaching (PNI=0.160). It could described that Chinese dance teacher leadership in age structure aspect needs to improve in all 9 aspects.

1.2.3 Analysis of current situation and expected situation of educational background.

This research mainly used Mean, Standard Deviations and PNImodified to analyzed the situation of each variable.

Table 4.4 Analysis of current situation and expected situation of educational background.

(n=331)

Educational background	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
	1. Improving students' comprehensive quality to adapt to social needs.	3.41	0.94	4.06	0.78	0.191
2. Constantly trying new methods, new technologies, so as to achieve innovation.	3.45	0.86	4.12	0.78	0.194	4
3. Establishing a diversified training system to improve the quality and quantity of talent training in enterprises.	3.38	0.73	4.08	0.76	0.207	3
4. Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers.	3.21	0.68	4.36	0.72	0.358	1
5. Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries.	3.27	0.69	4.32	0.67	0.321	2
Total	3.34	0.77	4.19	0.68	0.254	

According to Table 4.4, the data shows that the current situation of the educational background 5 aspect in the surveyed population is at a moderate level ($\bar{X}=3.34$, S.D.=0.77). Each aspect is at a moderate level, with the mean of each level

ranked from highest to lowest as follows: Constantly trying new methods, new technologies, so as to achieve innovation ($\bar{x}=3.45$, S.D.=0.86), Establishing a diversified training system to improve the quality and quantity of talent training in enterprises ($\bar{x}=3.38$, S.D.=0.73), Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries ($\bar{x}=3.27$, S.D.=0.69), Improving students' comprehensive quality to adapt to social needs ($\bar{x}=3.41$, S.D.=0.94), and Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers ($\bar{x}=3.21$, S.D.=0.68). The expected situation for the educational background aspect is generally at a high level ($\bar{x}=4.19$, S.D.=0.68). The mean of each level from highest to lowest is: Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers ($\bar{x}=4.36$, S.D.=0.72), Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries ($\bar{x}=4.32$, S.D.=0.67), Constantly trying new methods, new technologies, so as to achieve innovation ($\bar{x}=4.12$, S.D.=0.78), Establishing a diversified training system to improve the quality and quantity of talent training in enterprises ($\bar{x}=4.08$, S.D.=0.76), and Improving students' comprehensive quality to adapt to social needs ($\bar{x}=4.06$, S.D.=0.78). The gap between the current situation and the expected situation for the educational background aspect shows a need for improvement. This is evidenced by the overall PNI value (PNI=0.254), with each aspect presented from highest to lowest as follows: Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers (PNI=0.358), Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries (PNI=0.321), Establishing a diversified training system to improve the quality and quantity of talent training in enterprises (PNI=0.207), Constantly trying new methods, new technologies, so as to achieve innovation (PNI=0.194), and Improving students' comprehensive quality to adapt to social needs (PNI=0.191). It can be described that the educational background aspect needs improvement across all five areas.

1.2.4 Analysis of current situation and expected situation of training experience

This research mainly used Mean, Standard Deviations and PNI_{modified} to analyzed the situation of each variable.

Table 4.5 Analysis of current situation and expected situation for enhancing of sustainable development of Chinese dance teacher leadership in training experience aspect.

(n=331)

Training Experience	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
	1. The training course focuses on the sychological quality and emotional wisdom of dance teachers.	3.3	0.71	3.99		
2. Promoting the development of dance education in China, and improve the leadership level of dance educators.	3.28	0.75	4.11	0.62	0.253	4
3. Organizing teachers to participate in domestic and foreign dance education seminars, workshops and other activities.	3.33	0.77	4.12	0.62	0.237	8
4. Setting up simulated rehearsal, performance and other practical links.	3.4	0.8	4.23	0.56	0.244	6

Table 4.5 (Continued)

(n=331)

Training Experience	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
	5. Teachers are encouraged to participate in the management and organization of the school dance team.	3.46	0.83	4.29	0.62	0.240
6. Providing teachers with the opportunity to participate in dance competitions, art festivals and other activities.	3.48	0.87	4.36	0.67	0.253	4
7. Establishing a scientific and comprehensive leadership evaluation system for dance Teachers.	3.19	0.85	4.01	0.56	0.257	3
8. Provide teachers with personalized growth guidance and advice to help teachers improve their leadership skills.	3.17	0.63	4.11	0.78	0.297	1
9. Giving full play to the results of teachers 'self-evaluation, and take the evaluation results as an important reference for teachers' professional title evaluation, post promotion and other aspects.	3.13	0.66	4.01	0.78	0.281	2

Table 4.5 (Continued)

(n=331)

Training Experience	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
	10. Attaching importance to teachers' personal growth, continuous learning, and strive to improve their own education and teaching ability and quality.	3.29	0.69	4		
11. Encouraging students to take initiative in learning and develop their ability to think independently and solve problems.	3.27	0.64	4.02	0.72	0.229	9
12. The school sets up an atmosphere of respect for innovation and tolerance for failure, and encourages teachers to explore and try in practice.	3.23	0.9	3.88	0.67	0.201	12
Total	3.3	0.76	4.09	0.67	0.239	

According to Table 4.5, the data showed that the current situation for enhancing sustainable development of Chinese dance teacher leadership in the training experience 12 aspect is at a moderate level (\bar{X} =3.34, S.D.=0.76). All aspects were rated at a moderate level, with the mean of each aspect from highest to lowest being: Providing teachers with the opportunity to participate in dance competitions, art festivals, and other activities (\bar{X} =3.48, S.D.=0.87), Teachers are encouraged to participate in the management and organization of the school dance

team ($\bar{x}=3.46$, S.D.=0.83), Setting up simulated rehearsal, performance, and other practical links ($\bar{x}=3.43$, S.D.=0.84), Establishing a scientific and comprehensive leadership evaluation system for dance teachers ($\bar{x}=3.19$, S.D.=0.85), Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills ($\bar{x}=3.17$, S.D.=0.66), The training course focuses on the psychological quality and emotional wisdom of dance teachers ($\bar{x}=3.3$, S.D.=0.71), Promoting the development of dance education in China and improving the leadership level of dance educators ($\bar{x}=3.28$, S.D.=0.75), Organizing teachers to participate in domestic and foreign dance education seminars, workshops, and other activities ($\bar{x}=3.33$, S.D.=0.77), and Encouraging students to take initiative in learning and develop their ability to think independently and solve problems ($\bar{x}=3.27$, S.D.=0.64). The expected situation for enhancing sustainable development of Chinese dance teacher leadership in the training experience aspect was generally at a high level ($\bar{x}=4.09$, S.D.=0.67). The mean of each aspect from highest to lowest was: Providing teachers with the opportunity to participate in dance competitions, art festivals, and other activities ($\bar{x}=4.36$, S.D.=0.67), Teachers are encouraged to participate in the management and organization of the school dance team ($\bar{x}=4.29$, S.D.=0.62), Setting up simulated rehearsal, performance, and other practical links ($\bar{x}=4.23$, S.D.=0.56), Establishing a scientific and comprehensive leadership evaluation system for dance teachers ($\bar{x}=4.10$, S.D.=0.56), Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills ($\bar{x}=4.11$, S.D.=0.78), The training course focuses on the psychological quality and emotional wisdom of dance teachers ($\bar{x}=3.99$, S.D.=0.67), Promoting the development of dance education in China and improving the leadership level of dance educators ($\bar{x}=4.11$, S.D.=0.62), Organizing teachers to participate in domestic and foreign dance education seminars, workshops, and other activities ($\bar{x}=4.12$, S.D.=0.62), and Encouraging students to take initiative in learning and develop their ability to think independently and solve problems ($\bar{x}=4.02$, S.D.=0.72). The current and expected situations show a gap, indicating that the training experience aspect of Chinese dance teacher leadership needs further improvement. This can be seen from the total PNI

value (PNI=0.239), with each aspect presented from highest to lowest as follows: Providing teachers with the opportunity to participate in dance competitions, art festivals, and other activities (PNI=0.253), Teachers are encouraged to participate in the management and organization of the school dance team (PNI=0.240), Setting up simulated rehearsal, performance, and other practical links (PNI=0.244), Establishing a scientific and comprehensive leadership evaluation system for dance teachers (PNI=0.257), Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills (PNI=0.297), The training course focuses on the psychological quality and emotional wisdom of dance teachers (PNI=0.209), Promoting the development of dance education in China and improving the leadership level of dance educators (PNI=0.253), Organizing teachers to participate in domestic and foreign dance education seminars, workshops, and other activities (PNI=0.237), and Encouraging students to take initiative in learning and develop their ability to think independently and solve problems (PNI=0.229). It could be described that the training experience aspect needs to improve across all 12 aspects mentioned.

1.2.5 Analysis of current situation and expected situation of School support

This research mainly used Mean, Standard Deviations and PNI_{modified} to analyzed the situation of each variable.

Table 4.6 Analysis of current situation and expected situation for enhancing of sustainable development of Chinese dance teacher in school support aspect.

(n=331)

School Support	Current Situation (D)		Expected Situation (I)		PNI _{modified} (I - D)/D	Rank
	\bar{X}	S.D.	\bar{X}	S.D.		
	1. Establishing and Improve the teacher training system, clarify the content, mode, time and requirements of teacher training, to ensure the standardization and institutionalization of teacher training.	3.3	0.71	4.17		
2. Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective.	3.37	0.74	4.19	0.68	0.243	6
3. Enterprises constantly explore their own management mode, improve management efficiency.	3.2	0.78	4.04	0.59	0.263	4
4. Strengthening teacher training and improve the level of education and teaching.	3.27	0.64	4.24	0.68	0.297	1

Table 4.6 (Continued)

(n=331)

School Support	Current		Expected		PNI _{modified} (I - D)/D	Rank
	Situation (D)		Situation (I)			
	\bar{X}	S.D.	\bar{X}	S.D.		
5. The school clarify the direction of characteristic development and characteristic development plans.	3.4	0.61	4.29	0.76	0.262	5
6. Strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment.	3.41	0.8	4.35	0.62	0.276	2
Total	3.33	0.71	4.21	0.61	0.264	

According to Table 4.6, the data showed that the current situation for enhancing sustainable development of Chinese dance teacher leadership in the school support 6 aspect is at a moderate level ($\bar{X}=3.33$, S.D.=0.71). The mean of each level from highest to lowest is as follows: Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective ($\bar{X}=3.37$, S.D.=0.74), Strengthening teacher training and improving the level of education and teaching ($\bar{X}=3.27$, S.D.=0.64), Establishing and improving the teacher training system, clarifying the content, mode, time, and requirements of teacher training to ensure the standardization and institutionalization of teacher training ($\bar{X}=3.33$, S.D.=0.71), Enterprises constantly explore their own management mode to improve management efficiency ($\bar{X}=3.28$, S.D.=0.78), The school clarifies the direction of

characteristic development and characteristic development plans ($\bar{x}=3.41$, S.D.=0.61), and Strengthening safety awareness education, improving users' security protection ability, and jointly building a safe and reliable communication environment ($\bar{x}=3.41$, S.D.=0.84). The expected situation for enhancing sustainable development of Chinese dance teacher leadership in the school support aspect was generally at a high level ($\bar{x}=4.21$, S.D.=0.61). The mean of each aspect from highest to lowest is: Strengthening safety awareness education, improving users' security protection ability, and jointly building a safe and reliable communication environment ($\bar{x}=4.35$, S.D.=0.62), Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective ($\bar{x}=4.19$, S.D.=0.68), Establishing and improving the teacher training system, clarifying the content, mode, time, and requirements of teacher training to ensure the standardization and institutionalization of teacher training ($\bar{x}=4.17$, S.D.=0.62), The school clarifies the direction of characteristic development and characteristic development plans ($\bar{x}=4.29$, S.D.=0.76), Strengthening teacher training and improving the level of education and teaching ($\bar{x}=4.46$, S.D.=0.67), and Enterprises constantly explore their own management mode to improve management efficiency ($\bar{x}=4.04$, S.D.=0.59). The difference between the current situation and the expected situation shows that school support for enhancing sustainable development of Chinese dance teacher leadership needs further improvement. This is evidenced by the total PNI value (PNI=0.264), with the following aspects ranked from highest to lowest: Strengthening teacher training and improving the level of education and teaching (PNI=0.297), Establishing and improving the teacher training system, clarifying the content, mode, time, and requirements of teacher training to ensure the standardization and institutionalization of teacher training (PNI=0.264), Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective (PNI=0.243), Enterprises constantly explore their own management mode to improve management efficiency (PNI=0.264), The school clarifies the direction of characteristic development and

characteristic development plans (PNI=0.262), and Strengthening safety awareness education, improving users' security protection ability, and jointly building a safe and reliable communication environment (PNI=0.276). This indicates that the school support aspect of Chinese dance teacher leadership needs to be improved in all mentioned areas.

Results of development the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2.1 Taking analysis results of the current situation and expected situation that enhancing sustainable development of Chinese dance teacher leadership to develop strategies.

2.1.1 Results of SWOT and TOWS Matric Analysis of Age structure aspect

Table 4.7 SWOT Analysis: Age structure aspect

<p>S</p> <p>S1 Innovating Educational Methods and Improving Quality</p> <p>S2 Increasing Investment in Education and Promoting Educational Equity</p> <p>S3 Strengthening Rewards and Support for Honor Recipients</p>	<p>W</p> <p>W1 Building Trust, Identifying Goals, and Encouraging Collaboration</p> <p>W2 Respecting Teachers Who Take Care of the Elderly and Affirming Hard Work</p> <p>W3 Striving to Improve the Level of Education and Teaching of Middle-Aged Teachers</p>
<p>O</p> <p>O1 Establishing a Sound Legal System for Fair Competition and Market Order</p> <p>O2 Giving Full Play to the Advantages of the Professional Title System</p>	<p>T</p> <p>T1 Attracting Young Teachers as New Vitality into Education</p> <p>T2 Overall Balance Between Current and Expected Situations</p>

According to table 4.7, the SWOT analysis of the age structure in education highlights several key points: 1) strengths include effective innovation in educational methods and strong investment in educational equity and support systems, indicating these areas align well with expectations, 2) weaknesses such as gaps in trust-building, collaboration, and the recognition of teachers' efforts, particularly for those caring for the elderly, need significant improvement, 3) opportunities lie in enhancing legal frameworks and optimizing talent evaluation systems to foster innovation and fairness, and 4) threats include the challenge of attracting young teachers and the potential mismatch between current performance and expectations, which could impact educational quality if not addressed. Overall, while the educational system has strong foundations, targeted efforts are needed to bridge gaps and leverage opportunities effectively.

Based on the TOWS Matrix provided according to the Table 4.7, here's an analysis using the strategies it suggests for the Age structure aspect:

1) SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of innovative educational methods (S1) to capitalize on opportunities for optimizing the talent evaluation system (O2). This could involve using innovative teaching techniques to identify and nurture talented educators more effectively.

S2 and O2: Utilize the strength of investment in education and promoting equity (S2) to support the optimization of the professional title system (O2), ensuring fair evaluation and growth opportunities for educators.

2) ST Strategies (Strengths-Threats)

S3 and T1: Use the strength of a robust rewards and support system (S3) to mitigate the threat of failing to attract young teachers (T1). Strengthening recognition and rewards could make the teaching profession more attractive to younger generations.

S1 and T2: Apply the strength in innovative methods (S1) to address the threat of mismatched current performance and expectations (T2). Innovative

approaches can help bridge the gap between what is currently happening and what is expected.

3) WT Strategies (Weaknesses-Threats)

W1 and T1: Address the weakness of insufficient trust-building and collaboration (W1) by developing strategies that directly combat the threat of not attracting young teachers (T1). Improving internal collaboration could create a more appealing workplace environment for new recruits.

W2 and T2: Tackle the weakness of not adequately respecting and affirming teachers who care for the elderly (W2) to counter the threat of performance-expectation mismatches (T2). Enhancing respect and support for all teachers may improve overall satisfaction and performance, aligning more closely with expectations.

4) WO Strategies (Weaknesses-Opportunities)

W2 and O2: Convert the weakness of insufficient recognition for elder-caring teachers (W2) into an opportunity by optimizing the talent evaluation system (O2). This could involve creating specific recognition programs within the evaluation system for such contributions.

W1 and O2: Transform the weakness in building trust and collaboration (W1) into an opportunity by refining the talent evaluation system (O2). Developing clear criteria and inclusive processes can enhance trust and foster a more collaborative culture.

By applying these strategies, educational institutions can better align their internal strengths and weaknesses with external opportunities and threats, ultimately fostering a more effective and sustainable Age structure in education.

2.1.2 Results of SWOT and TOWS Matric Analysis of Educational background aspect

Table 4.8 SWOT Analysis: Educational background aspect

S	W
S1 Constantly Trying New Methods and Technologies S2 Improving Students' Comprehensive Quality	W1 Teacher Reward Fund W2 Strengthening Exchanges and Cooperation Among Countries
O	T
O1 Establishing a Diversified Training System O2 Enhancing Innovation	T1 Gap in Teacher Motivation and Recognition T2 Insufficient International Collaboration

According to table 4.8, the SWOT analysis of the educational background reveals 1) strengths in the consistent adoption of new methods and technologies, as well as efforts to improve students' comprehensive abilities, both closely aligning with expected outcomes, 2) weaknesses in the teacher reward fund system and in strengthening international exchanges and cooperation, indicating significant gaps between current practices and expectations, 3) opportunities exist in further developing a diversified training system and enhancing innovation in educational practices, and 4) threats include the potential negative impact on teacher motivation due to insufficient rewards and the lack of robust international collaboration, which could hinder the development of global competencies among students. Addressing these issues will be crucial for aligning educational practices with evolving expectations and enhancing overall effectiveness.

Based on the TOWS Matrix provided for the educational background aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of constantly trying new methods and technologies (S1) to capitalize on the opportunity of establishing a diversified training system (O2). This strategy could involve integrating innovative methods and

technologies into training programs to enhance the quality and quantity of talent training.

S2 and O2: Utilize the strength of improving students' comprehensive quality (S2) to further develop the diversified training system (O2). By aligning educational content with comprehensive skill development, training programs can be more effective in preparing students for diverse social and professional needs.

2) ST Strategies (Strengths-Threats)

S1 and T2: Use the strength in innovation (S1) to counter the threat of insufficient international collaboration (T2). Innovative educational methods can be employed to build virtual exchange programs or collaborative projects with international partners, fostering global understanding.

S2 and T2: Apply the strength in improving students' comprehensive abilities (S2) to mitigate the threat of inadequate global competencies (T2). This can be achieved by incorporating international perspectives and intercultural competencies into the curriculum.

3) WT Strategies (Weaknesses-Threats)

W1 and T1: Address the weakness in the teacher reward fund (W1) to combat the threat of reduced teacher motivation (T1). Developing strategies that improve reward systems can enhance teacher satisfaction and prevent the negative impact on educational quality.

W2 and T2: Tackle the weakness of insufficient international exchanges and cooperation (W2) by addressing the threat of limited global competencies among students (T2). This could involve creating more opportunities for teachers and students to engage in international collaborations and cultural exchanges.

4) WO Strategies (Weaknesses-Opportunities)

W2 and O1: Convert the weakness in international collaboration (W2) into an opportunity by leveraging the chance to innovate in educational practices (O1). Establishing partnerships with global institutions can lead to shared learning experiences and the adoption of best practices.

W1 and O2: Transform the weakness in the teacher reward fund (W1) into an opportunity by aligning it with the need for a diversified training system (O2). Implementing a reward system that recognizes contributions to innovative training can motivate educators and improve program quality.

By applying these strategies, educational institutions can effectively use their strengths to seize opportunities and counter threats, while also addressing weaknesses to improve overall educational outcomes.

2.1.3 Results of SWOT and TOWS Matric Analysis of training experience aspect

Table 4.9 SWOT Analysis: training experience aspect

<p>S</p> <p>S1 Setting Up an Atmosphere of Respect for Innovation and Tolerance for Failure</p> <p>S2 The Training Course Focuses on the Psychological Quality and Emotional Wisdom of Dance Teachers</p>	<p>W</p> <p>W1 Providing Teachers with Personalized Growth Guidance and Advice</p> <p>W2 Giving Full Play to the Results of Teachers' Self-Evaluation</p>
<p>O</p> <p>O1 Establishing a Scientific and Comprehensive Leadership Evaluation System</p> <p>O2 Encouraging Students to Take Initiative in Learning and Develop Their Problem-Solving Abilities</p>	<p>T</p> <p>T1 Lack of Personalized Growth Opportunities for Teachers</p> <p>T2 Insufficient Use of Self-Evaluation Results</p>

According to table 4.9, the SWOT analysis of the training experience highlights 1) strengths in creating an innovative environment that respects and tolerates failure, as well as focusing on the psychological and emotional development of dance teachers, aligning closely with expected outcomes, 2) weaknesses in providing personalized growth guidance for teachers and effectively utilizing self-evaluation results, indicating a need for targeted improvement in these areas, 3) opportunities exist in establishing a comprehensive leadership evaluation system and promoting student independence and problem-solving abilities, which can enhance the overall educational experience, and 4) threats include the potential negative impact on teacher development and satisfaction due to a lack of personalized support and inadequate integration of self-evaluation into professional growth, which could affect morale and teaching quality if not addressed.

Based on the TOWS Matrix provided for the training experience aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

S1 and O2: Leverage the strength of creating an environment that respects innovation and tolerates failure (S1) to capitalize on the opportunity of encouraging students to take initiative and develop problem-solving abilities (O2). This strategy could involve fostering a classroom culture that values creative thinking and experimentation, encouraging both teachers and students to engage in innovative practices.

S2 and O2: Utilize the strength of focusing on the psychological and emotional development of dance teachers (S2) to further promote student independence and critical thinking (O2). By supporting teachers' emotional intelligence, they can better facilitate an environment where students feel empowered to explore and think critically.

2) ST Strategies (Strengths-Threats)

S4 and T2: Use the strength of setting up simulated rehearsal and performance opportunities (S4) to counter the threat of inadequate integration of self-evaluation results (T2). Providing practical and reflective experiences helps

reinforce the importance of self-assessment and continuous improvement in teaching practices.

S2 and T2: Apply the strength in addressing the emotional wisdom of teachers (S2) to mitigate the threat of insufficient use of self-evaluation results (T2). Enhancing teachers' self-awareness and emotional skills can lead to better utilization of self-evaluation as a tool for personal and professional growth.

3) WT Strategies (Weaknesses-Threats)

W3 and T1: Address the weakness of not providing enough opportunities for dance competitions and festivals (W3) to combat the threat of reduced teacher development (T1). Increasing participation in such activities can enhance teachers' professional growth and engagement, thereby mitigating the threat.

W1 and T2: Tackle the weakness in the leadership evaluation system (W1) by addressing the threat of inadequate integration of self-evaluation results (T2). Establishing a more structured leadership evaluation process can ensure self-evaluation outcomes are effectively incorporated into teacher development programs.

4) WO Strategies (Weaknesses-Opportunities)

W2 and O1: Convert the weakness in personalized growth guidance (W2) into an opportunity by leveraging the need for continuous learning and personal growth (O1). Developing tailored growth plans that focus on both professional skills and personal development can motivate teachers and enhance their teaching quality.

W3 and O2: Transform the weakness in providing enough opportunities for dance competitions and festivals (W3) into an opportunity by promoting student initiative and independence (O2). Encouraging more participation in these events can help students build confidence and take more initiative in their learning.

By applying these strategies, educational institutions can effectively utilize their strengths to seize opportunities and counter threats while addressing weaknesses to improve the overall training experience for teachers and students.

