

Original Paper

The Professional Ethics and Conduct of Free Normal Students in Higher Vocational Colleges from the Perspective of all-round Education Research on the Training Path

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Abstract

Free normal students in higher vocational colleges are the reserve force of talents for grassroots education, and the quality of their professional ethics directly affects the level of basic education and educational equity. “Three-all education” (all-staff education, all-process education, all-round education) aims to address the current problem of fragmentation and superficiality in the cultivation of teachers' ethics and conduct among free normal students in higher vocational colleges. This article combines the connection between “all-round education” and the cultivation of teachers' ethics and conduct, and based on the research and analysis of the current situation and causes of teachers' ethics and conduct among free normal students in higher vocational colleges, proposes practical approaches to the cultivation of teachers' ethics and conduct from the perspectives of all, all, and all aspects, in order to improve the quality of free normal student cultivation in higher vocational colleges To provide a better reference for the cultivation of high-quality grassroots education talents in our country.

Keywords

All-round education for all, Higher vocational colleges, Government-sponsored normal students, Professional ethics and conduct, Development pathways

1. Introduction

With the introduction of a series of policies such as “Opinions on Strengthening and Improving the Construction of Teachers’ Ethics and Conduct in the New Era” and “Collaborative Quality Improvement Plan for Education of Free Normal Students”, the construction of teachers’ ethics and conduct, as an important part of teacher education, is receiving unprecedented attention. “Targeted training, serving the grassroots” is the training objective for free normal students in higher vocational colleges. Free normal students should not only have solid basic skills, but also have noble professional ethics and a strong sense of mission and responsibility in education. At present, there are still some phenomena such as “emphasizing basic skills but neglecting moral education”, “emphasizing classroom teaching but neglecting extracurricular practice”, and “single subject of education” in the construction of professional ethics and conduct among some higher vocational education students, resulting in the inconsistency between knowledge and practice of professional ethics and conduct among normal students.

The application of the concept of “all-round education” as proposed in the Ministry of Education “Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation”, which runs through all links and the entire process of education and breaks away from the traditional moral education mold, in the cultivation of professional ethics and conduct of free normal students in higher vocational colleges is conducive to the benign situation where multiple educational subjects, including schools, families and society, participate together. It is conducive to achieving the educational goal of “from student to graduate, from in-class to out-of-class”, and is of great significance to the cultivation of professional ethics and conduct of free normal students and the quality of education at the grassroots level. Based on the concept of “all-round education”, the author explores scientific paths for the cultivation of professional ethics and conduct of higher vocational education students from the two aspects of talent cultivation in higher vocational education and the cultivation laws of free normal students, which has certain innovative significance for the innovation of professional ethics and conduct education in the new era.

2. Definition of Core Concepts and Theoretical Basis

(1) The connotation of the concept of “all-round education”

“Three-all education” refers to “education for all”, “education throughout the entire process”, and “education in all aspects”; The three aspects complement each other and are organically unified, together forming a complete education system. All-staff education, breaking away from the fixed mindset that “moral education is the responsibility of ideological and political teachers”, all professional teachers, administrators, administrative service personnel, enterprise mentors, in-school and out-of-school internship base instructors, and parents are included in the main body of education, achieving “education is always and everywhere”; Whole-process education: Incorporate the entire process of public-funded normal students from enrollment, education, teaching, practice, courses,

training, graduation to employment into the whole process of teacher ethics education, achieving the “whole-process progression” of teacher ethics education; All-round education, breaking away from the single classroom education, organically integrating multiple elements of education such as curriculum, training, culture, network, and system to form a multi-angle education pattern of “online + offline” and “on-campus + off-campus”.