2.1.4 Results of SWOT and TOWS Matrix Analysis of school support aspect

Table 4.10 SWOT Analysis: School support aspect

<p>S</p> <p>S1 Strengthening Teacher Training and Improving the Level of Education and Teaching</p> <p>S2 Strengthening Safety Awareness Education</p>	<p>W</p> <p>W1 Setting Clear Incentive Goals According to Organizational Strategy</p> <p>W2 Clarifying the Direction of Characteristic Development Plans</p>
<p>O</p> <p>O1 Establishing and Improving Teacher Training Systems</p> <p>O2 Improving Management Efficiency</p>	<p>T</p> <p>T1 Inadequate Implementation of Incentive Mechanisms</p> <p>T2 Lack of Clear Development Direction</p>

According to table 4.10, the SWOT analysis of school support reveals 1) strengths in focusing on enhancing teacher training and promoting safety awareness education, aligning well with the school's commitment to improving educational quality and security, 2) weaknesses in setting clear incentive goals and defining the direction of characteristic development plans, indicating a need for better alignment of organizational strategies and employee needs, 3) opportunities exist in standardizing teacher training systems and improving management efficiency to support educational initiatives more effectively, and 4) threats include potential declines in employee motivation due to inadequate incentive mechanisms and the risk of losing strategic focus due to unclear development directions. Addressing these weaknesses and threats is crucial for aligning school support with expectations and enhancing overall effectiveness.

Based on the TOWS Matrix provided for the training experience aspect, here's an analysis using the strategies outlined:

1) SO Strategies (Strengths-Opportunities)

S1 and O1: Leverage the strength of enhancing teacher training (S1) to capitalize on the opportunity of providing better management modes (O1). This strategy could involve integrating advanced management training into teacher development programs, improving both teaching quality and administrative effectiveness.

S2 and O2: Utilize the strength of improving safety awareness education (S2) to further develop a reliable communication environment (O2). This could mean incorporating safety protocols into communication training, ensuring a secure and effective communication system.

2) ST Strategies (Strengths-Threats)

S2 and T2: Use the strength of safety awareness education (S2) to mitigate the threat of unclear development directions (T2). By emphasizing safety and clear communication, schools can establish a more structured environment that supports strategic development.

S1 and T2: Apply the strength of robust teacher training (S1) to address the threat of inadequate incentive mechanisms (T2). Enhancing teacher training with a focus on motivational strategies can help align teachers' personal goals with the school's development strategies, improving overall morale and performance.

3) WT Strategies (Weaknesses-Threats)

W2 and T2: Address the weakness of insufficient incentive goals (W2) by tackling the threat of unclear development directions (T2). Creating a structured framework for incentives aligned with clear strategic goals can improve motivation and focus among staff.

W3 and T1: Tackle the weakness of lack of development in characteristic plans (W3) by countering the threat of declining employee motivation due to ineffective incentive systems (T1). By clearly defining and rewarding specific characteristics and achievements, schools can boost motivation and align staff efforts with strategic goals.

4) WO Strategies (Weaknesses-Opportunities)

W3 and O1: Convert the weakness in characteristic development plans (W3) into an opportunity by leveraging advanced management training (O1). Schools can develop characteristic plans that are strategically aligned with modern management practices, enhancing both organizational culture and educational outcomes.

W1 and O1: Transform the weakness in teacher training systems (W1) into an opportunity by improving management efficiency (O1). By developing more effective training programs that incorporate efficient management practices, schools can enhance both teaching and administrative capabilities.

By applying these strategies, educational institutions can effectively use their strengths to seize opportunities and counter threats, while addressing weaknesses to improve the overall training experience for teachers and students.

2.1.5 Results of SWOT Analysis and TOWS Matrix of total: Age structure, Educational background, Training experience, School support.

Table 4.11 Results of SWOT and TOWS Matrix Analysis of Age structure, Educational background, Training experience, School support aspect

S	W
S1 Training Experience	W1 Age Structure
S2 Educational Background	W2 School Support
O	T
O1 Enhancing School Support	T1 Dependence on Current Training Experience
O2 Improving Age Structure	T2 Gap in Educational Background and Expectations

According to table 4.11, the SWOT analysis for the sustainable development of Chinese dance teacher leadership highlights strengths in training experience and

educational background, indicating good alignment with current expectations. However, significant weaknesses in age structure and school support need attention to foster sustainable leadership effectively. Opportunities lie in enhancing support systems and improving the age structure within teaching staff. Meanwhile, threats include potential over-reliance on current training methodologies and gaps between educational background and future requirements. Addressing these areas will be crucial for developing robust and adaptable leadership in Chinese dance education.

Based on the TOWS Matrix provided in the image, here is an analysis of strategies using the four quadrants of the TOWS Matrix (SO, ST, WT, WO):

1) SO Strategies (Strengths-Opportunities):

S1 and O1: Leverage the strength of effective training experience (S1) to capitalize on the opportunity of enhancing school support systems (O1). This strategy could involve using the established training programs to also train school support staff, creating a more cohesive and supportive environment for dance teachers.

S2 and O2: Utilize the strength of a solid educational background (S2) to further improve the age structure (O2). By using the strong educational foundation, initiatives could be designed to attract and retain younger educators, thereby balancing the age distribution and ensuring continuity in leadership.

2) ST Strategies (Strengths-Threats):

S2 and T2: Apply the strength in educational background (S2) to counter the threat of potential over-reliance on current training methods (T2). By integrating more advanced educational concepts and continuously updating curriculum and training methods, reliance on outdated practices can be mitigated.

S1 and T2: Use the strength of robust training experience (S1) to address the threat posed by gaps in educational background and future expectations (T2). By enhancing training programs with updated content that aligns more closely with future educational demands, gaps can be filled effectively.

3) WT Strategies (Weaknesses-Threats):

W2 and T2: Address the weakness of the current age structure (W2) by tackling the threat of over-reliance on existing training programs (T2). This strategy

could involve creating tailored training programs that specifically address the needs and learning styles of different age groups, ensuring a more diverse and adaptable workforce.

W3 and T1: Tackle the weakness of insufficient school support (W3) by countering the threat of gaps between current qualifications and future needs (T1). By strengthening support systems and aligning them with both current and future educational standards, teachers can be better equipped to meet evolving requirements.

4) WO Strategies (Weaknesses-Opportunities):

W3 and O1: Convert the weakness in school support (W3) into an opportunity by enhancing school support systems (O1). Developing more robust support mechanisms can help bridge the gaps in educational standards and improve overall teaching effectiveness.

W1 and O1: Transform the weakness in the age structure (W1) into an opportunity by leveraging the existing strengths in educational background (O1). By using the educational foundation as a basis for targeted recruitment and mentorship programs, the age structure can be diversified and strengthened.

By applying these strategies, educational institutions can effectively use their strengths to seize opportunities and counter threats while addressing weaknesses to improve the overall leadership and sustainability of Chinese dance teacher development.

2.1.6 SWOT and PEST Analysis of total: Age structure, Educational background, Training experience, School support

SWOT is an analysis method that analyzes the internal environment of an organization, summarizes its strengths and weaknesses; at the same time, analyzes the external environment of the organization, identifies opportunities and threats, and uses this as the basis for formulating strategies. When analyzing the external environment, researcher combined PEST, as shown in Figure 4.1.

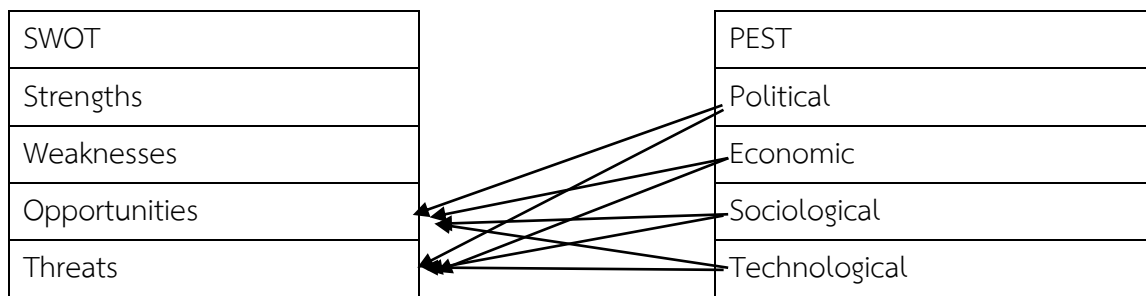


Figure 4.1 SWOT combined PEST

Figure 4.1 illustrates a combined analysis using both SWOT (Strengths, Weaknesses, Opportunities, Threats) and PEST (Political, Economic, Sociological, Technological) frameworks. The diagram shows how each element of the SWOT analysis can interact with and be influenced by different factors in the PEST analysis.

Strengths and Weaknesses (internal factors in SWOT) can be influenced by external factors such as Political, Economic, Sociological, and Technological changes. Opportunities and Threats (external factors in SWOT) are directly affected by the external environment characterized by PEST factors. For example, a political change might create an opportunity or pose a threat depending on the organization's context. The diagram suggests multiple lines of influence between SWOT and PEST factors, indicating that each SWOT factor can be influenced by more than one PEST factor.

This combined analysis helps organizations to understand how internal capabilities and limitations interact with the broader external environment, providing a comprehensive view for strategic planning and decision-making.

Table 4.12 Results of SWOT and TOWS Matric Analysis for all strategies.

<p>S1 Establish a teaching evaluation system.</p> <p>S2 Improve the treatment guarantee for teachers.</p> <p>S3 Establish and improve the teacher welfare system to stimulate work enthusiasm.</p> <p>S4 Strengthen the construction of teachers' professional ethics and cultivate students' respect for teachers.</p> <p>S5 Enhance campus culture through dance activities to provide platforms for student talent.</p> <p>S6 Encourage and support Chinese dance teachers to participate in international competitions and exchange activities.</p>	<p>W1 Organize peer evaluations to improve teaching quality through constructive feedback.</p> <p>W2 Encourage teachers to conduct self-evaluations and develop personal growth plans.</p> <p>W3 Evaluate teachers' participation in continuing education to improve their teaching ability.</p> <p>W4 Assess teachers' achievements in student dance competitions to ensure continuous learning and improvement.</p> <p>W5 Strengthen the international training of Chinese dance teachers to broaden their perspectives and teaching abilities.</p>
O	T
<p>O1 Formulate a specific dance teacher management system to improve efficiency.</p> <p>O2 Provide regular professional training to enhance teachers' skills.</p> <p>O3 Encourage diverse forces to invest in dance education and increase support for this field.</p> <p>O4 Utilize advanced technology, such as virtual reality, to enrich teaching methods.</p> <p>O5 Strengthen the promotion and social recognition of Chinese dance education.</p> <p>O6 Focus on the mental health of dance teachers by providing psychological support to improve job satisfaction.</p> <p>O7 Develop and perfect incentive mechanisms to stimulate creativity and enthusiasm among teachers.</p>	<p>T1 Clarify qualification standards for dance teachers to raise the professional bar.</p> <p>T2 Adjust course content to align with market demands and technological advancements.</p> <p>T3 Strengthen exchanges with international counterparts to enhance teachers' global perspectives.</p> <p>T4 Encourage continuous learning to adapt to evolving educational needs.</p> <p>T5 Develop a robust professional title evaluation and promotion mechanism to motivate teachers.</p> <p>T6 Enhance teachers' professional ethics to establish a positive industry environment.</p> <p>T7 Cultivate Chinese dance education experts with international influence.</p>

Table 4.13 Results of OT-PEST Analysis for strategies development

<p>P</p> <p>P1 Formulate a comprehensive dance teacher management system that aligns with educational regulations and policies.</p>	<p>E</p> <p>E1 Organize regular professional training that can be funded through various educational grants and programs.</p> <p>E2 Encourage investment in dance education to ensure financial support and growth.</p>
<p>S</p> <p>S1 Enhance the promotion of dance education to improve social recognition and respect.</p> <p>S2 Strengthen campus culture by integrating dance activities that align with social and educational goals.</p>	<p>T</p> <p>T1 Utilize the Internet, virtual reality, and other advanced technologies to innovate teaching practices.</p> <p>T2 Adjust teaching content to keep up with technological progress and market demand.</p>

According to table 4.12, 4.13, to integrate the information from the images into a cohesive environmental analysis of Chinese Dance Leadership, it would be combined the four aspects consisted of strong points, weak points, opportunities, and obstacles that based on the provided data and strategy list.

1) Strength Points

Strengthening Professional Quality: There are strategies focused on enhancing the professional quality of dance educators, with 12 measures aimed at developing skills and competencies that align with both national standards and international best practices.

Promoting Resource Support: With 15 measures, the strategies focus on improving access to resources, such as financial support, facilities, and learning materials, which enhance the overall teaching and learning environment in Chinese dance education.

2) Weak Points

Weak Organizational Mechanisms: Despite having 10 measures aimed at optimizing organizational mechanisms, challenges remain in implementing these strategies effectively, indicating a need for more targeted efforts to streamline management practices.

Insufficient Evaluation Systems: Although there are 10 measures to strengthen evaluation systems, gaps still exist in assessing teaching performance and student outcomes comprehensively, suggesting an area that requires further refinement and development.

3) Opportunity Points

Teacher Training and Development: The strategies outline 13 measures for enhancing teacher training, providing opportunities to improve pedagogical skills and adapt to new teaching methods, thereby boosting the quality of dance education.

International Exchange and Cooperation: With 10 measures dedicated to strengthening international exchanges, there is significant potential for expanding the global perspective of Chinese dance education through collaboration with international experts and institutions.

4) Obstacle Points

Discipline Development Challenges: Although there are 16 measures aimed at strengthening the discipline development plan, obstacles such as resistance to change and limited resources may hinder the effective implementation of these strategies.

Limited Access to International Opportunities: Despite efforts to enhance international exchange, practical challenges such as visa issues, language barriers, and funding constraints can pose significant obstacles to achieving meaningful cooperation and exchange.

2.1.7 Result of including all (SWOT, PEST, TOWS)

By integrating the SWOT, TOWS, and PEST analyses, a comprehensive strategy can be developed to enhance the sustainable development of Chinese

dance teacher leadership. This strategy involved leveraging strengths, addressing weaknesses, capitalizing on opportunities, and mitigating threats through targeted interventions and strategic partnerships. It emphasized the importance of continuous improvement, adaptability, and a supportive environment to foster a new generation of dance educators and performers with international influence.

Comprehensive strategy for enhancing the sustainable development of Chinese dance teacher leadership integrated findings from SWOT, TOWS, and PEST analyses.

1) SWOT Analysis identifies:

- a. Strengths: Effective training programs and a strong educational background.
- b. Weaknesses: Imbalanced age structure and inadequate school support.
- c. Opportunities: Potential improvements in school support systems and age structure.
- d. Threats: Over-reliance on current training methods and gaps between educational qualifications and future needs.

2) TOWS Matric suggests strategies that leverage strengths and opportunities while addressing weaknesses and threats:

- a. SO Strategies: Use strong training and educational foundations to enhance support systems and recruit younger educators.
- b. ST Strategies: Update training programs to align with evolving standards and reduce reliance on outdated practices.
- c. WT Strategies: Improve support systems and mentorship programs to address gaps and age structure issues.
- d. WO Strategies: Develop comprehensive support mechanisms and attract young talent to ensure sustainable leadership.

3) PEST Analysis provides external factors that influence strategic planning:

- a. Political: Develop management systems aligned with regulations.

b. Economic: Secure funding through grants and encourage investment in education.

c. Social: Promote dance education for social recognition and integrate it into campus culture.

d. Technological: Use advanced technologies to innovate teaching and keep the curriculum relevant.

By combining these analyses, a strategic plan can be formulated to improve leadership development in Chinese dance education, ensuring a balanced, supportive, and forward-thinking environment.

In conclusion, the integrated analysis using SWOT, TOWS, and PEST frameworks provides a comprehensive strategy for enhancing the sustainable development of Chinese dance teacher leadership. The SWOT analysis identifies key strengths, such as effective training programs and a solid educational foundation, while also highlighting weaknesses like imbalanced age structure and inadequate school support. The TOWS analysis suggests strategic actions to leverage strengths and opportunities, such as enhancing support systems and updating training programs, while addressing weaknesses and mitigating threats through targeted improvements and proactive measures. Additionally, the PEST analysis offers insights into external factors, including political, economic, social, and technological influences, that can guide the development of effective management systems, secure funding, promote cultural integration, and incorporate innovative teaching methods. By combining these insights, the strategy aims to foster a supportive and adaptable environment, ensuring the growth of a new generation of dance educators and performers with both national and international influence.

2.2 Taking Strategies to interview 12 experts for strategies development

2.2.1 Table of analysis result of interview (first time)

According to the interview outline designed by the researcher, this research selected 12 experts were instructors from outstanding colleges and universities in Shandong Province for studying supporting factors that enhance

sustainable development of Chinese dance teacher leadership by interview. The selection criteria of the 12 experts: 1. They have made remarkable academic achievements in the field of leadership and sustainable development of Chinese dance teachers, published a large number of more than 10 influential papers, and undertaken at least two national or provincial scientific research projects. 2. More than 10 years of rich experience in Chinese dance education and teaching.

The details of the interview are as follows:

The research team conducted 12 online face-to-face interviews. Each interview is conducted one-on-one and no one else can hear the conversation to ensure that the interviewee is not distracted by other factors. The interview content is analyzed in Table 4.14.

Table 4.14 The interview content

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
Strategies of strengthening Professional quality															
1	1. Strengthen teacher training.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			9	75%
	2. Establish a qualification certification system.		✓	✓	✓	✓	✓	✓	✓	✓	✓			9	75%
	3. Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance.	✓	✓	✓	✓	✓				✓	✓	✓	✓	9	75%
	4. Add dance majors in colleges and universities.	✓	✓	✓	✓		✓	✓	✓			✓	✓	9	75%
	5. Encourage continuing education.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	11	91.7%
	6. Promote exchanges and cooperation.				✓	✓	✓	✓	✓	✓		✓	✓	8	66.7%
	7. Introduce new dance technology.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	8. Strengthen the dance theory education.				✓	✓	✓	✓	✓	✓	✓	✓	✓	9	75%
	9. Pay attention to moral education.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			10	83.3%
	10. Carry out dance research.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
Strategies of optimizing the Organizational mechanism															
2	11. Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers.	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	10	83.3%
	12. Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	13. Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers 'teaching level.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	11	91.7%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	14. Set up to encourage teachers to carry out research on Chinese dance education and teaching.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	11	91.7%
	15. Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability.	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	10	83.3%
	16. Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	17. Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers.				✓	✓	✓	✓	✓	✓	✓	✓	✓	9	75%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
Strategies of strengthening evaluation system															
3	18. To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		11	91.7%
	19. Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	20. Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	21. Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	22. Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	23. Collect students 'evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	11	91.7%
Strategies of promoting resource support															
4	24. Organize regular training courses for Chinese dance teachers.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	11	91.7%
	25. Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	11	91.7%
	26. Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	27. Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience.	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	10	83.3%
	28. Make use of Internet technology, establish China dance online education platform.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	29. Organize experts to compile dance teaching materials in line with the characteristics of dance education in China and provide teachers with authoritative and practical teaching content.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	11	91.7%
	30. The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	11	91.7%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	31. Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	11	91.7%
	32. Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	83.3%
	33. Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	34. improve the treatment of dance teachers, protect their legitimate rights and interests.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	83.3%
	35. Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
Strategies of supporting leadership of Chinese dance teacher training															
5	36. Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	11	91.7%
	37. Set up the China Dance Teacher Certification Committee, formulate the certification standards.	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	10	83.3%
	38. Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	39. Strengthen the basic skills training, to ensure that students master a solid dance foundation.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	40. Emphasize the importance of body rhyme in Chinese dance teaching.	✓	✓		✓	✓		✓	✓		✓	✓	✓	10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	41. Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	42. Strengthen the research and development of teaching materials.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	43. Regular Chinese dance teacher exchange conferences are held to promote experience sharing.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	44. Set up the teacher award fund.	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	10	83.3%
	45. Expand the international vision of teachers.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%
	46. Strengthen the construction of teachers.	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	10	83.3%
Strategies of strengthening discipline development plan															
6	47. Establish and improve the training system for Chinese dance teachers to improve the training quality.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	11	91.7%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	48. Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		11	91.7%
	49. Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality.			✓	✓	✓	✓	✓	✓	✓	✓			8	66.7%
	50. Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	11	91.7%
	51. Promote excellent teaching methods and improve the classroom teaching effect.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	83.3%
	52. Strengthen the examination and evaluation system to ensure the quality of teaching.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	53. Strengthen the research of Chinese dance discipline and promote theoretical innovation.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	11	91.7%
	54. Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	55. Establish a discipline research base to promote the transformation of research results.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			10	83.3%
	56. Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	57. Innovative choreography, combining tradition with modernity.	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	11	91.7%
	58. Strengthen foreign exchanges and promote Chinese dance to the world.	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	59. Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	83.3%
Strategies of strengthening International exchange and cooperation															
7	60. An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	11	91.7%
	61. International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance.		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	10	83.3%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	62. Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	91.7%
	63. Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		11	91.7%
	64. Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance.			✓	✓	✓	✓	✓	✓	✓		✓	✓	9	75%
	65. Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	11	91.7%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer1	Interviewer2	Interviewer3	Interviewer4	Interviewer5	Interviewer6	Interviewer7	Interviewer8	Interviewer9	Interviewer10	Interviewer11	Interviewer12	Frequency	Percent age
	66. Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	83.3%
	67. Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			10	83.3%

According to table 4.14, the 12 tables outline various strategies and suggestions gathered from interviews with 12 participants. These strategies focus on enhancing Chinese dance leadership and professional development for Chinese dance teachers. The interviewees provided feedback on several key areas, including professional quality, organizational mechanisms, evaluation systems, resource support, leadership in dance teacher training, discipline development plans, and international exchange and cooperation.

The first set of suggestions focuses on strengthening professional quality. Key recommendations include improving teacher training, establishing a qualification certification system, inviting international dance educators to give guidance, encouraging continuing education, and introducing new dance technology. These suggestions were well-received by the interviewees, with support percentages ranging from 75% to 91.7%. The strong consensus indicates the importance of developing professional skills and knowledge to maintain high standards in Chinese dance education.

The next set of tables looked at optimizing organizational mechanisms. The interviewees supported strategies such as improving the infrastructure of dance education, setting up incentive mechanisms for teacher participation in competitions, enhancing the teacher assessment system, and encouraging research and teaching at universities. These suggestions aim to create a more supportive and structured environment for Chinese dance educators. The level of agreement among interviewees was high, ranging from 75% to 91.7%, showing strong support for institutional improvements.

Strengthening the evaluation system was another key area of focus. The suggestions here emphasized the need for teachers to create appropriate teaching plans, assess dance performance and artistic skills, manage classrooms effectively, and ensure the safety and engagement of students. Interviewees expressed widespread agreement with these recommendations, with support percentages around 91.7%, highlighting the importance of comprehensive and accurate teacher evaluations to improve teaching outcomes.

Promoting resource support was also a crucial theme. The recommendations included organizing regular training courses for Chinese dance teachers, establishing a teacher resource database, inviting renowned educators to give lectures, and using modern technology to create online platforms for dance education. These strategies were met with strong support, with percentages between 83.3% and 91.7%. The interviewees recognized the need for continuous learning opportunities and resource-sharing to improve teaching and learning in Chinese dance education.

The fifth set of suggestions focused on supporting leadership in dance teacher training. Interviewees recommended organizing training that covers dance skills, teaching methods, and art theory. Additionally, they suggested setting up certification committees, integrating modern educational concepts, and strengthening the focus on basic dance skills. These ideas were highly supported, with percentages ranging from 83.3% to 91.7%. This reflects the interviewees' recognition of the importance of leadership in shaping the future of Chinese dance education through high-quality teacher training.

The next area of focus was strengthening discipline development plans. Recommendations in this category centered on establishing and improving teacher training systems, enhancing curriculum design for teacher training, and inviting experts to provide lectures and seminars to improve professional development. These strategies were supported by most interviewees, with percentages ranging from 66.7% to 91.7%, showing a broad consensus on the need for structured development programs to enhance teaching quality in Chinese dance education.

Finally, strengthening international exchange and cooperation was another crucial theme. Suggestions included selecting outstanding Chinese dance teachers to teach abroad, inviting internationally renowned educators and artists to give lectures in China, organizing international dance competitions, and promoting Chinese dance internationally through exchanges and collaborations. Interviewees were highly supportive of these ideas, with support ranging from 75% to 91.7%, reflecting the importance of global engagement in the development of Chinese dance education.

Overall, the tables show a high level of agreement among interviewees on the proposed strategies to improve Chinese dance education. The suggestions received strong support, indicating consensus on the need for professional development, organizational improvements, effective evaluation systems, resource support, leadership in training, and international collaboration.

2.2.1 Table of analysis result of interview (second time)

In the second time interview, in addition to providing strategic suggestions, the interviewer also answered questions about the advantages, weaknesses, opportunities and threats of each factor. The summary information is shown in Table 4.15

Table 4.15 Analysis Interview Content

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

According to table 4.15, the SWOT analysis based on the interview content highlights several key points for the Chinese dance education sector:

The sector benefits from a profound traditional dance culture that attracts interest and engagement. The Chinese dance education system is also well-established, supported by a strong team of teachers and favorable policies that encourage the growth and development of dance education.

Despite these strengths, there are significant challenges, such as high turnover and instability within the teaching staff, a lack of innovation in teaching methods, and insufficient communication and cooperation among teachers. These weaknesses suggest a need for more stability and modernization in teaching practices.

There are several promising opportunities, including a rapidly growing dance market with increasing demand and a rising social awareness of the value of dance education. Additionally, technological advancements offer new possibilities for enhancing dance teaching methods, potentially making them more engaging and effective.

However, the sector also faces threats from intense competition and a scarcity of exceptional talent, which could limit growth. Emerging art forms may challenge the status of traditional dance, and unforeseen events like epidemics can disrupt offline teaching activities, impacting the continuity of dance education.

Overall, the content analysis suggests that while there are strong foundations and growth opportunities in Chinese dance teacher leadership, addressing weaknesses and mitigating threats will be crucial for sustaining its development.

Table 4.16 SWOT Analysis: interview content

<p>S</p> <p>S1 Profound Traditional Dance Culture</p> <p>S2 Strong Dance Education System</p> <p>S3 Supportive Policies</p>	<p>W</p> <p>W1 High Mobility and Poor Stability in the Teacher Team</p> <p>W2 Lack of Innovation in Teaching Methods</p> <p>W3 Low Communication and Cooperation Among Teachers</p>
<p>O</p> <p>O1 Growing Dance Market and High Demand</p> <p>O2 Improving Social Awareness of Dance Education</p> <p>O3 Technological Progress</p>	<p>T</p> <p>T1 Intense Competition and Scarcity of Talent</p> <p>T2 Impact of Emerging Art Forms</p> <p>T3 Epidemic Situations and Emergencies</p>

According to table 4.16, the SWOT analysis from the interviews highlights the robust cultural foundation and strong support systems for Chinese dance education but also reveals challenges such as teacher instability, lack of innovation, and intense industry competition. Leveraging opportunities like technological advancements and the growing dance market while addressing weaknesses and mitigating threats will be crucial for the sustainable development of dance education leadership.

2.2.3 strategies 7 strategies

According to the results of the second part of the questionnaire analysis and the third part of the interview, SWOT-PEST analysis interview content. it can be found that sustainable development of Chinese dance teacher leadership in Shandong Province needs to be optimized in terms of Professional quality, organizational mechanism, evaluation system, and resource support, teacher training, discipline development plan, international exchange and cooperation. Based on

questionnaires and interviews, this research proposed strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, which mainly includes seven aspects, in a total of 86 measures, list of strategies is as follow table 4.16.

Table 4.17 List of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province

NO.	Aspects of Strategies	Numbers of Measures
1	Strategies of strengthening Professional quality	12
2	Strategies of optimizing the Organizational mechanism	10
3	Strategies of strengthening evaluation system	10
4	Strategies of promoting Resource support	15
5	Strategies of supporting Chinese dance teacher training	13
6	Strategies of strengthening discipline development plan	16
7	Strategies of strengthening International exchange and cooperation	10
Total	7 strategies	86

According to table 4.17, a comprehensive overview of strategies designed to enhance various aspects of organizational performance. Each strategy is associated with specific measures, reflecting a structured approach to achieving targeted outcomes across different areas. The components of these strategies encompass a wide range of focus areas, including professional quality, organizational mechanisms, evaluation systems, resource support, teacher training, discipline development, and international cooperation.

The strategy for strengthening professional quality includes 12 measures aimed at improving the professional standards and capabilities within the organization. These measures might involve training programs, certifications, or

initiatives to enhance the skills and knowledge of the workforce. The strategy for optimizing the organizational mechanism comprises 10 measures that focus on refining structural and procedural elements, such as revising workflows and improving governance structures.

Strategies for strengthening the evaluation system also include 10 measures, aiming to enhance the tools and processes used to assess performance and outcomes. This could involve developing more robust metrics and refining assessment tools to ensure accurate evaluations. The strategy for promoting resource support features 15 measures designed to increase funding, improve access to materials and technology, and enhance human resources.

The strategy focused on teacher training includes 13 measures dedicated to improving training programs through new modules, workshops, and continuous professional development. The strategy for strengthening discipline development plans, which is the most extensive with 16 measures, aims to enhance curriculum development, pedagogical improvements, and policies to foster academic excellence. Lastly, the strategy for strengthening international exchange and cooperation involves 10 measures aimed at enhancing global collaboration and sharing best practices.

This strategic framework aims to guide the Chinese Dance Leadership in achieving its vision and mission by focusing on key areas of development, addressing current challenges, and capitalizing on available opportunities for growth and improvement.

The specific strategies are as follows (Table 4.18 to Table 4.24):

Table 4.18 Strategies Measures of strengthening Professional quality of sustainable development of Chinese dance teacher leadership in Shandong Province.

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

According to table 4.18, a for strategies of strengthening Professional quality of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 12 measures are proposed:

- 1) Strengthen teacher training.
- 2) Establish a qualification certification system.
- 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance.
- 4) Add dance majors in colleges and universities.
- 5) Encourage continuing education.
- 6) Promote exchanges and cooperation.
- 7) Introduce new dance technology.
- 8) Strengthen the dance theory education.

- 9) Pay attention to moral education.
- 10) Carry out dance research.
- 11) Establish a teaching evaluation system.
- 12) Improve the treatment guarantee.

Table 4.19 Strategies Measures of optimizing the Organizational mechanism of sustainable development of Chinese dance teacher leadership in Shandong Province.

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

Table 4.19 (Continued)

Strategies	Measures
	9. Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.
	10. Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

According to table 4.19 provided as for strategies of optimizing the Organizational mechanism of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 10 measures are proposed:

1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers.

2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation.

3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level

4) Set up to encourage teachers to carry out research on Chinese dance education and teaching

5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability.

6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education.

7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers.

8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm.

9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.

10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

Table 4.20 Strategies Measures of strengthening evaluation system of sustainable development of Chinese dance teacher leadership in Shandong Province.

Strategies	Measures
Strategies of strengthening evaluation system	<ol style="list-style-type: none"> 1. To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2. Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3. Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4. Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5. Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6. Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7. Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions.

Table 4.20 (Continued)

Strategies	Measures
	<p>8. Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans.</p> <p>9. Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability.</p> <p>10. Evaluate the teachers 'achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.</p>

According to table 4.20 provided as for strategies of strengthening evaluation system of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 10 measures are proposed:

1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives.

2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect.

3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials.

4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc.

5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students.

6) Collect students 'evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers.

7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions.

8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans.

9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability.

10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

Table 4.21 Strategies of promoting resource support of sustainable development of Chinese dance teacher leadership in Shandong Province.

Strategies	Measures
Strategies of promoting resource support	<ol style="list-style-type: none"> 1. Organize regular training courses for Chinese dance teachers. 2. Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3. Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4. Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5. Make use of Internet technology, establish China dance online education platform. 6. Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7. The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.

Table 4.21 (Continued)

Strategies	Measures
	<p>8. Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.</p> <p>9. Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.</p> <p>10. Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level.</p> <p>11. Improve the treatment of dance teachers, protect their legitimate rights and interests.12. Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.</p> <p>13. Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers.</p> <p>14. Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness.</p> <p>15. Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.</p>

According to table 4.21 provided as for strategies of promoting resource support of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 15 measures are proposed:

- 1) Organize regular training courses for Chinese dance teachers.
- 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources.

3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights.

4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience.

5) Make use of Internet technology and establish China dance online education platform.

6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China and provide teachers with authoritative and practical teaching content.

7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.

8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.

9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.

10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level.

11) Improve the treatment of dance teachers and protect their legitimate rights and interests.

12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.

13) Strengthen the publicity and promotion of dance education and improve the social recognition and respect for Chinese dance teachers.

14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness.

15) Establish and perfect the incentive mechanism of dance teachers, and stimulate teachers' work enthusiasm and creativity.

Table 4.22 Strategies of teacher training of sustainable development of Chinese dance teacher leadership in Shandong Province

Strategies	Measures
Strategies of teacher training	<ol style="list-style-type: none"> 1. Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2. Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3. Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources. 4. Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5. Emphasize the importance of body rhyme in Chinese dance teaching. 6. Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7. Strengthen the research and development of teaching materials. 8. Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9. Set up the teacher award fund. 10. Expand the international vision of teachers. 11. Strengthen the construction of teachers. 12. Strengthening practical teaching. 13. Create a good educational environment.

According to table 4.22 provided as for strategies of teacher training of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 13 measures are proposed:

1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects.

- 2) Set up the China Dance Teacher Certification Committee and formulate the certification standards.
- 3) Combine the modern educational concepts and integrate the traditional Chinese dance teaching resources.
- 4) strengthen the basic skills training, to ensure that students master a solid dance foundation.
- 5) Emphasize the importance of body rhyme in Chinese dance teaching.
- 6) use modern educational technology, such as multimedia, Internet, etc., innovate teaching means.
- 7) Strengthen the research and development of teaching materials.
- 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing.
- 9) Set up the teacher award fund.
- 10) Expand the international vision of teachers.
- 11) Strengthen the construction of teachers.
- 12) Strengthening practical teaching.
- 13) Create a good educational environment.

Table 4.23 Strategies of strengthening discipline development plan of sustainable development of Chinese dance teacher leadership in Shandong Province.

Strategies	Measures
Strategies of strengthening discipline development plan	<ol style="list-style-type: none"> 1. Establish and improve the training system for Chinese dance teachers to improve the training quality. 2. Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3. Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality.

Table 4.23 (Continued)

Strategies	Measures
	4. Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content.
	5. Promote excellent teaching methods and improve the classroom teaching effect.
	6. Strengthen the examination and evaluation system to ensure the quality of teaching.
	7. Strengthen the research of Chinese dance discipline and promote theoretical innovation.
	8. Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons.
	9. Establish a discipline research base to promote the transformation of research results.
	10. Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit.
	11. Innovative choreography, combining tradition with modernity.
	12. Strengthen foreign exchanges and promote Chinese dance to the world.
	13. Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education.
	14. Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers.
	15. Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.
	16. Cultivate a group of Chinese dance education experts with international influence.

According to table 4.23 provided as for strategies of strengthening the discipline development plan of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 16 measures are proposed:

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

15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.

16) Cultivate a group of Chinese dance education experts with international influence.

Table 4.24 Strategies of strengthening International exchange and cooperation of sustainable development of Chinese dance teacher leadership in Shandong Province.

Strategies	Measures
Strategies of strengthening International exchange and cooperation	<ol style="list-style-type: none"> <li data-bbox="496 869 1399 1126">1. An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. <li data-bbox="496 1149 1399 1350">2. International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. <li data-bbox="496 1373 1399 1518">3. Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. <li data-bbox="496 1541 1399 1686">4. Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. <li data-bbox="496 1709 1399 1854">5. Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. <li data-bbox="496 1877 1399 2022">6. Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.

Table 4.24 (Continued)

Strategies	Measures
	<p>7. Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance.</p> <p>8. Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad.</p> <p>9. Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills.</p> <p>10. Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.</p>

According to table 4.24 provided as for strategies of strengthening international exchange and cooperation of sustainable development of Chinese dance teacher leadership in Shandong Province, a total of 10 measures are proposed:

1) Exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance.

2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance.

3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents.

4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers.

5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance.

6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.

7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance.

8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad.

9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills.

10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

2.3 Summary of development strategies

Based on the provided information regarding the Chinese Dance Leadership strategy, here's a structured outline for developing a comprehensive strategy using the SWOT analysis results:

2.3.1 Vision

1) Enhance Professional Competence: Build a team of Chinese dance teachers with solid professional knowledge, superb teaching ability and innovative thinking, who can continuously pursue excellence in education, artistic creation and academic research, and become the core force to promote the development of Chinese dance education.

2) Optimize Organizational Mechanism: Establish an efficient, fair and collaborative education management system to ensure that teachers have sufficient autonomy and resource support in the fields of teaching, scientific research and creation, promote the harmonious unity of personal growth and team development, and provide a solid guarantee for the continuous innovation of Chinese dance education.

3) Strengthen Evaluation Systems: Build a scientific, fair and multi-dimensional teacher evaluation system, focusing on the comprehensive performance of teachers in teaching quality, academic achievements, artistic creation and student growth, so as to stimulate the motivation of teachers to improve themselves and promote the improvement of the overall education level.

4) Promote Resource Support: Ensure the adequate supply of educational facilities, research funds and development opportunities through multi-party fundraising and reasonable allocation of resources, so that teachers have the best resource environment in teaching, scientific research and artistic creation, so as to better carry out innovative work and achieve sustainable development of individuals and educational institutions.

5) Support Teacher Training for Chinese Dance: Create a systematic, forward-looking and efficient Chinese dance teacher training system to provide a platform for continuous learning for teachers' professional development, ensure that every teacher has the opportunity for professional growth and development, and thus form a good situation where outstanding talents continue to emerge.

6) Strengthen Subject Development Planning: Establish a forward-looking and global vision for the development of Chinese dance disciplines, promote discipline construction and curriculum reform, ensure that Chinese dance education is at the national leading level in the fields of academic, artistic creation and social services, and gradually move towards internationalization.

7) Enhance International Exchange and Cooperation: Through an international perspective and extensive cooperation, promote the integration of

Chinese dance education with global dance education, build a group of Chinese dance teachers with international influence, thereby enhancing the global recognition and voice of Chinese dance education, and promoting the dissemination and development of Chinese dance on the world stage.

2.3.2 Mission

1) Enhance Professional Competence: By providing systematic professional training, teaching seminars and practice opportunities, we will improve teachers' professional quality, innovation ability and teaching methods, so as to cultivate a team of Chinese dance teachers with excellent teaching ability and artistic quality, and provide a solid talent foundation for Chinese dance education in Shandong Province and the whole country.

2) Optimize Organizational Mechanism: By establishing an efficient management system and a flexible organizational structure, optimizing the work process, promoting communication and collaboration among teachers, creating a fair, just and vibrant educational environment, maximizing the enthusiasm and creativity of teachers, and promoting the improvement of the overall education level.

3) Strengthen Evaluation Systems: Establish a multi-dimensional evaluation system with teaching quality and teacher development as the core, covering teaching effects, artistic creation, academic research, teacher growth and other aspects, ensuring the fairness and transparency of the evaluation standards, and promoting the continuous improvement of teachers through feedback mechanisms, and promoting the steady improvement of education quality and teacher professional level.

4) Promote Resource Support: By expanding and integrating educational resources, providing comprehensive financial, facility and technical support, meeting the diverse needs of teachers in teaching, research and creation, and creating a good working and learning environment, so as to ensure that teachers have sufficient material guarantees and development space to achieve their teaching goals and professional ideals.

5) Support Teacher Training for Chinese Dance: Build a complete teacher training system, provide diverse professional development opportunities and continuous learning platforms, support the professional needs of teachers at different stages of development, and improve the professional level and teaching ability of teachers through domestic and international exchanges and field visits, so as to promote the sustainable development of Chinese dance education talents.

6) Strengthen Subject Development Planning: Formulate a scientific, systematic and forward-looking Chinese dance discipline development plan, clarify the positioning, path and goals of discipline development, promote curriculum reform and optimization of teaching content, and improve the level of Chinese dance discipline in theoretical research and practical innovation to ensure the stability and long-term development vitality of the discipline system.

7) Strengthen International Exchange and Cooperation: Through in-depth cooperation with well-known dance schools and educational institutions at home and abroad, we will encourage teachers to participate in international exchange and academic cooperation projects, broaden teachers' international vision and academic influence, thereby improving the internationalization level of Chinese dance education in Shandong Province, and actively promoting the dissemination and influence of Chinese dance art on the global stage.

2.3.3 Goals

1) Enhance Professional Competence: Establish a sound teacher career development system to ensure that each Chinese dance teacher receives no less than 60 hours of professional training each year, covering teaching methods, dance skills, artistic creation and educational research capabilities, so that teachers can generally reach a higher level of teaching and art within five years.

2) Optimize Organizational Mechanism: Build an efficient education management and organizational mechanism within three years, clarify the division of responsibilities, streamline management processes, ensure that teachers can receive sufficient support and incentives in teaching and creation, and achieve

balanced development of the teaching team in academic, artistic and teaching aspects.

3) Strengthen Evaluation Systems: Establish a multi-dimensional evaluation system covering teaching effectiveness, student development, academic achievements and artistic creation, ensure the fairness and transparency of evaluation indicators, and achieve full coverage of all teachers within three years to promote teachers' professional development and job satisfaction.

4) Promote Resource Support: Improve the resource supply capacity of Chinese dance education within five years, and through the financial support of the government, enterprises and all sectors of society, realize the modernization of educational facilities, optimization of teaching environment and increase of scientific research funds, so that resource support can meet the needs of each teacher in teaching, scientific research and creation.

5) Support Teacher Training for Chinese Dance: Establish the first Chinese dance teacher training center in Shandong Province within three years, and provide systematic teacher training courses for more than 50 teachers each year, including professional development, interdisciplinary learning and artistic creation, to ensure that a high-level teaching team with international competitiveness is formed by 2027.

6) Strengthen Subject Development Planning: Formulate and implement five-year and ten-year subject development plans, clarify the development direction of Chinese dance disciplines in teaching, research and social services, promote the reform of course content and teaching methods, and by 2030, form a unique Chinese dance discipline education system that is in a leading position nationwide.

7) Enhance International Exchange and Cooperation: Establish long-term cooperative relations with at least 5 internationally renowned dance education institutions within 5 years, form at least 3 overseas training programs and exchange activities for teachers each year, ensure that every Chinese dance teacher has the opportunity to participate in international dance education exchanges during

their career, and enhance the international vision and academic influence of teachers.

2.3.4 Analysis for Strategic Planning

1) Enhance Professional Competence: The core of improving teachers' professional competence is to enhance their comprehensive abilities in dance teaching, artistic creation, academic research and educational management through systematic and personalized professional training programs. First, multi-level professional training and training courses should be carried out regularly, covering Chinese dance professional skills, teaching methods, educational psychology, curriculum design, etc. Secondly, the "mentor system" should be adopted to introduce famous dance teachers at home and abroad for guidance, so as to encourage teachers to achieve higher achievements in academic and artistic creation. Finally, teachers should be encouraged to participate in national and international academic conferences and artistic creation projects to form a cultural atmosphere of lifelong learning, thereby improving the professional quality and innovation ability of the overall teaching staff.

2) Optimize Organizational Mechanism: Building a sound organizational management mechanism is an important guarantee for improving teachers' work enthusiasm and promoting educational development goals. A flexible and efficient organizational structure should be established to ensure the transparency of management processes and the clarity of various responsibilities. First, optimize the coordination mechanism between teaching, scientific research and artistic creation, reduce unnecessary administrative burdens, and give teachers more autonomy. Secondly, formulate a scientific incentive mechanism to increase teachers' participation in decision-making and discipline development, and stimulate their enthusiasm in teaching, research and creation. Through perfect communication channels and feedback mechanisms, form an open, collaborative and personal development-oriented working environment to ensure that teachers have fair resources and development opportunities in their careers.

3) Strengthen Evaluation Systems: Establishing an evaluation system with teacher development as the core and quality improvement as the guide will help promote the continuous growth of teachers and the improvement of the overall education level. Multi-dimensional evaluation standards should be designed, covering teaching quality, academic research, artistic creation, student growth and social services, so as to avoid the problems of singleness and one-sidedness in traditional evaluation models. The evaluation system should introduce a triple mechanism of peer review, student feedback and management evaluation to ensure the comprehensiveness and fairness of the evaluation. At the same time, based on the evaluation results, formulate personalized career development plans for teachers, establish reward and promotion mechanisms, so as to stimulate teachers' growth motivation, and continuously optimize teaching and research practices through the application of evaluation results.

4) Promote Resource Support: Providing sufficient educational resources is a prerequisite for ensuring that teachers can effectively carry out teaching, scientific research and creative activities. The focus should be on improving the support for Chinese dance education from the aspects of finance, materials, technology, and policies. First, increase government special funds to support teachers' scientific research projects and artistic creation activities. Second, integrate social resources, establish cooperative relationships with enterprises, art foundations, and cultural institutions, and form a diversified funding support system. Third, introduce modern educational technology, promote the construction of digital resource platforms, and provide teachers with more innovative teaching and scientific research support. Through the improvement of the above resource support, ensure that teachers have the necessary material guarantees in education, research, and creation, thereby promoting the steady improvement of the overall education level.

5) Support Teacher Training for Chinese Dance: Teacher training is a core component of teacher professional development and helps teachers to obtain professional improvement at different stages of development. A long-term

training and development system should be established to design a training model for the entire professional life cycle from junior teachers to senior teachers. First, improve teachers' professional skills and teaching level through on-campus and off-campus training, further studies, and advanced studies. Second, introduce a "domestic + international" dual-track training model so that teachers can form diversified teaching capabilities through the guidance of top domestic scholars and the learning of international advanced education concepts. Finally, establish an incentive mechanism for professional learning and growth to ensure that teachers can get adequate support and development opportunities at all stages of their careers, thereby enhancing the overall strength of the entire teaching team.

6) Strengthen Subject Development Planning: Formulating a scientific subject development plan will help the long-term stability and sustainable development of Chinese dance education. Short-term, medium-term and long-term subject development plans should be formulated based on subject positioning, curriculum setting and teaching objectives. First, in the short term, the curriculum setting should be optimized, integrating traditional and modern educational concepts, and improving the diversity and cutting-edge nature of teaching content. The medium-term goal is to promote the international development of the Chinese dance curriculum system, introduce interdisciplinary teaching and research methods, and enhance the competitiveness and attractiveness of the curriculum. The long-term goal is to form a Chinese dance discipline system that has both Chinese characteristics and international standards, and become a leading domestic and internationally renowned dance education base, thereby promoting the overall

7) Strengthen International Exchange and Cooperation: International exchange and cooperation is an important means to enhance the international vision and academic influence of Chinese dance teachers. The breadth and depth of international exchanges and cooperation should be expanded by combining "bringing in" and "going out". First, through cooperation with internationally renowned dance schools, we can introduce internationally advanced teaching concepts and educational models to provide teachers with a diversified teaching and

research platform. Secondly, we should encourage teachers to participate in international dance education conferences, academic exchanges and creative projects to enhance the influence of teachers in the global academic community. Finally, we should establish overseas teacher exchange programs and student joint training programs to ensure that teachers and students can learn and grow in a cross-cultural environment, thereby creating a Chinese dance teacher team with international competitiveness and a global vision. By improving the level and quality of international cooperation, we will help Shandong Province's Chinese dance education move to the world stage.