(2) The core content of professional ethics and conduct for free normal students in higher vocational colleges

According to the “Ten Standards of Professional Conduct for College Teachers in the New Era” and the characteristics of higher vocational education itself, the basic connotations of the professional ethics and conduct of free normal students in higher vocational colleges include four aspects. First, educational belief: firmly hold the belief of free normal students to “take root in the earth”, cultivate the educational original intention of “everything for the students”, and have the professional belief of being grounded in the land; The second is the code of professional ethics, adhering to professional ethics, upholding educational equity, respecting student differences, and not engaging in academic or professional misconduct; Third, professional ethics: in education and teaching, adhere to the laws of vocational education, adhere to the integration of work and study, and cultivate professional awareness and craftsmanship spirit; Fourth, personal qualities, the belief of being kind to others, regulating emotions, the belief of teamwork, and having a noble character to influence students.

(3) The intrinsic connection between “all-round Education” and the cultivation of teachers' ethics and conduct

The purpose of “all-round education” and the cultivation of teachers' ethics and conduct is consistent, both focusing on “moral education and talent cultivation”. Logically speaking, “all-staff education” is the “subjectivity guarantee” for the cultivation of teachers' ethics and conduct, and it addresses the issue of “who will educate”. “Whole-process education” is the “process guarantee” for the cultivation of teachers' ethics and conduct, and it addresses the issue of “when to educate”; “All-round education” is a “carrier guarantee” for the development of professional ethics and conduct, and it addresses the issue of “how to educate”. The combination of the three can make up for the shortcomings of traditional teacher ethics education, such as “single subject, broken process, limited carrier”, and transform teacher ethics from “I cultivate others, I cultivate others” to “I cultivate others, I cultivate first”, thus achieving the transformation from “fragmented education” to “systematic cultivation”.

3. Investigation and Problem Analysis of the Current Situation of Teachers' Ethics and Conduct among Free Normal Students in Higher Vocational Colleges

(1) Survey design and implementation

In order to gain a clearer understanding of the current situation of teachers' ethics and conduct among contemporary higher vocational free normal students, the author took five higher vocational colleges (including vocational and technical colleges) across the country that offer free normal student training

programs as samples, covering preschool education, primary education, education, and vocational and technical normal education (such as mechanical and electrical, nursing), The research was conducted using a combination of questionnaires and interviews. A total of 820 questionnaires were sent out and 768 were retrieved, with an effective rate of 93.6%. In-depth interviews were conducted with 20 professional course teachers, 10 ideological and political teachers, and 30 free normal students.

(2) Current situation: Positive performance and prominent problems

Positive performance

First, there is a strong sense of professional identity. 82.3% of normal school students believe that they apply for “free normal school students” because they love the teaching profession; 78.5 percent of students think they will teach at grassroots schools after graduation, showing a strong sense of mission. The second is the strong foundation of moral knowledge, with a passing rate of 91.2% in the understanding of the “Code of Professional Ethics for Teachers”, indicating that the basic knowledge-based moral education for students is better based on school moral education courses. Again, there is a strong sense of social service. 75.6% of normal school students have participated in volunteer service activities such as “rural teaching assistance” and “tutoring for left-behind children” in the past, indicating a strong sense of social service.

Prominent issues

First, there is a deviation between the perception of teacher ethics and the practice of teacher ethics. As many as 89.1% of students can correctly state the requirements of teacher ethics, but what about when students are naughty? “Do you pay attention to students with learning difficulties after class?” Only 43.5 percent of students chose to “teach patiently and teach well”, “easier said than done”; Secondly, they are not firm in their career beliefs. 28.7 percent of students believe that “going to the grassroots level is to enjoy public funds and change jobs when there is an opportunity”; It is evident that a small number of students are not firm in their career beliefs; Thirdly, there is a lack of active participation in teacher ethics evaluation. Only 31.2% participated in self-evaluation or mutual evaluation activities organized by the school, and the evaluation failed to fully reflect the leading role of students.