2.3.5 implementing strategies in educational institutions

To implement the strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province based on Age Structure, Educational Background, Training Experience, and School Support, we'll align the strategies under these categories based on their focus and objectives. Here's how the strategies can be divided:

1) Age Structure

These strategies are less directly related to age structure but can be inferred to impact different age groups, considering that older teachers might focus more on teaching methods, while younger teachers may benefit from advanced training and exchanges.

(1) Encourage continuing education (from Strategies of strengthening Professional quality)

(2) Encourage teachers to conduct self-evaluation and make personal development plans (from Strategies of strengthening evaluation system)

2) Educational Background

Strategies that focus on enhancing educational qualifications or establishing standards for educational achievements.

(1) Establish a qualification certification system (from Strategies of strengthening Professional quality)

(2) Set up the China Dance Teacher Certification Committee and formulate the certification standards (from Strategies of teacher training)

(3) Strengthen the curriculum setting of teacher training and pay attention to the combination of theory and practice (from Strategies of strengthening discipline development plan)

(4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content (from Strategies of strengthening discipline development plan)

(5) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities (from Strategies of optimizing the Organizational mechanism)

3) Training Experience

Strategies aimed at improving teachers' skills and knowledge through training and practical experiences.

(1) Strengthen teacher training (from Strategies of strengthening Professional quality)

(2) Dance educators, choreographers, and dancers from home and abroad are invited to give lectures and guidance (from Strategies of strengthening Professional quality)

(3) Introduce new dance technology (from Strategies of strengthening Professional quality)

(4) Strengthen the dance theory education (from Strategies of strengthening Professional quality)

(5) Carry out dance research (from Strategies of strengthening Professional quality)

(6) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers (from Strategies of optimizing the Organizational mechanism)

(7) Set up to encourage teachers to carry out research on Chinese dance education and teaching (from Strategies of optimizing the Organizational mechanism)

(8) Organize regular training courses for Chinese dance teachers (from Strategies of promoting resource support)

(9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities (from Strategies of strengthening international exchange and cooperation)

(10) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China (from Strategies of promoting resource support)

(11) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means (from Strategies of teacher training)

(12) Strengthen the research and development of teaching materials (from Strategies of teacher training)

(13) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers (from Strategies of strengthening discipline development plan)

(14) Invite internationally renowned dance educators and artists to give lectures in China (from Strategies of strengthening international exchange and cooperation)

(15) Strengthen the international training of Chinese dance teachers (from Strategies of strengthening international exchange and cooperation)

4) School Support

Strategies that involve the institutional support from schools or educational bodies to enhance teaching and learning environments.

(1) Add dance majors in colleges and universities (from Strategies of strengthening Professional quality)

(2) Establish a teaching evaluation system (from Strategies of strengthening Professional quality)

- (3) Improve the treatment guarantee (from Strategies of strengthening Professional quality)
- (4) Improve the teacher assessment system (from Strategies of optimizing the Organizational mechanism)
- (5) Strengthen school-enterprise cooperation, build a practice platform (from Strategies of optimizing the Organizational mechanism)
- (6) Add Chinese dance courses and expand the teaching scale (from Strategies of optimizing the Organizational mechanism)
- (7) Establish and improve the teacher welfare system (from Strategies of optimizing the Organizational mechanism)
- (8) Strengthen the construction of campus culture, hold all kinds of dance activities (from Strategies of optimizing the Organizational mechanism)
- (9) Strengthen the construction of teachers' professional ethics (from Strategies of optimizing the Organizational mechanism)
- (10) Strengthen the examination and evaluation system to ensure the quality of teaching (from Strategies of strengthening discipline development plan)
- (11) Improve the professional title evaluation system for dance teachers (from Strategies of promoting resource support)
- (12) Improve the treatment of dance teachers and protect their legitimate rights and interests (from Strategies of promoting resource support)
- (13) Strengthen the publicity and promotion of dance education (from Strategies of promoting resource support)
- (14) Pay attention to the mental health of dance teachers, provide psychological counseling and support (from Strategies of promoting resource support)
- (15) Establish and perfect the incentive mechanism of dance teachers (from Strategies of promoting resource support)

(16) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities (from Strategies of promoting resource support)

(17) Set up the teacher award fund (from Strategies of teacher training)

(18) Create a good educational environment (from Strategies of teacher training)

(19) Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit (from Strategies of strengthening discipline development plan)

This implementing aligns each strategy with its primary focus area, helping to understand the approach towards enhancing Chinese dance teacher leadership in Shandong Province through various developmental aspects.

Results of Evaluating the feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province

3.1 Analysis of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

The analysis results at this stage, were evaluated by an evaluation team consisting of 5 experts (Table 4.25). They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 4.25 List of strategies evaluation experts

	Name-Surname	Position
1	Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University.
2	Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
3	Assistant Professor Dr. Chaiyos Damrongkitkason	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
4	Assistant Professor Dr. Phadet KaKham	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
5	Assistant Professor Dr. Sarayut Setthakhoncharoen	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

To build upon the research, it would be insightful to explore the adaptability and feasibility of the strategies in relation to the organization's Vision, Mission, and Goals. Here's a detailed approach to consider:

1) Vision:

To enhance professional competence as the core driving force behind the advancement of Chinese dance education. Establish an efficient, fair, and collaborative educational management system that provides teachers with sufficient autonomy and the necessary resources for excellence in teaching, research, and creative endeavors. Promote the harmonious integration of personal growth and team development, supported by comprehensive evaluation systems and resource allocation. Ensure that teachers are provided with optimal working environments, enabling sustainable development for both individuals and educational institutions. Support ongoing professional development and training for Chinese dance educators, creating opportunities for continuous growth and leadership development, ensuring a consistent emergence of outstanding talent. Strengthen strategic planning for the

development of Chinese dance as a discipline, enhance international collaboration, and promote the global dissemination and influence of Chinese dance on the world stage.

2) Mission:

1. Enhanced Professional Competence of Teachers.

This mission focused on improving the professional skills of teachers, ensuring they became the core drivers of educational progress. It aimed to enable teachers to excel in teaching, research, and creative endeavors, which ultimately enhanced the quality of education.

2. Established a Fair and Collaborative Educational Management System.

The mission highlighted creating a management system that promoted fairness and collaboration. It ensured that teachers had sufficient autonomy and access to resources to carry out their duties effectively.

3. Supported Continuous Professional Development for Teachers.

The focus was on fostering continuous learning and development opportunities for teachers, ensuring they had access to training and professional growth, which was essential for maintaining educational quality.

4. Optimized Resource Allocation for Sustainable Growth.

This mission ensured that resources were allocated efficiently to support both teachers and educational institutions, allowing for long-term growth and development in a sustainable manner.

5. Developed Robust Evaluation and Feedback Mechanisms.

The aim was to create effective evaluation systems that provided teachers with constructive feedback and access to resources that supported their personal and professional development.

6. Promoted International Exchange and Cooperation.

This mission encouraged collaboration with international institutions to broaden the scope of Chinese dance education and enhance the global reach of cultural exchange.

7. Strengthened Discipline-Specific Development in Chinese Dance.

The mission focused on strengthening the subject-specific development of Chinese dance education, promoting discipline growth and fostering subject expertise within the field.

3) Goals:

1. Fostered a Harmonious Balance Between Personal and Team Growth.

This goal sought to create an environment where teachers' individual growth aligned with team development, promoting a unified, collaborative approach to professional success.

2. Established a Resource-Rich Environment for Teachers.

The goal was to ensure that teachers worked in a well-resourced environment, enabling them to perform at their best in teaching, research, and creative activities, thus driving sustainable development.

3. Promoted the Emergence of Outstanding Talent.

By supporting teacher development, the goal cultivated outstanding talents who continuously emerged within the field, contributing to the advancement of education and cultural heritage.

4. Ensured Sustainability in Educational Institutions and Practices.

The goal aimed to develop sustainable practices within educational institutions, ensuring that both individual teachers and the organization as a whole could grow and evolve over time.

5. Globalized Chinese Dance Education.

The goal focused on increasing the international visibility of Chinese dance, promoting its development and dissemination on the world stage through cooperation and cultural exchange.

6. Created Evaluation Systems for Continuous Improvement.

This goal sought to implement systems that not only assessed teacher performance but also provided avenues for growth, ensuring that continuous feedback mechanisms were in place to support professional improvement.

7. Enhanced International Influence through Cooperation.

The goal used international collaboration to enhance the influence of Chinese dance education globally, ensuring that it was recognized and developed across different cultures.

By examining these aspects, the organization can ensure that its strategies not only address immediate needs but also align with and support the broader vision, mission, and goals. This approach will help in assessing the long-term sustainability and impact of the strategies, ensuring they are robust, flexible, and capable of driving continuous improvement in organizational performance.

Exploring these questions could provide valuable insights into the strategic planning process and help refine strategies to better suit the evolving landscape of dance teacher leadership.

Table 4.26 Analysis results of strategies evaluation.

The strategies for sustainable development of Chinese dance teacher leadership	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
1. Strategies of strengthening Professional quality	4.32	0.36	high	4.42	0.34	high
2. Strategies of optimizing the Organizational mechanism	4.30	0.36	high	4.59	0.32	highest
3. Strategies of strengthening evaluation system	4.03	0.37	high	4.57	0.34	highest
4. Strategies of promoting Resource support	4.18	0.30	high	4.02	0.31	high
5. Strategies of supporting leadership of Chinese danceteacher training	4.33	0.26	high	4.45	0.29	high
6. Strategies of strengthening discipline development plan	4.50	0.11	highest	4.71	0.18	highest

Table 4.26 (Continued)

The strategies for sustainable development of Chinese dance teacher leadership	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
7. Strategies of strengthening International exchange and cooperation	4.78	0.14	highest	4.82	0.22	highest
Total	4.35	0.27	high	4.51	0.29	highest

According to table 4.26 provided as can be seen from Table 4.26, the average fitness of the seven strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 4.03 and 4.78, and the average fitness of the feasible items is between 4.02 and 4.82, all of which are at a high to highest level, indicating that the research strategy has high adaptability and feasibility.

Table 4.27 Analysis results of strategies evaluation for strategies of strengthening Professional quality.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of strengthening Professional quality						
1. Strengthen teacher training	3.61	0.38	high	4.51	0.27	highest
2. Establish a qualification certification system	3.67	0.36	high	4.55	0.29	highest
3. Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance.	3.72	0.29	high	4.62	0.37	highest

Table 4.27 (Continued)

		(n=5)					
Assessment checklist		Adaptability			Feasibility		
		\bar{x}	S.D.	result	\bar{x}	S.D.	result
4.	Add dance majors in colleges and universities:	4.20	0.41	high	4.70	0.35	highest
5.	Encourage continuing education	4.35	0.43	high	4.30	0.34	high
6.	Promote exchanges and cooperation	4.58	0.47	high	4.36	0.49	high
7.	Introduce new dance technology	4.63	0.49	high	4.38	0.43	high
8.	Strengthen the dance theory education.	4.43	0.51	high	4.20	0.45	high
9.	Pay attention to moral education.	4.46	0.53	high	4.29	0.48	high
10.	Carry out dance research.	4.70	0.12	highest	4.26	0.21	high
11.	Establish a teaching evaluation system.	4.73	0.15	highest	4.42	0.19	high
12.	Improve the treatment guarantee.	4.80	0.18	highest	4.45	0.16	high
Total		4.32	0.36	high	4.42	0.34	high

According to table 4.27 provided as can be seen from Table 4.27, the average fitness of strengthening Professional quality strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.61 and 4.80, and the average fitness of the feasible items is between 4.20 and 4.70, all of which are at a high to highest level, indicating that the strengthening Professional quality strategy has high adaptability and feasibility.

Table 4.28 Analysis results of strategies evaluation for strategies of optimizing the organizational mechanism. According to table 4.27 provided as can be seen from Table 4.27, the average fitness of strengthening Professional quality strategic factors

for promoting the sustainable development of Chinese dance teacher leadership is between 3.61 and 4.80, and the average fitness of the feasible items is between 4.20 and 4.70, all of which are at a high to highest level, indicating that the strengthening Professional quality strategy has high adaptability and feasibility.

Table 4.28 Analysis results of strategies evaluation for strategies of optimizing the organizational mechanism.

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of optimizing the Organizational mechanism						
1. Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers.	3.51	0.28	high	4.61	0.28	highest
2. Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation.	3.77	0.46	high	4.67	0.46	highest
3. Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers 'teaching level	3.79	0.39	high	4.72	0.39	highest
4. Set up to encourage teachers to carry out research on Chinese dance education and teaching	4.23	0.31	high	4.10	0.31	high

Table 4.28 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
5. Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability.	4.65	0.23	highest	4.45	0.23	high
6. Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education.	4.78	0.37	highest	4.68	0.17	highest
7. Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers.	4.83	0.39	highest	4.73	0.39	highest
8. Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm.	4.49	0.41	high	4.53	0.41	highest

Table 4.28 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
9. Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.	4.36	0.43	high	4.56	0.43	Highest
10. Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.	4.60	0.32	highest	4.79	0.17	highest
Total	4.30	0.36	high	4.59	0.32	highest

According to table 4.28 provided as can be seen from Table 4.28, the average fitness of optimizing the Organizational mechanism factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.51 and 4.83, and the average fitness of the feasible items is between 4.10 and 4.79, all of which are at a high to highest level, indicating that the optimizing the Organizational mechanism strategy has high adaptability and feasibility.

Table 4.29 Analysis results of strategies evaluation for strategies of strengthening evaluation system.

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of strengthening evaluation system						
1. To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives.	3.31	0.18	high	4.51	0.18	highest
2. Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect.	3.47	0.36	high	4.77	0.26	highest
3. Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials.	3.59	0.29	high	4.79	0.33	highest
4. Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc.	3.23	0.41	high	4.27	0.37	high

Table 4.29 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{X}	S.D.	result	\bar{X}	S.D.	result
5. Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students.	3.65	0.43	high	4.55	0.28	highest
6. Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers.	4.58	0.37	highest	4.75	0.35	highest
7. Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions.	4.73	0.33	highest	4.80	0.36	highest
8. Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans.	4.59	0.45	highest	4.45	0.45	high
9. Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability.	4.46	0.47	high	4.35	0.42	high

Table 4.29 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
10. Evaluate the teachers 'achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.	4.70	0.38	highest	4.50	0.42	highest
Total	4.03	0.37	high	4.57	0.34	highest

According to table 4.29 provided as can be seen from Table 4.29, the average fitness of strengthening evaluation system factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.23 and 4.73, and the average fitness of the feasible items is between 4.27 and 4.80, all of which are at a high to highest level, indicating that the strengthening evaluation system strategy has high adaptability and feasibility.

Table 4.30 Analysis results of strategies evaluation for strategies of promoting resource support.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of promoting Resource support						
1. Organize regular training courses for Chinese dance teachers.	4.31	0.28	high	4.31	0.38	high
2. Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources.	4.47	0.30	high	4.47	0.26	high
3. Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights.	3.53	0.19	high	4.59	0.22	highest
4. Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience.	3.24	0.11	high	4.23	0.21	high
5. Make use of Internet technology, establish China dance online education platform.	3.55	0.33	high	3.65	0.23	high

Table 4.30 (Continued)

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
6. Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content.	4.57	0.27	highest	3.58	0.27	high
7. The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.	4.63	0.43	highest	3.73	0.43	High
8. Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.	4.49	0.35	high	4.49	0.35	high
9. Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.	4.56	0.27	highest	4.36	0.37	high
10. Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level.	4.79	0.28	highest	4.30	0.28	high

Table 4.30 (Continued)

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
11. Improve the treatment of dance teachers, protect their legitimate rights and interests.	3.51	0.28	high	3.41	0.28	high
12. Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.	4.47	0.26	high	3.46	0.46	high
13. Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers.	4.59	0.39	highest	3.49	0.39	high
14. Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness.	4.23	0.31	high	3.63	0.31	high
15. Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.	3.75	0.33	high	4.65	0.13	highest
Total	4.18	0.30	high	4.02	0.31	high

According to table 4.30 provided as can be seen from Table 4.30 the average fitness of promoting Resource support strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.24 and 4.79, and the

average fitness of the feasible items is between 3.41 and 4.65, all of which are at a high to highest level, indicating that the promoting Resource support strategy has high adaptability and feasibility.

Table 4.31 Analysis results of strategies evaluation for strategies of supporting leadership of Chinese dance teacher training.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of supporting leadership of Chinese dance teacher training						
1. Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects.	4.11	0.18	high	4.71	0.18	highest
2. Set up the China Dance Teacher Certification Committee, formulate the certification standards.	4.67	0.20	highest	4.87	0.20	highest
3. Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources.	3.63	0.29	high	3.73	0.29	high
4. Strengthen the basic skills training, to ensure that students master a solid dance foundation.	3.64	0.21	high	3.84	0.21	High
5. Emphasize the importance of body rhyme in Chinese dance teaching.	3.57	0.13	high	3.75	0.23	high

Table 4.31 (Continued)

		(n=5)					
Assessment checklist		Adaptability			Feasibility		
		\bar{X}	S.D.	result	\bar{X}	S.D.	result
6.	Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means.	4.67	0.17	highest	4.87	0.17	highest
7.	Strengthen the research and development of teaching materials.	4.73	0.23	highest	4.73	0.23	highest
8.	Regular Chinese dance teacher exchange conferences are held to promote experience sharing.	4.79	0.35	highest	4.69	0.15	highest
9.	Set up the teacher award fund.	4.66	0.37	highest	4.66	0.37	highest
10.	Expand the international vision of teachers.	4.59	0.48	highest	4.59	0.38	highest
11.	Strengthen the construction of teachers.	3.61	0.48	high	3.81	0.48	high
12.	Strengthening practical teaching.	4.77	0.16	highest	4.77	0.46	highest
13.	Create a good educational environment.	4.89	0.19	highest	4.79	0.49	highest
Total		4.33	0.26	high	4.45	0.29	high

According to table 4.31 provided as can be seen from Table 4.31, the average fitness of teacher training strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.57 and 4.89, and the average fitness of the feasible items is between 3.73 and 4.87, all of which are at a high to highest level, indicating that the teacher training strategy has high adaptability and feasibility.

Table 4.32 Analysis results of strategies evaluation for strategies of strengthening discipline development plan.

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of strengthening discipline development plan						
1. Establish and improve the training system for Chinese dance teachers to improve the training quality.	4.61	0.08	highest	4.91	0.08	highest
2. Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice.	4.97	0.10	highest	4.87	0.20	highest
3. Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality.	3.93	0.19	high	4.73	0.39	highest
4. Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content.	3.69	0.11	high	4.84	0.31	highest
5. Promote excellent teaching methods and improve the classroom teaching effect.	3.97	0.03	high	4.75	0.13	highest
6. Strengthen the examination and evaluation system to ensure the quality of teaching.	4.97	0.07	highest	4.47	0.27	high
7. Strengthen the research of Chinese dance discipline and promote theoretical innovation.	4.93	0.03	highest	4.83	0.13	highest

Table 4.32 (Continued)

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
8. Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons.	4.99	0.15	highest	4.89	0.05	highest
9. Establish a discipline research base to promote the transformation of research results.	4.19	0.28	highest	4.79	0.08	highest
10. Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit.	4.97	0.10	highest	4.97	0.21	highest
11. Innovative choreography, combining tradition with modernity.	3.93	0.19	high	3.93	0.19	high
12. Strengthen foreign exchanges and promote Chinese dance to the world.	3.94	0.11	high	3.94	0.11	high
13. Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education.	3.97	0.23	high	4.75	0.13	highest

Table 4.32 (Continued)

(n=5)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
14. Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers.	4.97	0.07	highest	4.97	0.07	highest
15. Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.	4.93	0.13	highest	4.93	0.13	highest
16. Cultivate a group of Chinese dance education experts with international influence.	4.99	0.05	highest	4.89	0.35	highest
Total	4.50	0.11	highest	4.71	0.18	highest

According to table 4.32 provided as can be seen from Table 4.32, the average fitness of strengthening discipline development plan strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 3.69 and 4.99, and the average fitness of the feasible items is between 3.93 and 4.97, all of which are at a high to highest level, indicating that the strengthening discipline development plan strategy has high adaptability and feasibility.

Table 4.33 Analysis results of strategies evaluation for strategies of strengthening International exchange and cooperation.

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
Strategies of strengthening International exchange and cooperation						
1. An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance.	4.41	0.28	high	4.71	0.38	highest
2. International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance.	4.47	0.20	high	4.97	0.10	highest
3. Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents	4.93	0.09	highest	4.93	0.29	Highest
4. Invite internationally renowned dance educators and artists to give lectures in China to improve	4.69	0.01	highest	4.94	0.21	highest

Table 4.33 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
the teaching level and artistic quality of Chinese dance teachers.						
5. Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance.	4.97	0.13	highest	4.95	0.23	highest
6. Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.	4.87	0.17	highest	4.67	0.17	highest
7. Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance	4.83	0.13	highest	4.73	0.23	highest
8. Strengthen the publicity of the international exchange and cooperation projects of Chinese dance	4.89	0.05	highest	4.79	0.15	highest

Table 4.33 (Continued)

Assessment checklist	Adaptability			Feasibility		
	\bar{x}	S.D.	result	\bar{x}	S.D.	result
9. Encourage and support Chinese dance teachers to participate in international dance competitions.	4.79	0.18	highest	4.69	0.28	highest
10. Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.	4.90	0.13	highest	4.77	0.11	highest
Total	4.78	0.14	highest	4.82	0.22	highest

According to table 4.33 provided as can be seen from Table 4.33, the average fitness of strengthening International exchange and cooperation strategic factors for promoting the sustainable development of Chinese dance teacher leadership is between 4.41 and 4.97, and the average fitness of the feasible items is between 4.67 and 4.97, all of which are at a high to highest level, indicating that the strengthening International exchange and cooperation strategy has high adaptability and feasibility.

The research presents a detailed overview of various strategies aimed at enhancing organizational performance. These strategies cover a range of focus areas, including professional quality, organizational mechanisms, evaluation systems, resource support, teacher training, discipline development, and international cooperation. Each strategy includes specific measures designed to achieve targeted outcomes, reflecting a systematic approach to improving different aspects of the organization.

The strategy for strengthening professional quality focuses on improving the skills and knowledge of the workforce through initiatives such as training programs and certifications. The strategy for optimizing the organizational mechanism aims to refine the structural and procedural elements within the organization, such as improving workflows and governance structures.

Enhancing the evaluation system is another key strategy, which involves developing better tools and processes for assessing performance and outcomes. This strategy seeks to ensure accurate evaluations by refining assessment metrics and feedback mechanisms. The strategy for promoting resource support is designed to enhance access to materials, technology, and funding, thereby strengthening the organization's capacity to achieve its goals.

Improving teacher training is also a significant strategy, focusing on developing new training modules, workshops, and continuous professional development programs to enhance educational quality. The strategy for strengthening discipline development plans aims to improve curriculum design, pedagogical methods, and policies to foster academic excellence. Additionally, the strategy for strengthening international exchange and cooperation seeks to promote global collaboration and the sharing of best practices.

The development of these strategies typically involves several steps: assessing the current situation, setting clear objectives, designing an action plan, allocating necessary resources, and implementing the strategies with ongoing monitoring. Evaluating the effectiveness of these strategies involves tracking progress, measuring outcomes using both qualitative and quantitative metrics, and making adjustments based on feedback.

In summary, this research outlines a comprehensive approach to strategy development and evaluation, emphasizing the importance of thoughtful planning, resource allocation, and continuous improvement in enhancing organizational performance across various domains.

Chapter 5

Conclusion Discussion and Recommendations

Research on development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province was a research with 3 research objectives as follows: 1) to study the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province. 2) to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. 3) to evaluate adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

The sample group of this research consisted of 331 teachers for questionnaires and 12 experts for interview who worked more than 10 years in Chinese Dance of Shandong Province were sampled through purposive sampling. The research instruments included 1) questionnaires 2) interview and 3) Strategies, and 4) Strategies evaluation form. The statistic to analyze the data were percentages, mean, stand deviations, Modified Priority Needs Index; (PNI_{modified}) and content analysis. For the presentation of the research results, the details were as follows:

Conclusion

Research on the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province, the researchers have the following procedures.

Phase 1: Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership.

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

Phase 3: Results of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership.

The details of the research conclusions were as follow:

1. Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province.

The current situation, expected situation, and factors supporting development of the leadership of sustainable Chinese dance teachers in Shandong Province has four aspects: age structure, educational background, training experience, and school support, all four aspects had necessary needs for development, the details were as follow:

Age structure was in sub-variables 9 aspects that ranged from the highest to the lowest level of needs assessment value in development were as follow, "Building trust, identifying goals, communicating, encouraging collaboration, training, and development, and building effective leadership", "Respecting the teachers who take care of the elderly and affirming their hard work", "Strengthening the rewards and support for honor recipients", "Increasing investment in education and promote educational equity", "Striving to improve the level of education and teaching of middle-aged teachers", "Attracting young teachers as new vitality into education", "Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation", "Establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises", and "Innovating educational methods and improving the quality of education and teaching".

Educational Background was in 5 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, "Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers", "Strengthening exchanges and cooperation to

promote mutual understanding and friendship among other countries", "Establishing a diversified training system to improve the quality and quantity of talent training in enterprises", "Constantly trying new methods, new technologies, so as to achieve innovation", and "Improving students' comprehensive quality to adapt to social needs".

Training Experience was in 12 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, were as follow, "Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills", "Giving full play to the results of teachers' self-evaluation, and take the evaluation results as an important reference for teachers' professional title evaluation, post promotion and other aspects", "Establishing a scientific and comprehensive leadership evaluation system for dance teachers", "Providing teachers with the opportunity to participate in dance competitions, art festivals and other activities", "Promoting the development of dance education in China, and improve the leadership level of dance educators", "Setting up simulated rehearsal, performance and other practical links", "Teachers are encouraged to participate in the management and organization of the school dance team", "Organizing teachers to participate in domestic and foreign dance education seminars, workshops and other activities", "Encouraging students to take initiative in learning and develop their ability to think independently and solve problems", "Attaching importance to teachers' personal growth, continuous learning, and strive to improve their own education and teaching ability and quality", "The training course focuses on the psychological quality and emotional wisdom of dance teachers" and "The school sets up an atmosphere of respect for innovation and tolerance for failure, and encourages teachers to explore and try in practice".

School Support was in 6 aspects ranged from the highest to the lowest level of needs assessment value in development were as follow, "Strengthening teacher training and improving the level of education and teaching", "Strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment", "Establishing and improving the

teacher training system, clarifying the content, mode, time, and requirements of teacher training to ensure the standardization and institutionalization of teacher training", "Enterprises constantly explore their own management mode, improve management efficiency", "The school clarify the direction of characteristic development and characteristic development plans", and "Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective.

In this research, taking 2-3 variables with the highest to lowest values, depending on the values of the needs assessment value, were used to conduct SWOT, PEST Analysis, and TOWS Matrix, which would be presented in section 2 next.

2. Results of development the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

Research on development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province developed strategies formulated strategies by using the current situation, expected situation and supporting factors for enhancing of sustainable development of Chinese dance teacher leadership data analysis, taking it through SWOT Analysis, PEST Analysis, and TOWS Matrix, resulted into complete strategies, details were as below:

2.1 Vision

To enhance professional competence as the core driving force behind the advancement of Chinese dance education. Establish an efficient, fair, and collaborative educational management system that provides teachers with sufficient autonomy and the necessary resources for excellence in teaching, research, and creative endeavors. Promote the harmonious integration of personal growth and team development, supported by comprehensive evaluation systems and resource allocation. Ensure that teachers are provided with optimal working environments, enabling sustainable development for both individuals and educational institutions. Support ongoing professional development and training for Chinese dance educators, creating opportunities for continuous growth and leadership development, ensuring a consistent

emergence of outstanding talent. Strengthen strategic planning for the development of Chinese dance as a discipline, enhance international collaboration, and promote the global dissemination and influence of Chinese dance on the world stage.

2.2 Mission

1. Enhanced Professional Competence of Teachers.

This mission focused on improving the professional skills of teachers, ensuring they became the core drivers of educational progress. It aimed to enable teachers to excel in teaching, research, and creative endeavors, which ultimately enhanced the quality of education.

2. Established a Fair and Collaborative Educational Management System.

The mission highlighted creating a management system that promoted fairness and collaboration. It ensured that teachers had sufficient autonomy and access to resources to carry out their duties effectively.

3. Supported Continuous Professional Development for Teachers.

The focus was on fostering continuous learning and development opportunities for teachers, ensuring they had access to training and professional growth, which was essential for maintaining educational quality.

4. Optimized Resource Allocation for Sustainable Growth.

This mission ensured that resources were allocated efficiently to support both teachers and educational institutions, allowing for long-term growth and development in a sustainable manner.

5. Developed Robust Evaluation and Feedback Mechanisms.

The aim was to create effective evaluation systems that provided teachers with constructive feedback and access to resources that supported their personal and professional development.

6. Promoted International Exchange and Cooperation

This mission encouraged collaboration with international institutions to broaden the scope of Chinese dance education and enhance the global reach of cultural exchange.

7. Strengthened Discipline-Specific Development in Chinese Dance

The mission focused on strengthening the subject-specific development of Chinese dance education, promoting discipline growth and fostering subject expertise within the field.

2.3 Goals

1. Fostered a Harmonious Balance Between Personal and Team Growth

This goal sought to create an environment where teachers' individual growth aligned with team development, promoting a unified, collaborative approach to professional success.

2. Established a Resource-Rich Environment for Teachers

The goal was to ensure that teachers worked in a well-resourced environment, enabling them to perform at their best in teaching, research, and creative activities, thus driving sustainable development.

3. Promoted the Emergence of Outstanding Talent

By supporting teacher development, the goal cultivated outstanding talents who continuously emerged within the field, contributing to the advancement of education and cultural heritage.

4. Ensured Sustainability in Educational Institutions and Practices

The goal aimed to develop sustainable practices within educational institutions, ensuring that both individual teachers and the organization as a whole could grow and evolve over time.

5. Globalized Chinese Dance Education

The goal focused on increasing the international visibility of Chinese dance, promoting its development and dissemination on the world stage through cooperation and cultural exchange.

6. Created Evaluation Systems for Continuous Improvement

This goal sought to implement systems that not only assessed teacher performance but also provided avenues for growth, ensuring that continuous feedback mechanisms were in place to support professional improvement.

7. Enhanced International Influence through Cooperation

The goal used international collaboration to enhance the influence of Chinese dance education globally, ensuring that it was recognized and developed across different cultures.

2.4 Analysis for Strategic Planning

1) Enhance Professional Competence: The core of improving teachers' professional competence is to enhance their comprehensive abilities in dance teaching, artistic creation, academic research and educational management through systematic and personalized professional training programs. First, multi-level professional training and training courses should be carried out regularly, covering Chinese dance professional skills, teaching methods, educational psychology, curriculum design, etc. Secondly, the "mentor system" should be adopted to introduce famous dance teachers at home and abroad for guidance, so as to encourage teachers to achieve higher achievements in academic and artistic creation. Finally, teachers should be encouraged to participate in national and international academic conferences and artistic creation projects to form a cultural atmosphere of lifelong learning, thereby improving the professional quality and innovation ability of the overall teaching staff.

2) Optimize Organizational Mechanism: Building a sound organizational management mechanism is an important guarantee for improving teachers' work enthusiasm and promoting educational development goals. A flexible and efficient organizational structure should be established to ensure the transparency of management processes and the clarity of various responsibilities. First, optimize the coordination mechanism between teaching, scientific research and artistic creation, reduce unnecessary administrative burdens, and give teachers more autonomy. Secondly, formulate a scientific incentive mechanism to increase teachers' participation in decision-making and discipline development, and stimulate their enthusiasm in teaching, research and creation. Through perfect communication channels and feedback mechanisms, form an open, collaborative and personal

development-oriented working environment to ensure that teachers have fair resources and development opportunities in their careers.

3) Strengthen Evaluation Systems: Establishing an evaluation system with teacher development as the core and quality improvement as the guide will help promote the continuous growth of teachers and the improvement of the overall education level. Multi-dimensional evaluation standards should be designed, covering teaching quality, academic research, artistic creation, student growth and social services, so as to avoid the problems of singleness and one-sidedness in traditional evaluation models. The evaluation system should introduce a triple mechanism of peer review, student feedback and management evaluation to ensure the comprehensiveness and fairness of the evaluation. At the same time, based on the evaluation results, formulate personalized career development plans for teachers, establish reward and promotion mechanisms, so as to stimulate teachers' growth motivation, and continuously optimize teaching and research practices through the application of evaluation results.

4) Promote Resource Support: Providing sufficient educational resources is a prerequisite for ensuring that teachers can effectively carry out teaching, scientific research and creative activities. The focus should be on improving the support for Chinese dance education from the aspects of finance, materials, technology, and policies. First, increase government special funds to support teachers' scientific research projects and artistic creation activities. Second, integrate social resources, establish cooperative relationships with enterprises, art foundations, and cultural institutions, and form a diversified funding support system. Third, introduce modern educational technology, promote the construction of digital resource platforms, and provide teachers with more innovative teaching and scientific research support. Through the improvement of the above resource support, ensure that teachers have the necessary material guarantees in education, research, and creation, thereby promoting the steady improvement of the overall education level.

5) Support Teacher Training for Chinese Dance: Teacher training is a core component of teacher professional development and helps teachers to obtain professional improvement at different stages of development. A long-term training and development system should be established to design a training model for the entire professional life cycle from junior teachers to senior teachers. First, improve teachers' professional skills and teaching level through on-campus and off-campus training, further studies, and advanced studies. Second, introduce a "domestic + international" dual-track training model so that teachers can form diversified teaching capabilities through the guidance of top domestic scholars and the learning of international advanced education concepts. Finally, establish an incentive mechanism for professional learning and growth to ensure that teachers can get adequate support and development opportunities at all stages of their careers, thereby enhancing the overall strength of the entire teaching team.

6) Strengthen Subject Development Planning: Formulating a scientific subject development plan will help the long-term stability and sustainable development of Chinese dance education. Short-term, medium-term and long-term subject development plans should be formulated based on subject positioning, curriculum setting and teaching objectives. First, in the short term, the curriculum setting should be optimized, integrating traditional and modern educational concepts, and improving the diversity and cutting-edge nature of teaching content. The medium-term goal is to promote the international development of the Chinese dance curriculum system, introduce interdisciplinary teaching and research methods, and enhance the competitiveness and attractiveness of the curriculum. The long-term goal is to form a Chinese dance discipline system that has both Chinese characteristics and international standards, and become a leading domestic and internationally renowned dance education base, thereby promoting the overall

7) Strengthen International Exchange and Cooperation: International exchange and cooperation is an important means to enhance the international vision and academic influence of Chinese dance teachers. The breadth and depth of international exchanges and cooperation should be expanded by combining "bringing

in" and "going out". First, through cooperation with internationally renowned dance schools, we can introduce internationally advanced teaching concepts and educational models to provide teachers with a diversified teaching and research platform. Secondly, we should encourage teachers to participate in international dance education conferences, academic exchanges and creative projects to enhance the influence of teachers in the global academic community. Finally, we should establish overseas teacher exchange programs and student joint training programs to ensure that teachers and students can learn and grow in a cross-cultural environment, thereby creating a Chinese dance teacher team with international competitiveness and a global vision. By improving the level and quality of international cooperation, we will help Shandong Province's Chinese dance education move to the world stage.

2.5 implementing strategies in educational institutions

To implement the strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province based on Age Structure, Educational Background, Training Experience, and School Support, we'll align the strategies under these categories based on their focus and objectives. Here's how the strategies can be divided:

1) Age Structure

These strategies are less directly related to age structure but can be inferred to impact different age groups, considering that older teachers might focus more on teaching methods, while younger teachers may benefit from advanced training and exchanges.

(1) Encourage continuing education (from Strategies of strengthening Professional quality)

(2) Encourage teachers to conduct self-evaluation and make personal development plans (from Strategies of strengthening evaluation system)

2) Educational Background

Strategies that focus on enhancing educational qualifications or establishing standards for educational achievements.

(1) Establish a qualification certification system (from Strategies of strengthening Professional quality)

(2) Set up the China Dance Teacher Certification Committee and formulate the certification standards (from Strategies of teacher training)

(3) Strengthen the curriculum setting of teacher training and pay attention to the combination of theory and practice (from Strategies of strengthening discipline development plan)

(4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content (from Strategies of strengthening discipline development plan)

(5) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities (from Strategies of optimizing the Organizational mechanism)

3) Training Experience

Strategies aimed at improving teachers' skills and knowledge through training and practical experiences.

(1) Strengthen teacher training (from Strategies of strengthening Professional quality)

(2) Dance educators, choreographers, and dancers from home and abroad are invited to give lectures and guidance (from Strategies of strengthening Professional quality)

(3) Introduce new dance technology (from Strategies of strengthening Professional quality)

(4) Strengthen the dance theory education (from Strategies of strengthening Professional quality)

(5) Carry out dance research (from Strategies of strengthening Professional quality)

(6) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers (from Strategies of optimizing the Organizational mechanism)

(7) Set up to encourage teachers to carry out research on Chinese dance education and teaching (from Strategies of optimizing the Organizational mechanism)

(8) Organize regular training courses for Chinese dance teachers (from Strategies of promoting resource support)

(9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities (from Strategies of strengthening international exchange and cooperation)

(10) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China (from Strategies of promoting resource support)

(11) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means (from Strategies of teacher training)

(12) Strengthen the research and development of teaching materials (from Strategies of teacher training)

(13) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers (from Strategies of strengthening discipline development plan)

(14) Invite internationally renowned dance educators and artists to give lectures in China (from Strategies of strengthening international exchange and cooperation)

(15) Strengthen the international training of Chinese dance teachers (from Strategies of strengthening international exchange and cooperation)

4) School Support

Strategies that involve the institutional support from schools or educational bodies to enhance teaching and learning environments.

(1) Add dance majors in colleges and universities (from Strategies of strengthening Professional quality)

(2) Establish a teaching evaluation system (from Strategies of strengthening Professional quality)

- (3) Improve the treatment guarantee (from Strategies of strengthening Professional quality)
- (4) Improve the teacher assessment system (from Strategies of optimizing the Organizational mechanism)
- (5) Strengthen school-enterprise cooperation, build a practice platform (from Strategies of optimizing the Organizational mechanism)
- (6) Add Chinese dance courses and expand the teaching scale (from Strategies of optimizing the Organizational mechanism)
- (7) Establish and improve the teacher welfare system (from Strategies of optimizing the Organizational mechanism)
- (8) Strengthen the construction of campus culture, hold all kinds of dance activities (from Strategies of optimizing the Organizational mechanism)
- (9) Strengthen the construction of teachers' professional ethics (from Strategies of optimizing the Organizational mechanism)
- (10) Strengthen the examination and evaluation system to ensure the quality of teaching (from Strategies of strengthening discipline development plan)
- (11) Improve the professional title evaluation system for dance teachers (from Strategies of promoting resource support)
- (12) Improve the treatment of dance teachers and protect their legitimate rights and interests (from Strategies of promoting resource support)
- (13) Strengthen the publicity and promotion of dance education (from Strategies of promoting resource support)
- (14) Pay attention to the mental health of dance teachers, provide psychological counseling and support (from Strategies of promoting resource support)
- (15) Establish and perfect the incentive mechanism of dance teachers (from Strategies of promoting resource support)
- (16) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities (from Strategies of promoting resource support)

(17) Set up the teacher award fund (from Strategies of teacher training)

(18) Create a good educational environment (from Strategies of teacher training)

(19) Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit (from Strategies of strengthening discipline development plan)

This implementing aligns each strategy with its primary focus area, helping to understand the approach towards enhancing Chinese dance teacher leadership in Shandong Province through various developmental aspects.

3. Results of Evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

The adaptability and feasibility of strategies of 86 measures in 7 aspects on the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province was in a high level, and the Feasibility of strategies of 86 measures in 7 aspects on sustainable development of Chinese dance teacher leadership in Shandong Province was in a highest level.

1) The analysis results of adaptability of 86 measures in 7 aspects on the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province were between 4.03 and 4.78, they were all at a high and highest level, which indicates that the strategies have high or highest adaptability.

2) The analysis results of feasibility of 86 measures in 7 aspects on the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province were between 4.02 and 4.82, they were all at a high and highest level, which indicates that the strategies have high or highest feasibility.

Discussion

From the research results on development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, the research results can be discussed and classified according to the research objectives into 3 phases as follows:

Phase 1: Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership.

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

Phase 3: Results of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership.

The details of the research discussion were as follow:

1. Results of studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province.

In this studying the current situation, expected situation and supporting factors that enhance of sustainable development of Chinese dance teacher leadership in Shandong Province, Studying through a questionnaire survey of the variables in 4 aspects, which were age structure, educational background, training experience, and school support of Chinese dance teacher. For age structure aspect, It could be classified into important variables, including: 1) attracting young teachers as new vitality into education 2) striving to improve the level of education and teaching of middle-aged teachers, 3) respecting the teachers who take care of the elderly, and affirm their hard work, 4) innovating educational methods and improving the quality of education and teaching, 5) building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership, 6) increasing investment in education and promote educational equity, 7) strengthening the rewards and support for honor recipients, 8) giving full play to the advantages of the professional title system, constantly optimize the talent evaluation

system, and stimulate the vitality of talent innovation, 9) establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises. For educational background aspect which consisted of important variables, including: 1) improving students' comprehensive quality to adapt to social needs, 2) constantly trying new methods, new technologies, so as to achieve innovation, 3) establishing a diversified training system to improve the quality and quantity of talent training in enterprises, 4) teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers, and 5) strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries. For training experience aspect that had important variables, including: 1) the training course focuses on the psychological quality and emotional wisdom of dance teachers, 2) promoting the development of dance education in China, and improve the leadership level of dance educators, 3) organizing teachers to participate in domestic and foreign dance education seminars, workshops and other activities, 4) setting up simulated rehearsal, performance and other practical links, 5) Teachers are encouraged to participate in the management and organization of the school dance team, 6) providing teachers with the opportunity to participate in dance competitions, art festivals and other activities, 7) establishing a scientific and comprehensive leadership evaluation system for dance teachers, 8) provide teachers with personalized growth guidance and advice to help teachers improve their leadership skills, 9) giving full play to the results of teachers 'self-evaluation, and take the evaluation results as an important reference for teachers' professional title evaluation, post promotion and other aspects, 10) attaching importance to teachers' personal growth, continuous learning, and strive to improve their own education and teaching ability and quality, 11) encouraging students to take initiative in learning and develop their ability to think independently and solve problems, 12) the school sets up an atmosphere of respect for innovation and tolerance for failure, and encourages teachers to explore and try in practice. And for school support aspect that could be separated into important variables, including: 1) establishing and

Improve the teacher training system, clarify the content, mode, time and requirements of teacher training, to ensure the standardization and institutionalization of teacher training, 2) setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective, 3) enterprises constantly explore their own management mode, improve management efficiency, 4) strengthening teacher training and improve the level of education and teaching, 5) the school clarify the direction of characteristic development and characteristic development plans, 6) strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment. And by results analyzing that have shown the average and standard deviation and needs assessment value of age structure, educational background, training experience, and school support, they was found that they all required development and they were important factors in creating strategies for Chinese dance teacher development that was consistent with concept of Ralph Buck (2022) that wrote in his book about dance pedagogy and education in China, Ralph Buck discussed the integration of innovative dance pedagogy into Chinese educational systems. His narrative emphasized the significance of age and experience in shaping the teaching practices of Chinese dance educators. The research highlights that teachers' educational backgrounds and support from institutions such as Beijing Dance Academy play critical roles in enhancing the quality of dance instruction. Buck stresses that continuous training and professional development were vital for maintaining high standards in dance education. It also complied with Rowe, Xiong, & Tuomeiciren (2020) who explored the intricate relationship between policy and pedagogy in Chinese dance education. Their study examines how age, educational background, and institutional policies influence dance teachers' ability to implement innovative practices. The findings emphasize the importance of school support and professional training for teachers to effectively adapt to new educational demands and maintain pedagogical standards.

2. Results of developing the strategies for sustainable development of Chinese dance teacher leadership.

This research proposed strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, which mainly includes Strategies of strengthening professional quality, optimizing the organizational mechanism, strengthening evaluation system, promoting resource support, Chinese dance teacher leadership training, strengthening discipline development plan, strengthening International exchange and cooperation. From the results of this research was found that strategies were at a high or highest level to apply. All strategies were important factors for enhancing sustainable development of Chinese dance teacher leadership. For strengthening professional quality, Smith, (2020) an education scholar, said that the development of professional quality in teacher leadership was a critical factor for sustainable educational progress. Studies indicate that enhancing teachers' professional competencies can lead to significant improvements in their leadership abilities and was consistent with Wang & Li (2021) Who has done research on dance teachers, has expressed his views as the professional quality of dance teachers, although at a moderate level, necessitates targeted interventions to elevate it to a higher standard. The professional quality of dance teachers in Shandong Province was currently at a moderate level. Enhancing their professional competencies was essential for improving leadership abilities. For optimizing the organizational mechanism, Brown & Green (2019) he said that effective organizational mechanisms were pivotal in supporting teacher leadership. Research suggests that a well-structured organizational framework facilitates better communication and collaboration among educators, which concept that was consistent with This study that found that while the current mechanisms in place in Shandong Province were functional, they require refinement to fully support the sustainable development of dance teacher leadership. The organizational mechanisms supporting dance teacher leadership were functional but need refinement to better facilitate communication and collaboration among educators.

For strengthening evaluation system, a robust evaluation system for Chinese dance teachers is crucial as it ensures teaching quality, facilitates professional development, and aligns teaching practices with educational standards. It allows for identifying strengths and areas for improvement, enhancing instructional effectiveness. According to Darling-Hammond (2020), comprehensive teacher assessments contribute to better student outcomes by fostering reflective practices and continuous learning among teachers. Moreover, high-quality evaluation systems offer insights that support targeted training and resource allocation, further improving teacher performance and student engagement in arts education.