(3) Causes of the problem: A deep analysis based on the perspective of “all-round education”
Insufficient synergy in all-staff education: The subjects of education “fight on their own”

On the one hand, there are professional teachers who focus more on skills than moral education. In the interviews, 65 percent of the teachers believed that “more emphasis was placed on whether students passed the professional technical assessment, and the education of students’ professional ethics was only mentioned incidentally”, and there was no organic combination of “course-based ideological and political education” and professional education and teaching. On the other hand, there is the absence of an out-of-school educational subject. Only 23.4% of schools have established a “joint teacher ethics training mechanism” with grassroots practice bases. Enterprise mentors and teachers from internship schools mainly talk about “teaching skills guidance” and pay little attention to teacher ethics training.

Parents are absent. 85% of students believe that “parents have never talked to the school about anything related to teacher ethics”, and family education has not played a role.

Broken connection throughout the entire process of nurturing: Fragmentation of the nurturing process
First, there is a disconnect between the education at the entrance stage and the subsequent training. Schools only give “special lectures on teacher ethics” when new students enter, and there is no connection with the subsequent courses and practices. Teacher ethics education is just a passing fad. Second, there is a lack of professional ethics education during the practical stage. During the internship stage, only “teaching internship reports” are submitted, but “professional ethics practice records” and “professional ethics reflection logs” are not written. (72% of the students responded that “no one guided professional ethics issues during the internship”); Third, there is a lack of follow-up after graduation. 15 percent (the school conducts “teacher ethics performance follow-up” for post-graduation government-sponsored normal students) cannot achieve the closed loop of “training - employment - feedback”.

Single all-round education carrier: “Limited” education scenarios

On the one hand, curriculum-based education is the main channel for nurturing talents. 86.7% of teacher ethics education is carried out through “ideological and political courses”, “compulsory teacher ethics courses”, and less than 40% through channels such as “campus” and “online”. On the other hand, formalism in education. Most of the “teacher ethics practice activities” carried out by some schools are “visiting history museums”, “writing reflections” and “writing experiences”, which are not closely integrated with the grassroots level. 68.3% of the students think that “the practice activities do not help improve their teacher ethics ability”. Furthermore, online education is not covered. Only 29.4 percent of students did not have a well-built online platform for teacher ethics education, and they did not make good use of short videos and live streaming to carry out interactive moral education activities.

4. Construction of the path for Cultivating Professional ethics and Conduct for Free Normal Students in Higher Vocational Colleges from the perspective of all-round education

(1) All-staff collaboration: Building a “four-in-one” education community

Within the school: Strengthen the synergy of “ideological and political teachers + professional course teachers + administrators”

Formulate the “List of Responsibilities for Teacher Ethics Education”, implement ideological and political teachers’ “teacher ethics theory teaching”, offer the characteristic course “Teacher Ethics Cultivation for Free Normal Students in Higher Vocational Colleges”, and explain teacher ethics norms in connection with grassroots school education cases; Professional course teachers explore the moral elements in professional courses. The “Observation of Children’s Behavior” course in preschool education incorporates the moral elements of “caring for children and respecting differences”, and the “Skills Training” course in vocational colleges incorporates the elements of “craftsmanship spirit and professional ethics” and integrates into the examination of professional ethics courses. Administrative

and logistical staff “implicit education” (such as counselors organizing discussions on “professional career planning and professional ethics” through “theme class meetings”, cafeteria staff promoting “saving food”, etc.) school education synergy.

Off-campus: Activate educational resources of “practice base + parents + society”

Work with schools and kindergartens to build “Teacher ethics practice bases”, hire outstanding teachers as “teacher ethics role models”, establish “master-apprentice” relationships with normal school students during apprenticeships and internships, lead interns to solve some moral problems in teaching and teacher-child communication, and write “Teacher Ethics Practice books”; Work with parents to build a “family teacher ethics community”, regularly hold “public school parents’ classes”, share stories of teacher ethics and role models with parents, distribute “family Teacher ethics practice guidebooks”, encourage parents to exert subtle influence on students through words and deeds, and strengthen students’ professional identity; Work with local education bureaus and public welfare organizations to carry out the “Teacher Ethics Model Enters Campus” theme activity, allowing “rural good teachers” and “public school Teacher ethics model” to share their experiences with students and touch their hearts with the role models around them.