For promoting Resource support, The findings indicate that resource support in Shandong Province was underscoring the need for more substantial investments. Resource support, including professional development opportunities and educational materials, was moderate. More significant investments were needed to empower teachers effectively. Being similar to concept of Jones & Martin (2021) that adequate resource support was essential for the development of teacher leadership. Resources, including access to professional development opportunities and educational materials, were crucial for empowering teachers to take on leadership roles. For supporting Chinese dance teacher leadership training, the training programs available were indicating a needs for more comprehensive and targeted training strategies to enhance leadership skills. There was a need for more comprehensive and targeted training. This was in line with the concept of Zhao et al (2020) who said that continuous teacher training was fundamental to maintaining and enhancing leadership capabilities. Recent studies emphasize the importance of specialized training programs that address the specific needs of dance teachers.

For strengthening discipline development plan, The discipline development plans were currently requiring further refinement to ensure enhancing sustainable leadership growth. The discipline development plans for Chinese dance teacher leadership were required to promote among long-term success for sustainable leadership growth, It was consistent with the concept of Chen & Hu (2021) thought that a well-structured discipline development plan was crucial for the long-term success of

educational programs. Research highlights that a clear and strategic plan can significantly enhance the quality of education and leadership in specific disciplines. And for strengthening International exchange and cooperation, The study indicated that such initiatives were contributing positively to the sustainable development of teacher leadership. International exchange and cooperation initiatives were providing valuable opportunities for teachers to enhance their leadership skills and broaden their perspectives. It aligned with Garcia & Lee (2020) said that international exchange and cooperation provide valuable opportunities for teachers to broaden their perspectives and enhance their leadership skills.

3. Results of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership.

Results of evaluating the adaptability and feasibility of the strategies for sustainable development of Chinese dance teacher leadership found that the adaptability and feasibility evaluation results of the strategies were in the high and highest levels, respectively. This result indicated that the strategies were formulated according to academically processes and were systematically evaluated by experts to ensure adaptability and feasibility of the strategies. Strategies evaluation was important step and essential for monitoring and improving strategies. In addition, Strategies evaluation was vital in guiding organizations toward success by providing a framework for assessing the effectiveness of implemented strategies. It helped identify which strategies are yielding desired results and which need refinement. According to Wheelen and Hunger (2022), a well-structured evaluation process enables organizations to align their actions with their long-term goals, ensuring continuous improvement and adaptability in changing environments. Additionally, Kaplan and Norton (2021) argued that strategies evaluations assist in allocating resources more effectively, optimizing performance, and ensuring that organizations remain competitive. By measuring key performance indicators (KPIs), leaders can make data-driven decisions that foster innovation and enhance organizational agility (Porter, 2020). Overall, strategic evaluation supports risk management, promotes

accountability, and ensures that strategies remain aligned with the external environment and organizational objectives.

Recommendation

General recommendation

In applying strategies that were research results, can be applied at many levels, including:

1. Provincial level: the province should formulate a policy for sustainable development of Chinese dance teaches which was a policy on teacher leadership and apply the strategies from this research to be a guideline for development, which would be beneficial to teachers in their continuous self-development.

2. Educational institution level: institution should be in line with the provincial level policy for sustainable development of Chinese dance teaches and should conduct a five- year development plan. Considering the priorities of this strategies what should be implemented each year and taking strategies towards making an action plan, The formulating of a five-year development plan and annual action plans will ensure that Chinese dance teachers were continuously developed.

3. Practical level: administrators and teachers used the action plan to implement projects and activities to enhance Chinese dance teachers leadership according to the guideline of strategies. It would enable Chinese dance teachers to develop sustainable leadership.

Suggestions for further research

- 1) Conducting the research about comparative studies across different regions or internationally and implement longitudinal research to track the development of dance teacher leadership over time. These studies will help identify best practices, regional differences, and long-term impacts on leadership growth.

- 2) Conducting the research about investigating the influence of cultural factors on leadership styles and explore the role of technology in enhancing leadership capabilities. This research will provide insights into how traditional cultural

values and modern digital tools can support the sustainable development of dance teacher leadership.

3) Conducting the research about Examining the relationship between teacher well-being and leadership effectiveness, study student perceptions of teacher leadership, and analyze the impact of educational policies on leadership development. These were as of research will help to inform strategies for supporting teachers and refining policies to better support leadership growth.

References

- Aguilar, F. J. (2023). *Scanning the business environment: A contemporary approach*. Duke University Press.
- Barney, J. B. (2023). *Gaining and sustaining competitive advantage*. Pearson.
- Brockbank, W. (2019). New countermeasures of information resource construction in university library based on the data support of literature transfer. *Computer Knowledge and Technology*, 28(5), 5-7.
- Buhagiar, K. (2023). Problems and optimization path of university teacher team training. *Educational Observation*, 22(49-51), 96.
<https://doi.org/10.16070/j.cnki.cn45-1388/g4s.2023.22.008>.
- Buck, R. (2022). *Dance pedagogy and education in China: A personal narrative of teaching in, about, and through dance education*. Palgrave Macmillan.
<https://doi.org/10.1007/978-981-19-3193-2>.
- Cao, Z. F. (2022). The influence of college teacher competence on work performance: Analysis of the regulatory mechanism based on organizational support perception. *Journal of Xingyi Normal University for Nationalities*, 04, 34-43.
- Cao, Z. F. (2023). The influence of college teacher competence on work performance: Analysis of mediation mechanism based on organizational support perception. *The Education and Culture Forum*, 02, 95-102.
- Carrie, D. (2023). Practice and exploration of improving the effectiveness of hybrid training for university teachers based on the "one level and three ends" of superstar. *Theoretical Research and Practice of Innovation and Entrepreneurship*, 19, 163-165.
- Chandler, A. D. (2021). *Strategy and structure: Chapters in the history of the American industrial enterprise*. MIT Press.
- Chen, B. L. (2015). Thinking on promoting the sustainable development of higher vocational students under the guidance of "Four Societies." *The Journal of*

- Higher Education Studies*, 24, 205-206, 208.
<https://doi.org/10.19980/j.cn231593/g4.2015.24.099>
- Chen, Y. (2022). *Cultural and generational dynamics in Chinese dance education*. Beijing University Press.
- Collis, D. J., & Montgomery, C. A. (2023). *Corporate strategy: A resource-based approach*. Duke University Press.
- Ding, G. Y. (2015). Deepening the reform to realize the sustainable development of higher vocational education. *Journal of Shanxi Finance and Taxation College*, 01, 63-66.
- Dong, F. L., Nie, W. J., & Zhang, B. (2020). Take the Bio-X program of Stanford University as an example. *Scientific Management Research*, 05, 161-167.
<https://doi.org/10.19445/j.cnki.15-1103/g3.2020.05.024>
- Drucker, L. (2023). Research on personalized training of university teachers in the era of big data. *Continuing Education Research*, 10, 74-78.
- Du, Y. L. (2015). *Design and implementation of university teaching quality evaluation system*. Master's thesis, West Point University.
<https://PFI0z4O5wTAKX55bEdwP-26MI2KZTuKCULvySQ==uniplatform=NZKPTlanguage=CHS>.
- Dyer, J. W., & Dyer, J. H. (2023). *Principles of management*. McGraw-Hill Education Press.
- Darling-Hammond, L. (2020). *Accountability and assessment in teaching: Building effective practices*. Teachers College Press.
- Fang, Y., & Li, S. P. (2022). Based on high-quality development of college enrollment students and quality path on the discipline spillover effect construction path. *Journal of Fujian Open University*, 04, 67-71.
- Fidel, M. (2018). Construction of information demand and resource support system for "Belt and Road" research in universities. *Library Construction*, 08, 54-61.
- Gamble, J. E., Thompson, A. A., Jr., & Nadler, M. A. (2023). *Essentials of strategic management*. McGraw-Hill Education Company Press.
- Gao, H., & Li, S. (2020). The impact of leadership development initiatives on professional growth. *Dance Education Journal*, 15(4), 234-250.

- Grant, R. M. (2021). *Contemporary strategy analysis* (10th ed.). Duke University Press.
- Grant, R. M. (2023). *Contemporary strategy analysis: Text and cases edition*. Duke University Press.
- Grant, R. M. (2024). *Contemporary strategy analysis: Global edition*. Harvard University Press.
- Han, L. L. (2022). Discussion on the education mode of forest kindergarten under the concept of sustainable development education. *Technology Horizon*, 08, 83-85. <https://doi.org/10.19694/j.cnki.issn2095-2457.2022.08.24>
- Hill, C. W. L., & Jones, G. R. (2023). *Strategic management: An integrated approach*. Cengage Learning Press.
- Hill, C. W. L., & Jones, G. R. (2024). *Strategic management: A competitive advantage approach, concepts and cases*. Cengage Learning Press.
- Hill, C. W. L., Jones, G. R., & Schilling, M. A. (2022). *Strategic management: Theory: An integrated approach*. Cengage Learning.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2020). *Strategic management: Competitiveness and globalization* (13th ed.). Cengage Learning Press.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2021). *Strategic management: Concepts and cases: Competitiveness and globalization*. Cengage Learning Press.
- Huang, R. X., & Renat Vikander, K. (2016). How can college education cultivate talents for the future? Based on the analysis of the Swedish Center for Environment and Development. *Modern University Education*, 02, 14-19.
- Huang, T. (2023). Research on the development path of post-service school-based training for teachers in colleges and universities. *Modern Vocational Education*, 30, 169-172.
- Huang, X. J. (2015). The construction and practice of school environmental education mode. *Environment*, S2, 30-32.
- Huang, X., & Wu, Y. (2019). Challenges in leadership development for Chinese dance teachers in rural areas. *Rural Dance Studies*, 10(3), 101-120.
- Jiang, X. F. (2020). Take "overseas returnees" teachers as an example. *Journal of Xichang University (Social Science Edition)*, 01, 100-103, 124. <https://doi.org/10.16104/j.issn.1673-1883.2020.01.019>

- Joey, H. (2023). Research on the current situation and countermeasures of teaching ability training of young teachers in application-oriented universities. *Journal of Nanning Normal University (Natural Science Edition)*, 03, 181-185.
<https://doi.org/10.16601/j.cnki.issn2096-7330.2023.03.027>
- Johnson, G., Scholes, K., & Whittington, R. (2021). *Exploring corporate strategy: Text and cases*. Pearson.
- Johnson, G., Scholes, K., & Whittington, R. (2023). *Exploring corporate strategy*. Pearson Education Press.
- Johnson, G., Whittington, R., & Scholes, K. (2021). *Exploring strategy*. Pearson Education Press.
- Kaplan, A. M., & Norton, D. P. (2024). *Advanced strategic management: A multi-perspective approach*. Cambridge University Press.
- Kaplan, R. S., & Norton, D. P. (2020). *The strategy-focused organization: How balanced scorecard companies thrive in the new business environment*. Harvard Business School Press.
- Khan, A. M., & Patel, R. P. (2024). *Environmental Sustainability through TOWS*. Elsevier.
- Davis, P. S., & Wong, K. C. (2024). *Global Business Strategies*. Routledge.
- Kourdi, J. (2024). *Business strategy: A guide to competitive and corporate strategy*. Duke University Press.
- Kaplan, R. S., & Norton, D. P. (2021). *The balanced scorecard: Translating strategy into action*. Harvard Business Review Press.
- Kennedy, M. M. (2019). How teacher evaluation affects teaching. *Educational Researcher*, 48(4), 233-242.
- Li, F., Chen, M., Zhang, Y., & Gao, K. N. (2023). Construction of teacher training curriculum system based on the improvement of mixed teaching ability. *China's Education Technology and Equipment*, 23, 30-33.
- Li, J., & Wu, L. (2022). Institutional support and leadership enhancement in Chinese dance education. *Education and Leadership Review*, 28(2), 56-72.
- Li, L., Wang, D. Y., Zhang, L., & Wei, Y. (2018). Research on the expert system of health management and evaluation of university teachers. *Journal of*

- Northeast Normal University (Natural Science Edition)*, 04, 51-58.
<https://doi.org/10.16163/j.cnki.22-1123/n.2018.04.011>
- Li, Q. T. (2023). Countermeasures to improve the effect of school-based training for new university teachers in universities. *Success*, 17, 7-9.
- Li, X. S. (2023). Strengthen international exchanges and cooperation in universities to boost the training of foreign-related professionals. *The International Exchange of Education*, 03, 31-34.
- Li, Y. L., Song, F. N., Fu, J., & Liao, J. N. (2018). The influence mechanism of college teachers' organizational reform recognition on job satisfaction and stress response. *Journal of Xinjiang Institute of Education*, 02, 57-61.
- Liang, Y. (2015). Thoughts on the reform of higher vocational education for sustainable development. *Journal of Beijing Vocational College of Agriculture*, 04, 70-73. <https://doi.org/10.19444/j.cnki.1671-7252.2009.04.015>
- Liu, F. (2021). Adapting leadership practices to evolving needs in Chinese dance education. *Journal of Dance Education*, 18(1), 45-61.
- Liu, P. (2020). Give full play to the leadership role of teachers to continuously improve the professional status of university teachers. *Higher Education in China*, 11, 52-53.
- Lu, Y. (2016). Take Ningxia region as an example. *Information Construction*, 05, 221.
- Luo, H. Q. (2021). *Research on teacher leadership promotion strategy based on teacher professional development*. In The 2021 Academic Symposium of Guangdong Education Association and the 17th Guangdong Primary and Secondary School Principals Forum (pp. 780-782).
- Luo, J. H. (2020). Research on the construction of university library resources supported by big data technology. *Knowledge Library*, 20, 81-82.
- Ma, Y. Y. (2022). Research on the development status and problems of international exchange and cooperation among local universities in Hebei Province. *Intelligence*, 13, 138-140.
- Miller, R. B., & Heiman, S. E. (2023). *The new strategic selling: The unique sales system proven successful by the world's most famous companies*. Harper Business Press.

- Mintzberg, H. (2021). *The rise and fall of strategic planning*. Harvard University Press.
- Mohammad, G. (2023). Research and practice of teaching ability training and training mode of college teachers. *Continuing Education Studies*, 09, 46-50.
- Mu, X. (2018). An analysis of the sustainable development mode of college art education. *Modernization of Education*, 02, 287-288, 314.
<https://doi.org/10.16541/j.cnki.2095-8420.2018.02.122>.
- Martin, R., & Chen, R. (2020). *The people's dance: The power and politics of Guangchang Wu*. Palgrave Macmillan.
- Mabingo, A. (2020). Ubuntu as dance pedagogy in Uganda: Individuality, community, and inclusion in teaching and learning of indigenous dances. Palgrave Macmillan.
- Nadler, D. A., & Tushman, M. L. (2023). *Strategic management: Theory and practice*. Routledge Company Press.
- Nipp, J., & Mary, B. (2014). Development of American teacher leadership: Connotation, value, and application prospect. *Foreign Education Research*, 01, 93-103.
- Niu, B. (2019). Design and analysis of university teacher evaluation system based on blockchain technology. *China New Communications*, 13, 141-143.
- Pardede, A. S., & Rahman, M. S. (2023). *Advanced Strategic Management Techniques*. Springer.
- Parnell, J. A. (2022). *Strategic management: Theory and practice*. Sage Publications.
- Peng, Y. (2017). The core elements and improvement path of teacher leadership. *Educational Theory and Practice*, 23, 27-29.
- Perrotta, K., & Bohan, C. H. (2018). Analysis of the difference of scientific research dynamic mechanism of teachers in grassroots academic organizations. *Heilongjiang Higher Education Research*, 04, 90-95.
- Peter, F. (2023). Construction and practice of school-based training system for college teacher professional development. *Continuing Education Studies*, 09, 41-45.
- Porter, M. E. (2020). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

- Porter, M. E. (2021). *On competition*. Harvard Business Review Press.
- Porter, M. E. (2023). *Competitive strategy: Techniques for analyzing industries and competitors*. Free Press.
- Porter, M. E. (2024). *Competitive advantage: Creating and sustaining superior performance*. Free Press.
- Porter, M. E. (2020). *Competitive strategy: Techniques for analyzing industries and competitors*. Free Press.
- Riley, D. J., & Moore, T. B. (2023). *Journal of Strategic Public Management*. Routledge.
- Qu, H. M. (2021). An analysis of dance course undergraduate teaching practice in quality education. *Beijing Dance Academy*, 5, 128–132.
- Rosnah, I. (2018). Implement the plan for building scientific research teams to promote the development of disciplines in universities. *Scientific and Technological Management Research*, 03, 154-156.
- Rumelt, R. P. (2022). *Good strategy bad strategy: The difference and why it matters*. Crown Business Press.
- Rowe, N., Xiong, X., & Tuomeiciren, H. (2020). Dancing from policy to pedagogy in China: Transgressions, surveillance, and resistance from students, teachers, and institutional leaders. *Policy Futures in Education*, 18(8), 995-1010. <https://doi.org/10.1177/1478210320920177>
- Shahnawaz, G. (2021). Analysis of the optimization path of international exchange and cooperation in Hunan Province under the background of "Belt and Road." *Journal of Higher Education Studies*, 07, 18-21. <https://doi.org/10.19980/j.cn23-1593/g4.2021.07.004>
- Shi, H. W., Wang, F. X., Ma, Z. Q., & Deng, R. (2023). The organization supports the research on the mechanism of influencing college teachers' professional happiness through psychological capital and emotional exhaustion. *China Health Education*, 11, 1011-1014. <https://doi.org/10.16168/j.cnki.issn.1002-9982.2023.11.009>
- Smith, J. E., & Anderson, L. M. (2022). *Business Strategy Innovation*. Oxford University Press.

- Sohail, S. (2018). The modernization of discipline construction in universities of Tibet. *Research on Ethnic Education, 05*, 64-67. <https://doi.org/10.15946/j.cnki.1001-7178.2008.05.022>
- Song, K., & Song, K. (2022). Research on the influence mechanism and policy optimization of university teachers' scientific research performance. *Jiangsu People's Publishing House*.
- Sun, J. N., Yang, R., & Ding, Z. Q. (2022). Research on the evaluation system of scientific research output in universities under the background of "double first-class": Empirical research based on the discipline of pharmacology and toxicology. *Journal of China Pharmaceutical University, 02*, 245-252.
- Sun, R. (2019). Historical evolution and current practices of leadership in Chinese dance education. *Dance History Review, 12*(1), 78-95.
- Sun, Y. T., Liu, C., & Guo, Y. H. (2021). Construction of appropriate labor mechanism for university teachers under the organizational structure of human capital. *Human Resource Development, 23*, 53-56. <https://doi.org/10.19424/j.cnki.41-1372/d.2021.23.025>
- Susan, N. U. (2018). Analysis of the incentive effect of organizational trust on teacher professional development. *Cultural and Educational Materials, 31*, 87-88.
- Taylor, I., & Robert, L. (2015). Development and design of college teaching quality evaluation system. *Industry and Technology Forum, 22*, 121-122.
- Thompson, A. A., Peteraf, M. A., Gamble, J. E., & Strickland, A. J. (2023). *Crafting and executing strategy: The quest for competitive advantage*. McGraw-Hill Education.
- Thompson, J. (2020). *Strategic management: Awareness and change*. Cengage Learning Press.
- Tian, D. Y. (2015). An analysis on the value of sustainable development of education. *Educational Research, 08*, 25-29.
- Tian, D. Y. (2020). The value and realization path of education to promote sustainable development. *China's Population, Resources and Environment, 07*, 162-168.
- Vargas, M. P., & Lee, C. S. (2022). *Strategic Tourism Development*. Taylor & Francis.

- Vicente, J. (2021). Research on international exchange and cooperation in Hebei Province under the background of "Double First-Class." *PR World*, 12, 116-117.
- Wang, N. (2020). Study on the long-term mechanism of ideological and political education of university teachers. *Time Report*, 11, 106-107.
- Wang, T., & Zhang, M. (2021). Effectiveness of leadership training programs for Chinese dance teachers. *Dance Training Quarterly*, 22(3), 123-139.
- Wang, X. P. (2021). On the supporting role of personnel file management in human resource management in colleges and universities. *Archives*, 06, 57-59.
- Wang, Y. (2017). Exploration and enlightenment of the cultivation and development of American teacher leadership. *Science, Education and Culture (Shanghai Xun Magazine)*, 25, 27-28. <https://doi.org/10.16871/j.cnki.kjwha.2017.09.008>
- Wang, Z. Q., & Long, Z. H. (2020). Research on the ability structure of innovation and entrepreneurship teachers in Chinese universities based on organizational support mechanism: Based on the empirical survey of 1231 universities. *Journal of East China Normal University (Education Science Edition)*, 12, 42-52. <https://doi.org/10.16382/j.cnki.1000-5560.2020.12.004>
- Wheelen, T. L., & Hunger, J. D. (2023). *Strategic management and business policy: Globalization, innovation, and sustainability*. Stanford University Press.
- Wolf, R. J. (2018). Educational resources to support and promote the construction of high-quality courses in colleges and universities. *College Education Science*, 03, 56-58.
- Worthington, I., & Britton, C. (2024). *The business environment: A global perspective*. Oxford University Press.
- Wu, L. N. (2016). Research on the sustainable development of English in universities from the perspective of cross-cultural education. *Journal of Xi'an University of Arts and Sciences (Social Science Edition)*, 06, 115-117.
- Wu, S. J. (2021). Summary and development of international exchange and cooperation in running schools: Research on international exchange and cooperation in China's higher vocational colleges. *Journal of Tropical Crop Sciences*, 08, 2516.

- Wheelen, T. L., & Hunger, J. D. (2022). *Strategic management and business policy: Globalization, innovation, and sustainability* (15th ed.). Pearson.
- Xu, Q. X., & Xiao, H. Y. (2015). Innovate the education mode to cultivate the sustainable development ability of higher vocational chemical industry talents. *The Contemporary Education Forum (Management Research)*, 01, 106-107. <https://doi.org/10.13694/j.cnki.ddjylt.2011.01.051>
- Xu, X. P. (2023). Construction of university teacher training evaluation system. *Journal of Huanggang Vocational and Technical College*, 06, 17-21.
- Yang, C. Z. (2021). Innovate green education models and cultivate talents for sustainable development. *Environmental Education*, 01, 56-57.
- Yang, J. J., & Yang, M. F. (2023). Analysis on the training path of new teachers in local private undergraduate universities. *Shanxi Youth*, 22, 144-146.
- Yang, K. (2023). Research on the leadership construction mechanism of university teachers' party branch. *Leading the Science Forum*, 01, 133-136. <https://doi.org/10.19299/j.cnki.42-1837/C.2023.01.026>
- Yang, Q. (2020). International collaboration and leadership development in Chinese dance education. *Global Dance Perspectives*, 8(2), 34-50.
- You, Y. (2017). How to improve student satisfaction in the open education mode. *The Knowledge Economy*, 22, 108-109. <https://doi.org/10.15880/j.cnki.zsjj.2017.22.062>
- Yu, M. L., Wang, M. G., & Zhang, W. T. (2022). Analysis on international exchange and cooperation in Chinese universities from the perspective of honor education. *The Higher Education Forum*, 02, 75-78.
- Yuan, X. X. (2015). A study on the sustainable development model of mental health education in higher vocational students. *Education and Occupation*, 26, 80-82. <https://doi.org/10.13615/j.cnki.1004-3985.2015.26.028>
- Yue, L. (2020). Study on the effect of personnel performance evaluation system. *Journal of Liaoning University of Technology (Social Science Edition)*, 04, 100-103. <https://doi.org/10.15916/j.issn1674-327x.2020.04.027>

- Zhang, D. D., & Tang, X. (2022). Cross-cultural research on English translation teaching in the background of international exchange and cooperation in universities. *Overseas English, 07*, 238-240.
- Zhang, F. B., Liu, Y. L., & Li, H. Y. (2022). Take the library of Northeast Forestry University as an example. *Library and Information Work, 02*, 82-89.
- Zhang, L. (2023). Integrating modern leadership theories with traditional Chinese dance education. *Contemporary Dance Studies, 25(1)*, 98-115.
- Zhang, M. L., & Yu, C. Y. (2023). Modernization of pre-job training courses for college teachers: Motivation and path. *Journal of Xinyang Normal University (Philosophy and Social Sciences Edition)*, 1-9.
- Zhang, P. (2022). Thoughts on international exchange and cooperation based on international background: Research on internationalization reform of local high-level universities. *Chinese Fats, 06*, 159.
- Zhang, Y. H. (2023). Exploration on international exchange and cooperation training of applied talents in private universities. *Time-Honored Brand Marketing, 04*, 176-179.
- Zhang, Y. Y. (2015). Evaluation of the teaching quality of college teachers based on fuzzy decision-making. *Journal of Yichun College, 06*, 119-120.
- Zhao, M. F., Zhou, Q. H., & Hu, J. (2015). Promoting the sustainable development of English major students under the new situation: Concept and practice. *Young Writers, 09*, 182-183.
- Zhao, Q. (2022). Research on the mechanism of coordinating education between university organizers and professional teachers under the background of ideological and political courses. *Journal of Kaifeng Vocational College of Culture and Art, 11*, 40-42.
- Zhou, H. (2020). Leadership styles and their impact on student outcomes in Chinese dance education. *Journal of Educational Leadership, 16(2)*, 88-104.
- Zhou, J. (2015). Research on the entrepreneurship education mode of college students based on sustainable development. *China Electric Power Education, 32*, 210-211.

Zhou, M. X., & Liu, S. F. (2015). The coordinated development mode of the quantity and quality of vocational education based on the strong sustainable development theory. *Vocational Education Communication*, 02, 5-9.

Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists Invitation for IOC Verification

NO.	Name	Position
1	Wang Hai Tao	Associate Professor of Chongqing University
2	Yu Tao	Associate Professor of the Dean of the School of Art,Ludong University
3	Jittawisut Wimuttipanya	Associate Professor of Bansomdejchaopraya Rajabhat University
4	Narongwat Mingmit	Associate Professor of Bansomdejchaopraya Rajabhat University
5	Phadet KaKham	Assistant Professor of Bansomdejchaopraya Rajabhat University

List of Specialists Invitation for Strategies Evaluation

The following lists were invited as an evaluation expert to evaluate the adaptability and feasibility of strategies on sustainable development of Chinese Dance Teacher leadership in Shandong Province.

NO.	Name	Position
1	Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction of Bansomdejchaopraya Rajabhat University.
2	Associate Professor Dr. Narongwat Mingmit	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
3	Assistant Professor Dr. Chaiyos Damrongkitkoston	Ph.D. Research and Curriculum Development of Industrial Technology College, King Mongkut's University of Technology North Bangkok
4	Assistant Professor Dr. Phadet KaKham	Ph.D. Education for locality Development of Bansomdejchaopraya Rajabhat University
5	Assistant Professor Dr. Sarayut Setthakhoncharoen	Ph.D. Educational Administration of Bansomdejchaopraya Rajabhat University

Appendix B

Official Letter



Ref.No: MHESI 0643.14/49 15

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 July 2024

Subject: Invitation to validate research instrument

Dear Assistant Professor Dr. Phadet KaKham, Ph.D., Education for Locality Development,
Bansomdejchaopraya Rajabhat University

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No: MHE51 0643.14/ 1316

Bansomdejchaopraya Rajabhat University
1061 Itsaraparib Hirunrujee
Thonburi Bangkok 10600

11 July 2024

Subject: Invitation to validate research instrument

Dear Associate Professor Dr. Narongwat Mingmit, Ph.D., Education for Locality
Development, Bansomdejchaopraya Rajabhat University

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ (๒) ๑๓

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 July 2024

Subject: Invitation to validate research instrument

Dear Associate Professor Dr. Jittawisut Wimuttipanya, Ph.D., Curriculum and Instruction,
Bansomdejchaopraya Rajabhat University

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/13 19

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 July 2024

Subject: Invitation to validate research instrument

Dear Associate Professor Yu Tao, Assistant to the Dean of the School of Art,
Ludong University

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1319

Bansomdejchaopraya Rajabhat University
1061 Itsaraparib Hirunrujee
Thonburi Bangkok 10600

11 July 2024

Subject: Invitation to validate research instrument

Dear Associate Professor Wang Hai Tao, Ph.D., Chongqing University

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. In this regard, we would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1540

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Dr.Wang Lin

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 15 3 9



Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi-Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Li Zeng

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 15 ๓๘

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb.Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Dr.Wang Hai Tao

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1537

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Yu Tao

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1536

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Zhang Ying

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1535

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Dr.Li Li Hong

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1534

Bansorndejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Associate Professor Dr.Jiang Dong

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansorndejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansorndejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No: MHESI 0643.14/1533

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Professor Dr.Luo Bin

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1532

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Professor Dr.Zhang Chao Xia

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1531



Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Professor Dr.Pan Zhi Tao

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 15 ๓๖

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Professor Dr.Guo Lei

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanyothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 15 2 9

Bansorndejchaopraya
Rajabhat University
1061 Itsaraparib Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to interview
Dear Professor Dr.Ou Jian Ping

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansorndejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to interview to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansorndejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 15 52

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Dr.Wang Lin
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows:

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 155 1

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Li Zeng
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1550

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Dr.Wang Hai Tao
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1549

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Yu Tao
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1548

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert.
Dear Associate Professor Zhang Ying
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1547

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert

Dear Associate Professor Dr.Li Li Hong

Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel,+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1546

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Associate Professor Dr.Jiang Dong
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanyothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1545

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb-Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert

Dear Professor Dr.Luo Bin

Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Charicharoen
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1544

Bansorndejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Professor Dr.Zhang Chao Xia
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansorndejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansorndejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/1543

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Professor Dr.Pan Zhi Tao
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows:

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/154 2

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Professor Dr.Guo Lei
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No. MHESI 0643.14/ 1541

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

Subject: Invitation to join a focus group discussion as an expert
Dear Professor Dr.Ou Jian Ping
Attachment: A focus group discussion schedule

Mrs. Su Xi is a graduate student in Doctor of Philosophy Program in Educational Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province", supervised by the thesis advisory committee as follows.

- | | |
|--|---------------|
| 1. Associate Professor Dr.Chollada Pongpattanayothin | Major Advisor |
| 2. Assistant Professor Dr. Phatchareephorn Bangkheow | Co-Advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-Advisor |

The thesis advisory committee and the student have considered that you are an expert in this field. Therefore, Graduate School would like to invite you to be an expert to join the focus group discussion to provide the student with suggestions for her research.

Thank you for your kind considerations.

Yours faithfully,

Assistant Professor Dr. Tanaput Chanchaoren
(Vice Dean of Graduate School for Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

MHESI 0643.14/ 2553



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Assistant Professor Dr. Sarayut Setthakhoncharoen Ph.D. Educational
Administration Bansomdejchaopraya Rajabhat University.
Attachment Evaluation sheets

Regarding Mrs. Su Xi with student code 6473139001, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province." The thesis committee is as follows:

- | | |
|---|---------------|
| 1. Assistant Professor Dr. Phatchareephorn Bangkheow | Major Advisor |
| 2. Associate Professor Dr. Chollada Pongpattanayothin | Co-advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-advisor |

Developing strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province is the focus of this study. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions for sustainable development strategies for improving dance teacher leadership in China. Your positive response is highly appreciated.

Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chancharoen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: gradabsru.ac.th

MHESI 0643.14/ 2582



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Assistant Professor Dr. Phadet Kakham Ph.D. Education for locality
Development Bansomdejchaopraya Rajabhat University.
Attachment Evaluation sheets

Regarding Mrs. Su Xi with student code 6473139001, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province." The thesis committee is as follows:

- | | |
|---|---------------|
| 1. Assistant Professor Dr. Phatchareephorn Bangkheow | Major Advisor |
| 2. Associate Professor Dr. Chollada Pongpattanayothin | Co-advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-advisor |

Developing strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province is the focus of this study. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions for sustainable development strategies for improving dance teacher leadership in China. Your positive response is highly appreciated.

Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaoren)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: gradabsru.ac.th

MHESI 0643.14/ 2591



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Assistant Professor Dr. Chaiyos Damrongkitkoson Ph.D. Research and
Curriculum Development Industrial Technology College, King Mongkut's
University of Technology North Bangkok
Attachment Evaluation sheets

Regarding Mrs. Su Xi with student code 6473139001, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province." The thesis committee is as follows:

- | | |
|---|---------------|
| 1. Assistant Professor Dr. Phatchareeporn Bangkheow | Major Advisor |
| 2. Associate Professor Dr. Chollada Pongpattayanayothin | Co-advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-advisor |

Developing strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province is the focus of this study. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions for sustainable development strategies for improving dance teacher leadership in China. Your positive response is highly appreciated.

Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaoren)
Vice Dean of Graduate School for Dean of Graduate School

Tel. +662-473-7000
www.bsru.ac.th
E-mail: gradabsru.ac.th

MHESI 0643.14/ 2590



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Associate Professor Dr. Narongwat Mingmit Ph.D. Education for Locality
Development Bansomdejchaopraya Rajabhat University.
Attachment Evaluation sheets

Regarding Mrs. Su Xi with student code 6473139001, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province." The thesis committee is as follows:

- | | |
|---|---------------|
| 1. Assistant Professor Dr. Phatchareephorn Bangkheow | Major Advisor |
| 2. Associate Professor Dr. Chollada Pongpattanayothin | Co-advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-advisor |

Developing strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province is the focus of this study. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions for sustainable development strategies for improving dance teacher leadership in China. Your positive response is highly appreciated.

Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaen)
Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: gradabsru.ac.th

MHESI 0643.14/2579



Bansomdejchaopraya
Rajabhat University
1061 Soi Itsaraphap 15,
Itsaraphap Road, Hiranruchi,
Thonburi, Bangkok,
Thailand 10600

26 August, 2024

Subject Request for evaluation of strategy
Dear Associate Professor Dr. Jittawisut Wimuttipanya Ph.D. Curriculum and
Instruction Bansomdejchaopraya Rajabhat University.
Attachment Evaluation sheets

Regarding Mrs. Su Xi with student code 6473139001, a doctoral student majoring in Sustainable Development Educational Management at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province." The thesis committee is as follows:

- | | |
|---|---------------|
| 1. Assistant Professor Dr. Phatchareephorn Bangkheow | Major Advisor |
| 2. Associate Professor Dr. Chollada Pongpattanayothin | Co-advisor |
| 3. Assistant Professor Dr. Sunet Thaweethawornsawat | Co-advisor |

Developing strategies for the sustainable development of Chinese dance teacher leadership in Shandong Province is the focus of this study. Knowing you have experience in this field, the researcher would like to ask for your assistance in evaluating the strategies. Researchers are eager to hear your suggestions for sustainable development strategies for improving dance teacher leadership in China. Your positive response is highly appreciated.

Thank you for your kind considerations.

Yours faithfully

(Asst. Prof. Dr. Tanaput Chanchaoren)
Vice Dean of Graduate School for Dean of Graduate School

Tel. +662-473-7000
www.bsru.ac.th
E-mail: gradabsru.ac.th

Appendix C
Research Instrument



Questionnaire

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

Direction:

1. This questionnaire is about the current situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership in Shandong Province. The objectives of this research were to explore the components of sustainable development of Chinese dance teacher leadership in Shandong Province, and to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and to evaluate the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2. The questionnaire about the current situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership in Shandong Province, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, total 32 questions.

Thank you for your cooperation in answering this questionnaire.

Mrs. Su Xi

Bansomdejchaopraya Rajabhat University

Assessment Items	Current situations					Expected situations				
	5	4	3	2	1	5	4	3	2	1
implementation of the incentive mechanism is targeted and effective.										
29. Enterprises constantly explore their own management mode and improve management efficiency.										
30. Strengthening teacher training and improving the level of education and teaching.										
31. The school clarifies the direction of characteristic development and characteristic development plans.										
32. Strengthening safety awareness education, improving users' security protection ability, and jointly building a safe and reliable communication environment.										

Thank you again for your participation and wish you all the best!



Interview Form

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

Direction:

1. This interview form is about factors of the current situation and supporting factors that enhance sustainable development of Chinese dance teacher leadership in Shandong Province. The objectives of this research were to explore the components of sustainable development of Chinese dance teacher leadership in Shandong Province, and to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and to evaluate the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2. This Interview form was designed for experts to review. It was divided into 2 art 7 questions and recommendations.

3. Your comments on interview form will be useful for the development of management strategies to promote development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your support.

Mrs. Su Xi

Bansomdejchaopraya Rajabhat University

Part I: Personal Information

Interviewer.....Interview Date.....

Interview Time.....Interviewee.....

Gender.....Age.....

years old.....

Education background.....Position.....

Work place.....

Part II: The factors promoting development of strategies for sustainable development

of Chinese dance teacher leadership in Shandong province

The factors promoting development
<p>1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?</p> <p>.....</p> <p>.....</p> <p>.....</p>

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

.....

.....

.....

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

.....

.....

.....

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

.....

.....

.....

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

.....

.....

.....

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

.....

.....

.....

Suggestion:

.....

.....

.....

.....



Assessment form for validity of questionnaire of the current situation and factors about development of Strategies for Sustainable Development of Chinese Dance Teacher Leadership in Shandong Province

Direction:

1. This assessment form for validity of questionnaire of the current situation and factors development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of Chinese dance teacher leadership in Shandong Province, and to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and to evaluate the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2. This assessment form for validity of questionnaire was divided into 3 part, 32questions and suggestions about the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

3. Your comments on assessment form for validity of questionnaire will be useful for the development of management strategies to promote development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this interview form.

Mrs. Su Xi

Bansomdejchaopraya Rajabhat University

Part I: Personal Information of respondents

1. Gender

- Male Female

2. Education Background

- Bachelor's degree Master's degree doctor's degree

Part II: This assessment form for validity of questionnaire of the current situation and factors influencing the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province

Direction: Please consider the consistency of the factors of the current situation and factors influencing the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

A: Questionnaire of Current situation about components of the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Age structure	1. Attracting young teachers as new vitality into education.				
	2. Striving to improve the level of education and teaching of middle-aged teachers.				
	3. Respecting the teachers who take care of the elderly, and affirm their hard work.				
	4. Innovating educational methods and improving the quality of education and teaching.				
	5. Building trust, identifying goals,				
	communicating, encouraging collaboration, training and development, and building effective leadership.				
	6. Increasing investment in education and promoting educational equity.				
	7. Strengthening the rewards and support for honor recipients.				
	8. Giving full play to the advantages of the professional title system, constantly optimizing the talent evaluation system, and stimulating the vitality of talent innovation.				
	9. Establishing a sound legal system for fair competition, standardizing market order, and protecting the legitimate rights and interests of enterprises.				
	10. Improving students' comprehensive quality to adapt to social needs.				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Educational background	11. Constantly trying new methods, and new technologies, so as to achieve innovation.				
	12. Establishing a diversified training system to improve the quality and quantity of talent training in enterprises.				
	13. Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers.				
	14. Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries.				
	15. The training course focuses on the psychological quality and emotional wisdom of dance teachers.				
	16. Promoting the development of dance education in China and improving the leadership level of dance educators.				
	17. Organizing teachers to participate in domestic and foreign dance education seminars, workshops and other activities.				
	18. Setting up simulated rehearsal, performance and other practical links.				
	19. Teachers are encouraged to participate in the management and organization of the school dance team.				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
Training experience	20. Providing teachers with the opportunity to participate in dance competitions, art festivals and other activities.				
	21. Establishing a scientific and comprehensive leadership evaluation system for dance teachers.				
	22. Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills.				
	23. Giving full play to the results of teachers' self-evaluation and taking the evaluation results as an important reference for teachers' professional title evaluation, post-promotion, and other aspects.				
	24. Attaching importance to teachers' personal growth, and continuous learning, and striving to improve their own education and teaching ability and quality.				
	25. Encouraging students to take initiative in learning and develop their ability to think independently and solve problems.				
	26. The school sets up an atmosphere of respect for innovation and tolerance for failure and encourages teachers to explore and try in practice.				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
School support	27. Establishing and improving the teacher training system, and clarify the content, mode, time, and requirements of teacher training, to ensure the standardization and institutionalization of teacher training.				
	28. Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective.				
	29. Enterprises constantly explore their own management mode and improve management efficiency.				
	30. Strengthening teacher training and improving the level of education and teaching.				
	31. The school clarifies the direction of characteristic development and characteristic development plans.				
	32. Strengthening safety awareness education, improving users' security protection ability, and jointly building a safe and reliable communication environment.				



**Assessment form for validity of Interview Form the factors promoting
Sustainable Development of Chinese Dance Teacher Leadership in Shandong
Province**

Direction:

1.This assessment form for validity of interview form of the factors development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of Chinese dance teacher leadership in Shandong Province, and to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and to evaluate the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2.This assessment form for validity of questionnaire was divided into 2 part, 7 questions and suggestion.

3.Your comments on assessment form for validity of interview form will be useful for the development of management strategies to promote development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this assessment form for validity.

Mrs. Su Xi

Bansomdejchaopraya Rajabhat University

Part I: Personal Information of respondents

1. Gender

Male Female

2. Education Background

Bachelor's degree Master's degree doctor's degree

Part II: This assessment form for validity of interview factors form of influencing the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province

Direction: Please consider the consistency of the factors of influencing the development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
	1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
The factors promoting development	2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and				
	how to promote the organizational mechanism of development of strategies for sustainable development?				
	3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?				
	4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?				

Factors	Questions	Assessment result			Remarks
		+1	0	-1	
		5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?			
6. How about the problem of the current situation of discipline development plan					
of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?					
7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?					

Suggestions

.....

.....



**Evaluation Form for strategies on Sustainable development of Chinese Dance
Teacher leadership in Shandong Province**

Direction:

1. This evaluation form for validity of interview form of the factors development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province is form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of educational administration in Bansomdejchaopraya Rajabhat University, Thailand. The objectives of this research were to explore the components of sustainable development of Chinese dance teacher leadership in Shandong Province, and to develop the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province, and to evaluate the strategies for sustainable development of Chinese dance teacher leadership in Shandong Province.

2. This questionnaire validity evaluation form is centered around 7 aspects, including all strategies.

3. Your comments on evaluation form for validity of interview form will be useful for the development of management strategies to promote development of strategies for sustainable development of Chinese dance teacher leadership in Shandong Province. Responding to this questionnaire will have no impact per you individually. The proposed data will be of an overview and the researcher aims to use the data for research purposes only.

Thank you for your cooperation in answering this evaluation form for validity.

Mrs. Su Xi

Bansomdejchaopraya Rajabhat University

Evaluation checklist	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
10. Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.										

Suggestions

.....

.....

.....

Appendix D

The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of questionnaire survey on the current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province.

1. The quality analysis results of Questionnaire.

clause	The current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province	Experts					IOC	Conclusion
		1	2	3	4	5		
Age structure								
1	Attracting young teachers as new vitality into education.	1	1	1	1	1	1.00	consistent
2	Striving to improve the level of education and teaching of middle-aged teachers	1	1	1	1	1	1.00	consistent
3	Respecting the teachers who take care of the elderly, and affirm their hard work.	1	1	1	1	1	1.00	consistent
4	Innovating educational methods and improve the quality of education and teaching.	1	1	1	1	1	1.00	consistent
5	Building trust, identifying goals, communicating, encouraging collaboration, training and development, and building effective leadership.	1	1	1	1	1	1.00	consistent
6	Increasing investment in education and promote educational equity	1	1	1	1	1	1.00	consistent
7	Strengthening the rewards and support for honor recipients	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province	Experts					IOC	Conclusion
		1	2	3	4	5		
8	8.Giving full play to the advantages of the professional title system, constantly optimize the talent evaluation system, and stimulate the vitality of talent innovation	1	1	1	1	1	1.00	consistent
9	Establishing a sound legal system for fair competition, standardize market order, and protect the legitimate rights and interests of enterprises.	1	1	1	1	1	1.00	consistent
Educational background								
1	Improving students' comprehensive quality to adapt to social needs	1	1	1	1	1	1.00	consistent
2	Constantly trying new methods, new technologies, so as to achieve innovation	1	1	1	1	1	1.00	consistent
3	Establishing a diversified training system to improve the quality and quantity of talent training in enterprises	1	1	1	1	1	1.00	consistent
4	Teacher reward fund should be set up to encourage outstanding talents to stand out and stimulate the enthusiasm of teachers	1	1	1	1	1	1.00	consistent
5	Strengthening exchanges and cooperation to promote mutual understanding and friendship among other countries	1	1	1	1	1	1.00	consistent
Training experience								
1	The training course focuses on the psychological quality and emotional wisdom of dance teachers.	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province	Experts					IOC	Conclusion
		1	2	3	4	5		
2	Promoting the development of dance education in China, and improve the leadership level of dance educators.	1	1	1	1	1	1.00	consistent
3	Organizing teachers to participate in domestic and foreign dance education seminars, workshops and other activities	1	1	1	1	1	1.00	consistent
4	Setting up simulated rehearsal, performance and other practical links	1	1	1	1	1	1.00	consistent
5	Teachers are encouraged to participate in the management and organization of the school dance team	1	1	1	1	1	1.00	consistent
6	Providing teachers with the opportunity to participate in dance competitions, art festivals and other activities	1	1	1	1	1	1.00	consistent
7	Establishing a scientific and comprehensive leadership evaluation system for dance teachers	1	1	1	1	1	1.00	consistent
8	Providing teachers with personalized growth guidance and advice to help teachers improve their leadership skills.	1	1	1	1	1	1.00	consistent
9	Giving full play to the results of teachers 'self-evaluation, and take the evaluation results as an important reference for teachers' professional title evaluation, post promotion and other aspects.	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province	Experts					IOC	Conclusion
		1	2	3	4	5		
10	Attaching importance to teachers' personal growth, continuous learning, and strive to improve their own education and teaching ability and quality.	1	1	1	1	1	1.00	consistent
11	Encouraging students to take initiative in learning and develop their ability to think independently and solve problems.	1	1	1	1	1	1.00	consistent
12	The school sets up an atmosphere of respect for innovation and tolerance for failure, and encourages teachers to explore and try in practice.	1	1	1	1	1	1.00	consistent
School support								
1	Establishing and improve the teacher training system, clarify the content, mode, time and requirements of teacher training, to ensure the standardization and institutionalization of teacher training.	1	1	1	1	1	1.00	consistent
2	Setting clear incentive goals according to the organizational development strategy and employee needs to ensure that the implementation of the incentive mechanism is targeted and effective.	1	1	1	1	1	1.00	consistent
3	Enterprises constantly explore their own management mode, improve management efficiency.	1	1	1	1	1	1.00	consistent
4	Strengthening teacher training and improve the level of education and teaching.	1	1	1	1	1	1.00	consistent

clause	The current situation of Sustainable development of Chinese dance teacher leadership in Shandong Province	Experts					IOC	Conclusion
		1	2	3	4	5		
5	The school clarify the direction of characteristic development and characteristic development plans.	1	1	1	1	1	1.00	consistent
6	Strengthening safety awareness education, improve users' security protection ability, and jointly build a safe and reliable communication environment.	1	1	1	1	1	1.00	consistent
3	Seeking international cooperation opportunities, establish cooperative relations with foreign dance schools, and carry out exchange and cooperation projects between teachers and students.	1	1	1	1	1	1.00	consistent
4	Setting up an international exchange fund to support teachers to participate in international academic exchanges and cooperation projects and expand their international horizons.	1	1	1	1	1	1.00	consistent

2. The quality analysis results of Interview.

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
1	How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent
2	How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent
3	How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
4	How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent
5	How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent
6	How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?	1	1	1	1	1	1.00	consistent
7	How about the problem of the current situation of international exchange and cooperation. of development of	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?							