(2) Throughout the process: Build a “three-stage progressive” training chain

Adaptation period (first semester): Build a solid foundation of professional ethics

With “career enlightenment + moral awareness” as the content, organize the “Fate Education Week for Free Normal Students” - the “Policy Report Meeting” on “Rights and obligations of Free Normal Students”, the on-site research activities of “Going to the grassroots to village Schools”, and the signing of the “Teacher Ethics Commitment Letter for Higher Vocational Free Normal Students” at the “Teacher Ethics Commitment Ceremony”; The “Career Planning Class” allows students to set “professional ethics” as their personal goal in their career planning and establish a “professional ethics improvement file” to record their professional ethics words and deeds during their school years.

School period (semesters 2 to 5): Deepen the integration of professional ethics practice

On the one hand, in addition to the compulsory theoretical courses of teacher ethics, elective courses such as “Teacher Ethics Classroom Cases” and “Educational Ethics conflicts” are offered, and practical teaching forms such as “simulated teaching” and “mentor-apprentice conflict” role-playing are adopted; On the other hand, teacher ethics is incorporated into practical training courses, requiring students to complete “three forms of assistance for students with learning difficulties” and “one reflection on teacher ethics” during “educational observation”, and to accumulate no less than 20 hours of grassroots education volunteer service activities in “public welfare activities”, etc., Students’ performance is included in teacher ethics evaluation.

Transition period after graduation (Semester 6) : Strengthening the responsibility for teachers’ ethics

Organize “Graduation Professional Ethics Special Guidance”, such as “Professional Ethics Risk Education for Primary Schools”, “Professional Stress Relief for teachers”, etc., to prepare for the profession; Organize “Graduation Professional ethics defense” where students talk about “My

understanding of professional ethics in primary education” and “the professional ethics I will teach in the future” based on their internship experiences, with the defense results as the graduation standard; Establish a “three-year follow-up system after graduation”, contact local education bureaus for regular follow-up visits, feedback on students’ dynamic performance of professional ethics, form a “closed loop of training - employment - improvement”, and provide data references for optimizing professional ethics training in the future.

5. All-round Integration: Building a “Five-dimensional Integration” Education Carrier

(1) Curriculum education: Achieve deep integration of “ideological and political education + professional education”

In accordance with the dual-track approach of “ideological and political courses + ideological and political education in courses”, integrate teacher ethics into the talent cultivation plan. In the ideological and political courses, add the “Ethics of Grassroots Education” course, and teach the relationship between educational equity and teacher ethics in combination with the “Rural Revitalization Promotion Law”; In specialized courses, create a guide to integrating ideological and political education into curriculum and teacher ethics, such as adding “Cultural Confidence and Teacher Responsibility” to “Teaching Methods in Chinese” for primary education and “Caring for Children and Professional Ethics” to “Pediatric Nursing” for nursing education, so that each course takes on the responsibility of teacher ethics education.

(2) Cultural education: Creating an “immersive” atmosphere of teacher ethics

Build “teacher ethics cultural bases”, such as establishing a “Teacher Ethics Corridor for Free normal students” to showcase the deeds of senior students; Set up “Teacher Ethics Reading corners” and provide books on topics such as “Tao Xingzhi’s Educational Masterpieces” and “Diaries of Rural Teachers”; Organize “Teacher Ethics Culture festivals” such as “Teacher Ethics Essay Contests”, “Education Drama performances”, “Grassroots Education Story Sharing sessions”, etc., to enhance students’ teacher ethics through cultural influence; Regulate campus behavioral culture, such as requiring normal school students to “greet teachers proactively” and “participate in classroom interactions” during their school years, and normalize professional ethics into daily behavioral habits.