3. The quality analysis results of evaluation form.

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
Strategies of strengthening Professional quality								
1	Strengthen teacher training	1	1	1	1	1	1.00	consistent
2	Establish a qualification certification system	1	1	1	1	1	1.00	consistent
3	Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance.	1	1	1	1	1	1.00	consistent
4	Add dance majors in colleges and universities	1	1	1	1	1	1.00	consistent
5	Encourage continuing education	1	1	1	1	1	1.00	consistent
6	Promote exchanges and cooperation	1	1	1	1	1	1.00	consistent
7	Introduce new dance technology	1	1	1	1	1	1.00	consistent
8	Strengthen the dance theory education.	1	1	1	1	1	1.00	consistent
9	Pay attention to moral education.	1	1	1	1	1	1.00	consistent
10	Carry out dance research.	1	1	1	1	1	1.00	consistent
11	Establish a teaching evaluation system.	1	1	1	1	1	1.00	consistent
12	Improve the treatment guarantee.	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
Strategies of optimizing the Organizational mechanism								
1	Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers.	1	1	1	1	1	1.00	consistent
2	Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation.	1	1	1	1	1	1.00	consistent
3	Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers 'teaching level	1	1	1	1	1	1.00	consistent
4	Set up to encourage teachers to carry out research on Chinese dance education and teaching	1	1	1	1	1	1.00	consistent
5	Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability.	1	1	1	1	1	1.00	consistent
6	Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education.	1	1	1	1	1	1.00	consistent
7	Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	give lectures, and improve the overall level of teachers.							
8	Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm.	1	1	1	1	1	1.00	consistent
9	Strengthen the construction of teachers 'professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion.	1	1	1	1	1	1.00	consistent
10	Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.	1	1	1	1	1	1.00	consistent
Strategies of strengthening evaluation system								
1	To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives.	1	1	1	1	1	1.00	consistent
2	Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect.	1	1	1	1	1	1.00	consistent
3	Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	materials.							
4	Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc.	1	1	1	1	1	1.00	consistent
5	Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students.	1	1	1	1	1	1.00	consistent
6	Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers.	1	1	1	1	1	1.00	consistent
7	Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions.	1	1	1	1	1	1.00	consistent
8	Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans.	1	1	1	1	1	1.00	consistent
9	Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability.	1	1	1	1	1	1.00	consistent
10	Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	interest in continuous learning.							
Strategies of promoting Resource support								
1	Organize regular training courses for Chinese dance teachers.	1	1	1	1	1	1.00	consistent
2	Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources.	1	1	1	1	1	1.00	consistent
3	Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights.	1	1	1	1	1	1.00	consistent
4	Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience.	1	1	1	1	1	1.00	consistent
5	Make use of Internet technology, establish China dance online education platform.	1	1	1	1	1	1.00	consistent
6	Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content.	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
7	The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.	1	1	1	1	1	1.00	consistent
8	Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education.	1	1	1	1	1	1.00	consistent
9	Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China.	1	1	1	1	1	1.00	consistent
10	Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level.	1	1	1	1	1	1.00	consistent
11	Improve the treatment of dance teachers, protect their legitimate rights and interests.	1	1	1	1	1	1.00	consistent
12	Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities.	1	1	1	1	1	1.00	consistent
13	Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers.	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
14	Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness.	1	1	1	1	1	1.00	consistent
	15. Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.	1	1	1	1	1	1.00	consistent
Strategies of teacher training								
1	Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects.	1	1	1	1	1	1.00	consistent
2	Set up the China Dance Teacher Certification Committee, formulate the certification standards.	1	1	1	1	1	1.00	consistent
3	Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources.	1	1	1	1	1	1.00	consistent
4	Strengthen the basic skills training, to ensure that students master a solid dance foundation.	1	1	1	1	1	1.00	consistent
5	Emphasize the importance of body rhyme in Chinese dance teaching.	1	1	1	1	1	1.00	consistent
6	Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means.	1	1	1	1	1	1.00	consistent
7	Strengthen the research and	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	development of teaching materials.							
8	Regular Chinese dance teacher exchange conferences are held to promote experience sharing.	1	1	1	1	1	1.00	consistent
9	Set up the teacher award fund.	1	1	1	1	1	1.00	consistent
10	Expand the international vision of teachers.	1	1	1	1	1	1.00	consistent
11	Strengthen the construction of teachers.	1	1	1	1	1	1.00	consistent
12	Strengthening practical teaching.	1	1	1	1	1	1.00	consistent
13	Create a good educational environment.	1	1	1	1	1	1.00	consistent
Strategies of strengthening discipline development plan								
1	Establish and improve the training system for Chinese dance teachers to improve the training quality.	1	1	1	1	1	1.00	consistent
2	Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice.	1	1	1	1	1	1.00	consistent
3	Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality.	1	1	1	1	1	1.00	consistent
4	Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content.	1	1	1	1	1	1.00	consistent
5	Promote excellent teaching methods and improve the classroom teaching effect.	1	1	1	1	1	1.00	consistent
6	Strengthen the examination and evaluation system to ensure the quality	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	of teaching.							
7	Strengthen the research of Chinese dance discipline and promote theoretical innovation.	1	1	1	1	1	1.00	consistent
8	Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons.	1	1	1	1	1	1.00	consistent
9	Establish a discipline research base to promote the transformation of research results.	1	1	1	1	1	1.00	consistent
10	Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit.	1	1	1	1	1	1.00	consistent
11	Innovative choreography, combining tradition with modernity.	1	1	1	1	1	1.00	consistent
12	Strengthen foreign exchanges and promote Chinese dance to the world.	1	1	1	1	1	1.00	consistent
13	Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education.	1	1	1	1	1	1.00	consistent
14	Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers.	1	1	1	1	1	1.00	consistent
15	Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere.	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
16	Cultivate a group of Chinese dance education experts with international influence.	1	1	1	1	1	1.00	consistent
Strategies of strengthening International exchange and cooperation								
1	An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance.	1	1	1	1	1	1.00	consistent
2	International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance.	1	1	1	1	1	1.00	consistent
3	Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents.	1	1	1	1	1	1.00	consistent
4	Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers.	1	1	1	1	1	1.00	consistent
5	Strengthen the cooperation with international dance organizations,	1	1	1	1	1	1.00	consistent

clause	The factors promoting development	Experts					IOC	Conclusion
		1	2	3	4	5		
	actively participate in international dance activities, and promote the international status of Chinese dance.							
6	Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance.	1	1	1	1	1	1.00	consistent
7	Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance	1	1	1	1	1	1.00	consistent
8	Strengthen the publicity of the international exchange and cooperation projects of Chinese dance	1	1	1	1	1	1.00	consistent
9	Encourage and support Chinese dance teachers to participate in international dance competitions.	1	1	1	1	1	1.00	consistent
10	Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.	1	1	1	1	1	1.00	consistent

Reliability analysis of research instruments

Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
case	effective	331	100
	Excluded ^a	0	0
	Total	331	100
a. List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbachs Alpha	Number of terms
.953	.953	60

Interviewee

Interviewer 1

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 2) Add dance majors

in colleges and universities. 3) Encourage continuing education. 4) Promote exchanges and cooperation. 5) Introduce new dance technology. 6) Strengthen the dance theory education.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively

manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to

promote the teacher training of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2) Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3) Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources. 4) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5) Emphasize the importance of body rhyme in Chinese dance teaching. 6) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7) Strengthen the research and development of teaching materials. 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9) Set up the teacher awardfund.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3) Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality. 4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content. 5) Promote excellent teaching methods and improve the classroom teaching effect. 6) Strengthen the examination and evaluation system to ensure the quality of teaching. 7) Strengthen the research of Chinese dance discipline and promote theoretical innovation. 8) Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international

Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and

culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and

awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills.

Interviewer 2

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Encourage continuing education. 2) Promote exchanges and cooperation. 3) Introduce new dance technology. 4) Strengthen the dance theory education. 5) Pay attention to moral education. 6) Carry out dance research. 7) Establish a teaching evaluation system. 8) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 2) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 3) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 4) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 5) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 2) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 3) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 4) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 5) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 6) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 7) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 2) Make use of Internet technology, establish China dance online education platform. 3) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 4) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 5) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 6) Actively participate in international dance exchange activities,

introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 7) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 8) Improve the treatment of dance teachers, protect their legitimate rights and interests. 9) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 10) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 11) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 12) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

I think 1) Combine the modern educational concepts, integrate the traditional

Chinese dance teaching resources. 2) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 3) Emphasize the importance of body rhyme in Chinese dance teaching. 4) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 5) Strengthen the research and development of teaching materials. 6) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 7) Set up the teacher award fund. 8) Expand the international vision of teachers. 9) Strengthen the construction of teachers. 10) Strengthening practical teaching. 11) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province

and how to promote the discipline development plan of development of strategies for sustainable development?

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 2) Invite

internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance

teachers. 3) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 4) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 5) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 6) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 7) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 8) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 3

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate

whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education

institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2) Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3) Combine the modern educational concepts, integrate the

traditional Chinese dance teaching resources. 4) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5) Emphasize the importance of body rhyme in Chinese dance teaching. 6) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7) Strengthen the research and development of teaching

materials. 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9) Set up the teacher award fund. 10) Expand the international vision of teachers. 11) Strengthen the construction of teachers. 12) Strengthening practical teaching. 13) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3) Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality. 4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content. 5) Promote excellent teaching methods and improve the classroom teaching effect. 6) Strengthen the examination and evaluation system to ensure the quality of teaching. 7) Strengthen the research of Chinese dance discipline and promote theoretical innovation. 8) Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons. 9) Establish a discipline research base to promote the transformation of research results. 10) Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit. 11) Innovative choreography, combining tradition with modernity. 12) Strengthen foreign exchanges and promote Chinese dance to the world. 13)

Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education. 14) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers. 15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere. 16) Cultivate a group of Chinese dance education experts with international influence.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness

of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 4

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to

encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive

suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance

teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide

psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2) Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3) Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources. 4) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5) Emphasize the importance of body rhyme in Chinese dance teaching. 6) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7) Strengthen the research and development of teaching

materials. 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9) Set up the teacher award fund. 10. Expand the international vision of teachers. 11) Strengthen the construction of teachers. 12) Strengthening practical teaching. 13) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable

development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and

culture, and train overseas Chinese dance talents. 4) Invite internationally renowned

dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange

activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 5

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of

Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers

to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the

overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions

and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of

teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination

and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned

dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 6

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote

exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to

promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal

allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3) Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality. 4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content. 5) Promote excellent teaching methods and improve the classroom teaching effect. 6) Strengthen the examination and evaluation system to ensure the quality of teaching. 7) Strengthen the research of Chinese dance discipline and promote theoretical innovation. 8) Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons. 9) Establish a discipline research base to promote the transformation of research results. 10) Attach importance to the

inheritance of traditional Chinese dance culture and carry forward the national spirit. 11) Innovative choreography, combining tradition with modernity. 12) Strengthen foreign exchanges and promote Chinese dance to the world. 13) Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education. 14) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers. 15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere. 16) Cultivate a group of Chinese dance education experts with international influence.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese

dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 7

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions

and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the

safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to

devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

international vision of teachers. 11) Strengthen the construction of teachers. 12) Strengthening practical teaching. 13) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

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

Interviewer 8

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known

dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions

and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social

recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international

dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 9

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors

in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of

Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance

teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to

promote the teacher training of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2) Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3) Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources. 4) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5) Emphasize the importance of body rhyme in Chinese dance teaching. 6) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7) Strengthen the research and development of teaching

materials. 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9) Set up the teacher award fund. 10) Expand the international vision of teachers. 11) Strengthen the construction of teachers. 12) Strengthening practical teaching. 13) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3) Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality. 4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content. 5) Promote excellent teaching methods and improve the classroom teaching effect. 6) Strengthen the examination and evaluation system to ensure the quality of teaching. 7) Strengthen the research of Chinese dance discipline and promote theoretical innovation. 8) Teachers are

encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons. 9) Establish a discipline research base to promote the transformation of research results. 10) Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit. 11) Innovative choreography, combining tradition with modernity. 12) Strengthen foreign exchanges and promote Chinese dance to the world. 13) Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education. 14) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers. 15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere. 16) Cultivate a group of Chinese dance education experts with international influence.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance

groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 10

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong

province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content

according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance

teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers, covering dance skills, teaching methods, art theory and other aspects. 2) Set up the China Dance Teacher Certification Committee, formulate the certification standards. 3) Combine the modern educational concepts, integrate the traditional Chinese dance teaching resources. 4) Strengthen the basic skills training, to ensure that students master a solid dance foundation. 5. emphasize the importance of body rhyme in Chinese dance

teaching. 6) Use modern educational technology, such as multimedia, Internet, etc., innovate teaching means. 7) Strengthen the research and development of teaching materials. 8) Regular Chinese dance teacher exchange conferences are held to promote experience sharing. 9) Set up the teacher award fund. 10) Expand the international vision of teachers. 11) Strengthen the construction of teachers. 12) Strengthening practical teaching. 13) Create a good educational environment.

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

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

stimulate the enthusiasm of teachers. 15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere. 16) Cultivate a group of Chinese dance education experts with international influence.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

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

and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 11

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform,

provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive

suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development

plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance

teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province

and how to promote the discipline development plan of development of strategies for sustainable development?

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

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators

and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange

activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Interviewer 12

1. How about the problem of the current situation of professional quality of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote professional quality of development of strategies for sustainable development?

I think 1) Strengthen teacher training. 2) Establish a qualification certification system. 3) Dance educators, choreographers and dancers from home and abroad are invited to give lectures and guidance. 4) Add dance majors in colleges and universities. 5) Encourage continuing education. 6) Promote exchanges and cooperation. 7) Introduce new dance technology. 8) Strengthen the dance theory education. 9) Pay attention to moral education. 10) Carry out dance research. 11) Establish a teaching evaluation system. 12) Improve the treatment guarantee.

2. How about the problem of the current situation of Organizational mechanism of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the organizational mechanism of development of strategies for sustainable development?

I think 1) Strengthen the construction of Chinese dance teachers and improve the overall quality of teachers. 2) Establish an incentive mechanism to encourage teachers to participate in domestic and foreign dance competitions and exchange activities, and improve their ability of dance performance and creation. 3) Improve the teacher assessment system, carry out regular assessment, comprehensively evaluate teachers' teaching level. 4) Set up to encourage teachers to carry out research on Chinese dance education and teaching. 5) Strengthen school-enterprise cooperation, build a practice platform, provide students with internship and practice opportunities, and improve students' dance performance ability. 6) Add Chinese dance courses and expand the teaching scale to meet the needs of all sectors of society for Chinese dance education. 7) Strengthen the introduction of teachers, invite well-known dancers and educators at home and abroad to give lectures, and improve the overall level of teachers. 8) Establish and improve the teacher welfare system, improve teachers' treatment, and stimulate their work enthusiasm. 9) Strengthen the construction of teachers' professional ethics, set up a good example of teachers' ethics, cultivate students to respect teachers and love

dance emotion. 10) Strengthen the construction of campus culture, hold all kinds of dance activities, to create a stage for students to show their talents.

3. How about the problem of the current situation of Evaluation system of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the evaluation system of development of strategies for sustainable development?

I think 1) To evaluate whether teachers can make reasonable teaching plans according to students' level and teaching objectives. 2) Evaluate whether teachers adopt diversified teaching methods and means to stimulate students' interest in learning and improve the teaching effect. 3) Evaluate whether the teachers can choose the appropriate teaching content according to the students' age, level and interest, as well as the appropriateness of using the teaching materials. 4) Evaluate the teacher's ability in teaching dance skills and artistic performance, including dance posture, movement, rhythm, expression, etc. 5) Evaluate whether teachers can effectively manage the classroom, maintain a good learning atmosphere, and ensure the safety of students. 6) Collect students' evaluation of teachers, understand students' learning experience in class, as a reference for evaluating teachers. 7) Organize peers to evaluate teachers, understand the teaching level of teachers from a professional perspective, and put forward constructive suggestions. 8) Encourage teachers to conduct self-evaluation, reflect on their own teaching practice, and make personal development plans. 9) Evaluate whether teachers actively participate in continuing education and training, and constantly improve their professional quality and teaching ability. 10) Evaluate the teachers' achievements in the students' dance competitions and performances, as well as the students' love for the dance and their interest in continuous learning.

4. How about the problem of the current situation of resource support of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to

promote the resource support of development of strategies for sustainable development?

I think 1) Organize regular training courses for Chinese dance teachers. 2) Integrate the national resources of excellent Chinese dance teachers, establish a teacher database, and realize the sharing and optimal allocation of teacher resources. 3) Famous dancers and educators at home and abroad are invited to give special lectures for Chinese dance teachers to share their teaching experience and artistic insights. 4) Encourage dance colleges to cooperate with dance performance groups and dance education institutions, provide practical teaching opportunities, and improve teachers' practical experience. 5) Make use of Internet technology, establish China dance online education platform. 6) Organize experts to compile dance teaching materials in line with the characteristics of dance education in China, and provide teachers with authoritative and practical teaching content. 7) The Chinese dance teacher dance competition will be held regularly to stimulate teachers' teaching enthusiasm and improve their dance skills. 8) Set up scholarships for Chinese dance teachers to encourage outstanding talents to devote themselves to dance education. 9) Actively participate in international dance exchange activities, introduce foreign advanced dance education concepts and teaching methods, and improve the level of dance education in China. 10) Improve the professional title evaluation system for dance teachers, and encourage teachers to improve their own quality and teaching level. 11) Improve the treatment of dance teachers, protect their legitimate rights and interests. 12) Strengthen the construction of teachers: strengthen the construction of teachers in dance colleges and universities. 13) Strengthen the publicity and promotion of dance education, and improve the social recognition and respect for Chinese dance teachers. 14) Pay attention to the mental health of dance teachers, provide psychological counseling and support, and improve their teaching happiness. 15) Establish and perfect the incentive mechanism of dance teachers, stimulate teachers' work enthusiasm and creativity.

5. How about the problem of the current situation of teacher training of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the teacher training of development of strategies for sustainable development?

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

6. How about the problem of the current situation of discipline development plan of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the discipline development plan of development of strategies for sustainable development?

I think 1) Establish and improve the training system for Chinese dance teachers to improve the training quality. 2) Strengthen the curriculum setting of teacher training, and pay attention to the combination of theory and practice. 3) Well-known experts at home and abroad are invited to hold lectures and seminars to improve teachers' professional quality. 4) Formulate a unified teaching syllabus and teaching materials to ensure the standardization of the teaching content. 5) Promote excellent teaching methods and improve the classroom teaching effect. 6) Strengthen the examination and evaluation system

to ensure the quality of teaching. 7) Strengthen the research of Chinese dance discipline and promote theoretical innovation. 8) Teachers are encouraged to participate in domestic and foreign academic seminars to broaden their academic horizons. 9) Establish a discipline research base to promote the transformation of research results. 10) Attach importance to the inheritance of traditional Chinese dance culture and carry forward the national spirit. 11) Innovative choreography, combining tradition with modernity. 12) Strengthen foreign exchanges and promote Chinese dance to the world. 13) Improve the treatment of teachers and attract outstanding talents to devote themselves to the cause of Chinese dance education. 14) Strengthen the professional title evaluation and promotion mechanism of teachers to stimulate the enthusiasm of teachers. 15) Strengthen the construction of teachers' professional ethics and establish a good industry atmosphere. 16) Cultivate a group of Chinese dance education experts with international influence.

7. How about the problem of the current situation of international exchange and cooperation. of development of strategies for sustainable development of Chinese dance teacher leadership in Shandong province and how to promote the international exchange and cooperation of development of strategies for sustainable development?

I think 1) An international exchange platform has been established, international Chinese dance seminars will be held regularly, and dance educators and artists from all countries are invited to participate and jointly discuss the development and innovation of Chinese dance. 2) International Chinese dance competitions will be held to encourage dancers from all countries to learn and perform Chinese dance, and to promote the international dissemination and exchange of Chinese dance. 3) Select outstanding Chinese dance teachers to teach overseas, spread Chinese dance skills and culture, and train overseas Chinese dance talents. 4) Invite internationally renowned dance educators and artists to give lectures in China to improve the teaching level and artistic quality of Chinese dance teachers. 5) Strengthen the cooperation with

international dance organizations, actively participate in international dance activities, and promote the international status of Chinese dance. 6) Carry out the international tour of Chinese dance, organize excellent domestic dance groups to perform overseas, and show the charm of Chinese dance. 7) Use modern scientific and technological means, such as online teaching and online courses, to broaden the international teaching channels of Chinese dance, so that more overseas lovers can have the opportunity to learn Chinese dance. 8) Strengthen the publicity of the international exchange and cooperation projects of Chinese dance, and improve the attention and awareness of Chinese dance at home and abroad. 9) Encourage and support Chinese dance teachers to participate in international dance competitions and exchange activities to improve their personal international vision and dance skills. 10) Strengthen the international training of Chinese dance teachers, and train the Chinese dance teachers with an international vision and teaching ability.

Appendix E
Certificate of English

**BS
RN** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Xi Su

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 12th February 2022



(Assistant Professor Dr Kulsin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research



**The Editorial Board of International Education Studies
Canadian Center of Science and Education**

1595 Sixteenth Ave, Suite 301, Richmond Hill, Ontario, L4B 3N9, Canada

Tel: 1-416-642-2606

E-mail: ies@ccsenet.org

Website: www.ccsenet.org

August 23, 2024

Dear Su Xi,

Thanks for your submission of paper to *International Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published on the Vol. 18, No. 1, in February 2025.

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

Authors: Su Xi, Phatchareephorn Bangkheow, Chollada Pongpattanayothin & Sunet Thaweethawornawat

If you have any questions, please do not hesitate to contact with us.

Sincerely,



Chris Lee

On behalf of,
The Editorial Board of *International Education Studies*
Canadian Center of Science and Education

Researcher Profile

Name: Su Xi
Gender: Female
Date of birth: September 10, 1987
Employer: Ludong University
Mailing address: Longhu Ting Blue Bay, Muping District, Yantai City, Shandong Province.
Position: Teacher, Ludong University

Work experience:

- Teacher at School of Arts, Ludong University
- Teacher at Beijing Fangshan No. 2 Vocational High School
- Teacher at China National Academy of Chinese Theatre Arts

Education background:

- September 1999 – July 2004

Shandong Art Academy Affiliated Middle School

Major: Dance Performance

Qualification: Secondary Specialized

- September 2004 – July 2008

China National Academy of Chinese Theatre Arts

Major: Dance Performance

Degree: Bachelor's Degree

- September 2011 – July 2014

China National Academy of Chinese Theatre Arts

Major: Research on Opera Physical Training

Degree: Master's Degree

- December 2021 – December 2024

Bansomdejchaopraya Rajabhat University

Major: Education Management for Sustainable Development

Degree: Doctoral Degree