(3) Practical education: Building a “scenario-based” teacher ethics training system

Design a “hierarchical progressive” practical project: At the basic level, implement a “guidance station for left-behind Children in schools” to cultivate a service concept; Carry out “grassroots school situation surveys” at different levels to allow students to understand the school situation; The core level implements “on-the-job practice + teacher ethics assessment”, designs “teacher ethics survey forms” in the on-the-job schools, and the internship instructors score them in terms of “communication with students”, “classroom performance”, “professional ethics”, etc. The scoring results are included in 40% of the total on-the-job performance evaluation.

(4) Online education: Build an interactive platform for teacher ethics education

Build a cloud platform for teacher ethics education for free normal students in higher vocational colleges, and offer “Teacher Ethics micro-lessons (How to deal with parents’ complaints)” “Skills for Transforming Students with Learning Difficulties” “Teacher Ethics Case Library (Real Teacher Ethics Cases in Primary Schools)” “Teacher Ethics Case Library” “Teacher Ethics Forum (Anonymously Post Teacher Ethics puzzles)” “Teacher Q&A”, “Teacher Ethics Micro-talk (Share Teacher Ethics Stories during the internship on the Micro-talk platform), ‘Like and Comment’ to participate in the interaction; Strengthen the guidance of online public opinion and regularly release “positive energy of teacher ethics” information to prevent the influence of bad online information on students’ moral conduct.

(5) Institutional education: Improve the “diversified” evaluation and guarantee mechanism for teachers’ ethics

Establish a teacher ethics evaluation system of “student self-evaluation + teacher evaluation + practice base evaluation + parent evaluation”, formulate the “Teacher Ethics Evaluation Indicators for Free Normal Students in Higher Vocational Colleges” including four first-level indicators of “professional belief”, “moral behavior”, “practice performance” and “social response”, and 12 second-level indicators (“whether actively participating in grassroots service”, “Teacher ethics score of internship school”); The assessment results are linked to “scholarship evaluation”, “selection of outstanding students”, and “retention of public-funded qualifications”. Students with excellent teacher ethics evaluations are commended, while those with unethical teacher ethics behaviors are interviewed and rectified. Formulate the “Teacher Training Method for Teacher Ethics Education”, and regularly conduct “teacher ethics education ability enhancement training” for ideological and political teachers and professional course teachers to ensure the professionalism of the team in educating people.

6. Conclusions and Prospects

(1) Research Conclusions

Based on the current situation investigation, this paper, in view of the current situation of “separation of knowledge and action, lack of true faith in education, and low evaluation of education” among free normal students in higher vocational colleges, combines the theory of “all-round education” to propose the education path of all-staff education, all-process education, and all-round education, the organic combination of multiple training subjects within and outside the school, all-process education and all-round education, It can make up for the shortcoming of “fragmented teacher ethics” in the traditional sense, transform the traditional “knowledge” cultivation of teacher ethics into “quality”, and provide a path reference for the cultivation of teacher ethics of free normal students in higher vocational colleges.

(2) Research Prospects

The training path proposed in this study still needs to be adjusted in accordance with the professional differences of the trainees. Subsequently, targeted research should be conducted for preschool education majors, vocational education majors, etc. In the future, research can be conducted on the

“professional teacher ethics training model by major”. In addition, with the advent of the big data era, optimizing teacher ethics evaluation through artificial intelligence, big data and other means (evaluation of students’ teacher ethics in internship video cases) and strengthening the ability of online education are all research hotspots in the future. In addition, all-round education emphasizes the multi-party linkage of schools, families and society, which is a long and arduous task. In the future, research on the linkage mechanism among schools, governments, society and enterprises will be needed to provide more guarantees for the cultivation of teachers’ ethics and conduct for free normal students in higher vocational colleges.

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